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A Look at...

High School

and

A-G Course Descriptions

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World History Honors

Course Description

Course overview:
This is an accelerated course that fulfills state requirements for honors modern world history. The purpose of this course is to engage students in learning about the historical roots of the political, social, and economic foundations of the modern world. Students will analyze the development of modern political thought from its origins in ancient times to the modern world. A sample of topics covered in this course include: Ancient Greece, the Roman Republic, the spread of Western religions, the French Revolution, the American Revolution, the Latin American Revolutions, the Industrial Revolution, the Age of Nationalism, World War I, World War II, and the Cold War. In addition, students will analyze and synthesize the ways in which these global changes have impacted the world around us.

Students will master the following:

- Express how Ancient Greece and the Roman republic influenced the development of democratic ideals.
- Understand the development and aftermath of revolutions in both hemispheres, and their effect on the modern world.
- Interpret the Ten Commandments and explain how they can apply to the world around us.
- Identify and distinguish between the three major Abrahamic religions: Judaism, Christianity, and Islam.
- Utilize primary sources, texts, visuals, and other scholarly support materials in order to analyze, synthesize, and interpret how these have impacted the world.
- Compose coherent written communication by way of journal entries, short responses, and essays that demonstrate an understanding of the complexities of the modern world.
- Demonstrate the ability to utilize technology in research-based projects that require problem solving and critical thinking skills.
- Identify and define new terminology by way of class readings and research.

The purpose of this World History course is to engage students in:

- Learning about the historical roots of the political, social, and economic foundations of the modern world.
- Analyzing and synthesizing the development of modern political thought from its origins in ancient times to the modern world.
- Examine the effects of the Industrial Revolution and its impact.

- Describe different cultures, values and political structures through projects, essay reports, and communicative opportunities.
- Create comic books, timelines, and other project-based assignments depicting turning points in the chronology of world history.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

1. Lecture
2. Hands-on Assignments
3. Group Work
4. Discussion
5. Collaborative interaction
6. Music and Video activities
7. Written, verbal reports and presentations
8. Textbooks reading and analysis
9. Internet research
10. Interactive computer activities
11. Modeling
12. SDAIE
13. Essays
14. Visual and graphic descriptions of problems
15. Systematic and explicit instructions
16. Student think-aloud
17. Using hands-on projects and learning activities
18. Use of structured peer-assisted learning activities involving heterogeneous ability groupings
19. Problem-Based Learning (PBL)
20. Determine what they know by identifying what is known, what needs to be find out, what they want to learn (KWL) based on a given case study scenario
21. Develop a problem statement which contains steps for solving the problem and factors for determining successful completion
22. Gather information through online resources, surveys, interviews, observations, measurements, etc.
23. develop possible solutions using concept maps, Venn diagrams, graphic organizers, etc.
24. Virtual Interactive Math Tools to engage students using virtual manipulatives to help them visualize science relationships. Virtual Math learning environments allow students to apply logic and reasoning for problem solving.

UNIT 1:

- **Quick Write.** Consider the statement "Italy produced some of the best writers and thinkers that the world has ever known." Generate a number of arguments to either support or refute this statement. Rank your arguments in order of importance. *Length:* 1 page writing assignment.
- **Essay:** Read The Printing Revolution on page 56. Write a 2-page (5-paragraph) comparison essay about the invention of the printing press and the Internet. Focus on the impact that they have had on society and how we get information.
- **Novel Assignment.** After reading pages 90-107 in the book *Letters to America*, write a 2-page letter in response to one of the writers.
- **Novel Assignment.** Read pages 196-199 in the book *Letters to America*. This high school student makes some very strong assertions about our country.Â Write a 2-page (5-paragraph) persuasive essay that either supports or refutes her viewpoints.

UNIT 2:

- **Novel Assignment.** Read pages 22-25 in the book *Letters to America*. Go online to http://www.state.gov/. In the upper right-hand corner, click on the video tab. Click on one of the video clips under the top story tab. Write a 2-page summary and a critique of the video.
- **Literary Response.** Read the excerpt from the story *Don Quixote* by Miguel de Cervantes on page 147 in your textbook. Fill in the charts with ideas from the passage. Focus on the different sides of Don Quixote specifically the noble side and the foolish side. Evaluate the writing style of the excerpt. Provide support for your ideas including examples from the passage. Write a 2-page (5-paragraph) literary response using the charts that you filled out.
- **Women in History.** Read "Separate Classes: A Life in France in the 1600s" on page 151 in your textbook. Write a two-page comparison paper on the difference in how the rich and poor live in our society. Focus on the lives of women and the stereotypes that are associated with women in our society today. In your conclusion, discuss the similarities between France in the 1600s and the United States today.
- **Novel Assignment.** Read pages 16-21 in the book *Letters to America*. Go online to www.cnn.com. Choose one of the video segments to watch and write a one-page summary.

UNIT 3:

- **Literary Response.** Read the excerpt from *The Persian Letters* by Baron de Montesquieu. Fill in the charts with ideas from the passage. Focus the complexities of the two different family groups. Evaluate the style of the wiring and provide support with examples from the passage. Write a 2-page (5-paragraph) literary response using the charts that you filled out.
- **Expository Essay. Choose** a topic for a five to seven-page paper that you are going to write from the following:

  -
  - The Impact of the Protestant Reformation
  - A Comparison between Socialism and Democracy
  - The Causes and Course of the Industrial Revolution

- Analysis of the Problems Associated with Rapid Urbanization
- The Successes and Failures of Napoleon Bonaparte
- The Impact that European Wars Had on the Colonies in North and South America

You will need to have four sources (not including your textbook) for this paper.

UNIT 4:

- **Primary Source.** Read the testimonies from the mine workers below. Write a two page comparison essay on the different perceptions of the difficulty and danger associated with children working in the mines. Use examples from the passages above to support your statements.
- ***Novel Assignment.*** After reading pages 50-57 in the book *Letters to America*, write a 3-page persuasive essay. The persuasive essay is on whether or not we should have gone to war with Iraq after the events of September 11, 2001.

UNIT 5:

- **Biography Comparison.** Read the biographies of the Europeans rulers: Otto von Bismarck and Napoleon I. After reading the biographies, write a 2-page persuasive essay on which leader was a more important historical figure. Consider their motivations, their accomplishments, and the lasting effects that they had on their countries. Use examples from the reading to support your position.
- **Novel Assignment.** After reading pages 30-33 in the book *Letters to America*, write a one-page summary what the writer of the letter is saying about our country.

UNIT 6:

- **Novel Assignment.** After reading pages 58-71 in the book *Letters to America*. Write 2-page a persuasive essay that either supports or refutes the viewpoints of one of the writers.
- **Novel Assignment.** After reading pages 134-139 in the book *Letters to America*, write a 2-page letter in response to the writer.

UNIT 7:

- **Literary Response.** Read the eyewitness account of the German invasion of Belgium. Fill in the charts with ideas from the passage. Compare the perceptions of the German army and the other armies. Evaluate the style of the writing. Support your ideas and opinions with examples from the passage. Write a 2-page literary response using the charts that you filled out.

- **Novel Assignment.** After reading pages 34-47 in the book *Letters to America*, write a 2-page letter in response to one of the writers.

- **Literary Response.** Read the excerpt from *All Quiet on the Western Front* on page 466 in your textbook. Fill in the charts with ideas from the passage. Compare the perception of the dying soldier before and after his shooting. Evaluate the writing style. Support your ideas and opinions with examples from the passage. Write a 2-page literary response.
- **Persuasive Essay.** Read pages 238-241 in the book *Letters to America*. The writer makes the statement of using peace as an excuse to keep fighting. Write a 3-page (5-paragraph) persuasive essay that either supports or refutes the idea that war is necessary to keep peace.
- **Five Paragraph Essay.** Read pages 234-237 in the book *Letters to America*. The writer speaks about what it means to her to be an American. Write a five-paragraph essay entitled What It Means to be an American. This is to be written from your point of view.
- **Essay.** Read pages 174-179 in the book *Letters to America*. The writer speaks about the concept of a global village. Write a short, one-page essay defining what it means to be part of a global village. Be specific about what our responsibility as the head of this global village is to other countries, as well as what their responsibility is to us.

UNIT 8:

- **Writing Assignment.** Choose a topic for a five to seven-page paper that you are going to write from the following:
  - The Great Depression
  - The Holocaust
  - The Effects of World War I
  - The Causes of World War II
  - The Cold War
  - The Effects of Terrorism on the Modern World

You will need to have four sources (not including your textbook) for this paper.

- **Compare and Contrast Essay.** Read pages 160-164 in the book *Letters to America*. The writer speaks about the U.S. dropping the atomic bomb on Japan. Write a paper that compares the dropping of the atomic bombs on Japan with the World Trade Center bombing on September 11th. This is to be written from your point of view, and there is no right or wrong answer.

UNIT 9:

- **Persuasive Essay.** Watch the movie *Thirteen Days* about the Cuban Missile Crisis. After watching the movie, write a 3-page persuasive essay about the actions taken in the movie. Choose a side, either military action or political action, in order to solve the problem. Back up your philosophy with examples from the movie.

- **Novel Assignment.** Read pages 2-5 in the book *Letters to America*. The writer discusses what America means to her. Write a 2-page essay about what America means to you, and answer the question, does it mean more to people who live here or to people who want to come here from other countries. Support your answer.
- **Novel Assignment.** Read pages 12-15 in the book *Letters to America*. The writer says that America should strive to be the country more near the sun than other countries. Write a 2-page essay about what this statement means to you. What changes need to be made in order for America to be the place where everyone can find happiness?

- **Novel Assignment.** Read pages 78-83 in the book *Letters to America*. Write a 2-page essay about how the viewpoints of the different writers in this book have changed your opinion of how the United States is viewed around the world. Use specific examples from your readings to support your answers.
- **Primary Source.** Read the speech by Yitzhak Rabin. With what you have read in your book, what you have seen on the news, and what you read below, write a 3-page persuasive essay on whether or not it is possible to achieve peace in the Middle East. Choose one side and support your conclusions.

UNIT 10:

- **Autobiographical Narrative.** Read the account of The Massacre in Tiananmen Square. Write a 2-page autobiographical narrative on an important event in your life.

- **Novel Assignment.** After reading pages 220-228 in the book *Letters to America*, write a 2-page essay comparing the two different parts of the letter. In the essay, answer the question, what is the writers true feelings about America?

Vocabulary, Historical Figures, Textbook Reading and Reading Comprehension Questions

In every lesson, students will be introduced to key vocabulary terms and historical figures. Students will be asked to define these vocabulary words and identify these historical figures to help them better understand the text. The students will also answer comprehensions at the end of their reading assignments. For their assessments, students will be asked questions based on these readings.

Letters to America Assignments

Throughout this course students will read pages from the novel, Letters to America. This novel is a collection of letters written by men and women from forty-six countries around the world. Students will read specific letters and will be required to write 1 to 2 pages responses to those letters in a variety of ways (letters, essays, short responses).

Primary Sources

Students will read primary source documents pertaining to historical figures and events. Students will be asked to analyze these documents by making comparisons, answer comprehension questions or describing the events, setting characters, theme and time.

Students will study interactive historical maps located on the Pearson education website. Students will respond to critical thinking questions, make comparison, make predictions and summarize these maps.

Writing Assignments

In this Advanced World History CP course, students will write a variety of essays and reflective responses based on their reading of the textbook and novel readings. Â the length of these writing assignments will vary, but most will fall under the 2-page, 5-paragraph essay requirement. The types of writing assignments will include literary responses, persuasive essays, expository essays, letter writing and autobiographical narratives.

UNIT 1: Ancient Greece, Ancient Rome and the Rise of Christianity, the Renaissance in Italy, Niccolo Machiavelli, the Renaissance in the North, the Protestant Reformation, Reformation Ideas Spread, the Scientific Revolution, the Search for Spices, Turbulent Centuries in Africa, European Footholds in South and Southeast Asia, and Encounters in East Asia.

UNIT 2: Conquest of the Americas, Spanish and Portuguese Colonies in the Americas, Struggle for North America, the Atlantic Slave Trade, Effects of Global Contact, Spanish Power Grows, France Under Louis XIV, Separate Classes: Life in France in the 1600s, England Divided, Rise of Austria and Prussia and Absolute Monarchy in Russia.

UNIT 3: Philosophy in the Age of Reason, Enlightenment Ideas Spread, Roots of American Democracy, Birth of the American Republic, The Eve of Revolution, the French Revolution Unfolds, Radical Days of Revolution, The Age of Napoleon, and Geography's Impact.

UNIT 4: Dawn of the Industrial Age, Britain Leads the Way, Social Impact of the Industrial Revolution, New Ways of Thinking, an Age of Ideologies, Revolutions of 1830 and 1848, and Revolts in Latin America.

UNIT 5: The Industrial Revolution Spreads, the Rise of Free Cities, Changing Attitudes and Values, Arts in the Industrial Age, Building a German Nation, Germany Strengthens, Unifying Italy, Nationalism Threatens Old Empires, and Russia: Reform and Reaction.

UNIT 6: Democratic Reform in Britain, Social and Economic Reform in Britain, Division and Democracy in France, Expansion of the United States, Building Overseas Empires, European Claims in Muslim Regions, the British Take Over India, China and New Imperialism, Japan Modernizes, The Effects of Imperialism, Imperialism in Southeast Asia and the Pacific, Self-rule for Canada, Australia, and New Zealand, and Economic Imperialism in Latin America.

UNIT 7: The Great War Begins, A New Kind of War, Winning the War, Making the Peace, Revolution and Civil War in Russia, Struggle in Latin America, Nationalism in Africa and the Middle East, India Seeks Self-Rule, Upheavals in China, and Conflicting Forces in Japan.

UNIT 8: Postwar Social Changes, the Western Democracies Stumble, Fascism in Italy, Dictatorships, The Soviet Union under Stalin, Hitler and the Rise of Nazi Germany, From Appeasement to War, the Axis Advances, the Allies Turn the Tide, Victory in Europe and the Pacific, and the End of World War II.

UNIT 9: The Cold War Unfolds, the Cuban Missile Crisis, the Industrialized Democracies, Communism Spreads in East Asia, War in Southeast Asia, the Vietnam War, the End of the Cold War, Independent Nations of South Asia, New Nations of Southeast Asia, the Stories of 5 African Nations, African Nations Gain Independence, and the Modern Middle East.

UNIT 10: Conflicts Divide Nations, Struggles in Africa, Conflicts in the Middle East, the Challenges of Development, Africa Seeks a Better Future, China and India: Two Giants of Asia, Latin America Builds Democracy, Industrialized Nations after the Cold War, Globalization, Social and Environmental Challenges, Security in a Dangerous World, and Advances in Science and Technology.

Class Work: In-class assignments and homework are the foundation of the assessment process. They provide immediate feedback on content mastery to the instructor, as well as the student.

Homework: Students are given nightly homework that helps to build on recently introduced Pre-Calculus concepts.

Quizzes: Students take quizzes almost daily, which lead up to a larger exam at the end of every chapter of the text.

Tests/Exams: Tests occur at the end of each chapter. The tests are comprised of direct problems, word problems, and written response questions, the specific of which, are detailed under "Key Assignments." A cumulative final exam is given at the end of each semester.

Writing Assignments: For each unit students will be completing an extensive writing assignments that require them to refer to multiple sources and/or complete research. These assignments will assess students critical thinking and analysisf course content material.

Final Exam/Project: Toward the end of the course, students undertake a project that requires them to propose a hypothesis about a topic of their choosing, collect data over a period of time, conduct reserach and present their findings via submission of a report and oral presentation. The project culminates with a scientific-style written report that includes charts, graphs, mathematical models, and written explanation of the procedures and findings. Students will also complete a comprehensive final at the end of each semster comprised of solving problems, short answers and essay questions.

Benchmark Exams: Schoolwiode comprehensive exam scheduled twice per semester in order to assess progress of students mastery of course content. Results are reviewed and analyzed by teachers and administrators in order to develop a learning plan for students who have not mastered material.

World History

Course Description

Course overview:
In course students will study the major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. This course will analyze historical world events and the cultural, economic, geographical, and political interactions of people throughout history. Students will develop an understanding of historical origins of current world issues, especially as they pertain to international relations. Students will trace the rise of democratic ideas and ideals. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Students will demonstrate the ability to think critically, learn autonomously, and to solve problems by successfully completing challenging group and individual assignments and projects, which they helped develop. Through the application of historical and social science analysis skills, students will enhance their intellectual, reasoning, reflective and research skills.

As students take on an active role in their education, they will learn and understand how American society, political systems, and the economy function within a historical context; understand and appreciate the diversity in the United States and the world community; will be able to engage the community, participate in community activities, and embrace their responsibilities of citizenship with a deeper understanding and respect of their civic duty.

The purpose of this course is to investigate, challenge, debate, and critically analyze events, trends, and issues in the history of this country (the United States of America) beginning with the Revolution and concentrating on the 20th century. This course is both standards-based and student-centered. Students will work to demonstrate highly proficient or advanced mastery of state standards and simultaneously reflect critically on your own education and learning. The content of this course will be both rigorous and relevant to their life and the lives of people like them.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

• Review of work by teacher • Written examinations • Student demonstrations, reviewed by selected panel • Student work • Student applied concept projects • Portfolios • Learning Logs

Major Writing Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: Egypt, Rome, and the Byzantine.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, historical profiles, research, etc.) and design a presentation deepen one of the aspects of the historical profile.

• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Rome Republic to Roman Empire to Fall of Rome; Emergence of the Byzantine & Orthodox Christianity; The Holy Roman Empire; Napoleonic Europe.
• Essay: In this assignment, students critical analyze and provide a response to the following prompt: "The French Revolution was inevitable"
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 2: EARLY MODERN TIMES (1300 – 1800)

Major Writing Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: France, Russia, and China.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, historical profiles, research, etc.) and design a presentation deepen one of the aspects of the historical profile.
• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Italy's principalities, Iberian (Spanish & Portugal) America, Native Americans, and The World in 1750.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 3: ENLIGHTENMENT AND REVOLUTION (1707 – 1850)

Major Writing Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: Aztecs/Mexico, Inca/Peru, and East Coast Natives/13 colonies.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, historical profiles, research, etc.) and design a presentation deepen one of the aspects of the historical profile.
• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Pre-Columbia Americas, British Exploration, and Spanish Exploration
• Essay: In this assignment, students critical analyze and provide a response to the following prompt: "The Natives of the Americas were defeated because they did not know how to fight"
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 4: INDUSTRIALISM AND IMPERIALISM (1800 – 1914)
Major Writing Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: Industrialized England, Mexico, Rio de la Plata (Argentina), and Brazil.
• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Pre-Industrial England, European Colonization of Africa, and China in 1860.

• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 5: THE TWENTIETH CENTURY

Major Writing Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: Unites States, Germany, Poland, Russia/Soviet Union, and Japan
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, historical profiles, research, etc.) and design a presentation deepen one of the aspects of the historical profile.
• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Europe (1900, 1914, 1939, 1948), Jewish population distribution Europe 1925.
• Essay: In this assignment, students critical analyze and provide a response to the poem "when first they came"
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 6: TOWARD A MORE GLOBAL CIVILIZATION

Major Writing Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: Ideological, political, economic, religious, cultural, and era) of the following: Ho Chi Ming, Fidel Castro, Winston Churchill, Kofi Anan, Nelson Mandela, and Mohandas Karamchand Gandhi.
• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Middle East, Africa Post-Colonization, Asia in 2000, and The Americas in 2000.
• Essay: In this assignment, students critical analyze and provide a response to the following prompt: "Technology is the factor that distinguishes the setting of all histories and human behaviors"
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

In addition the following:

• Students will answer questions at the end of each unit. Writing assignments will include responses to critical thinking questions, political cartoons, primary documents, case studies, etc.

- Written exams

- Multiple Choice
- Short Response
- Extended Response
- Key vocabulary
- Students will write a report that critically examines a major event in world history. This assignment is equivalent to a term paper. In this project, students will need to use both primary and secondary sources. This project will consist of a 5-7 page report, a bibliography including six sources.

This course will cover the California Framework for two-semester course. Following the guidelines of the State's Standards, this course focuses on the rise and growth of civilizations beginnings to 1532 AD, to include: Egyptian, Greek, Roman, and Middle Ages; the Era of regional civilizations and first empires 1000 BC to 1500 AD; to include: Africa, Americas, Africa, Asia, and India; the Beginnings of modern world 1300 to 1700; to include: Renaissance, Exploration, and Reformation periods; the European transformation and expansion: imperialism; the World wide revolutions to include: Democratic (English), American, French, and Industrial revolutions; the Development and origins of western political thought; World War I: its causes and consequences; the Rise of totalitarian governments; World War II: its causes and consequences; International developments after World War II: origins of the cold war; Global interdependence and development: Middle East, Africa, Latin/Central America, Mexico, China, Russia (including the Soviet Union), Europe, and the United States; the Examination of major historical turning points in shaping the modern world; the Rise of democratic ideals: the origins, democratic developments; the Industrial Revolution beginning in 18th century England; the Middle East: Israel and Syria; Sub-Saharan Africa: Ghana and South Africa; and the Developing nations: Latin/Central America and Brazil

Students will:

- ☐ Master a broad body of historical knowledge
- ☐ Demonstrate an understanding of historical chronology
- ☐ Use data to support an argument or position
- ☐ Interpret and apply data from primary and secondary sources, including statistics, theoretical claims, letters, and cartoons
- ☐ Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- ☐ Work effectively with others to produce products and solve problems
- ☐ Be productive, self-directed learners
- ☐ Enhance their reading, writing, communication, technology, and analysis skills through assignments and projects.

Course Outline

Unit 1: THE WORLD BEFORE: Ancient & Early Civilizations (3000 B.C. – 1800)

- o Early Civilization: Prehistory – 3000 B.C.
- o The Legacy of the Ancient World (3000 B.C. – 1600)
- o The first civilization, the civilization of the Greeks, Rome and the rise of Christianity, new patterns of civilization, world religions.
- o The Byzantine Empire, Russia, and Islam
- o Revolution and Enlightenment (1600 – 1800) – The Glorious Revolution, The Enlightenment, the American Revolution, World Languages
- o The French Revolution and Napoleon (1789-1815) – The French Revolution begins, radical revolution and reaction, the Age of Napoleon

Major Assignments and Assessments:

• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: Egypt, Rome, and the Byzantine.

• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, historical profiles, research, etc.) and design a presentation deepen one of the aspects of the historical profile.

• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Rome Republic to Roman Empire to Fall of Rome; Emergence of the Byzantine & Orthodox Christianity; The Holy Roman Empire; Napoleonic Europe.
• Essay: In this assignment, students critical analyze and provide a response to the following prompt: "The French Revolution was inevitable"
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 2: EARLY MODERN TIMES (1300 – 1800)

- The Renaissance and Reformation; Italy, Renaissance moves north, protestant reformation, the scientific revolution
- First Global Age, Europe and Asia: Search for spices, diverse tradition of southeast Asia, European footholds and encounters in southeast Asia and Asia
- Conquest in the Americas: Spanish and Portuguese Colonies, struggle for north America, turbulent centuries in Africa, changes in Europe
- Age of Absolutism: Extending Spanish power, France under Louis XIV, Triemph of Parliament in England, Rise of Austria & Prussia, Absolute monarchy in Russia

Major Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: France, Russia, and China.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, historical profiles, research, etc.) and design a presentation deepen one of the aspects of the historical profile.
• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Italy's principalities, Iberian (Spanish & Portugal) America, Native Americans, and The World in 1750.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 3: ENLIGHTENMENT AND REVOLUTION (1707 – 1850)

- The Enlightenment and the American Revolution, The Philosophy of Reason, Enlightenment Ideas Spread, Britain Mid-Century, Birth of the American Republic
- The French Revolution and Napoleon, On the eve of the Revolution, Creating a New France, Radical days, Age of Napoleon
- The Industrial Revolution Begins, Dawn of Industrial age, Hardship of early industrial life
- Revolutions in Europe and Latin America, Age of ideologies, Revolutions of 1830 and 1848, Latin American Wars of independence

Major Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: Aztecs/Mexico, Inca/Peru, and East Coast Natives/13 colonies.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, historical profiles, research, etc.) and design a presentation deepen one of the aspects of the historical profile.

• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Pre-Columbia Americas, British Exploration, and Spanish Exploration
• Essay: In this assignment, students critical analyze and provide a response to the following prompt: "The Natives of the Americas were defeated because they did not know how to fight"
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 4: INDUSTRIALISM AND IMPERIALISM (1800 – 1914)

- Industrialization and Nationalism (1800 – 1870) – The Industrial Revolution, reaction and revolution, national unification and the national state, culture: romanticism and realism
- Mass Society and Democracy (1870 – 1914) – The growth of industrial prosperity, the emergence of mass society, the national state and democracy, toward the modern consciousness
- The Height of Imperialism (1800 – 1914) – Colonial rule in Southeast Asia, empire building in Africa, British Rule in India, nation building in Latin America
- East Asia Under Challenge (1800 – 1914) – The decline of the Qing Dynasty, revolution in China, rise of Modern Japan

Major Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: Industrialized England, Mexico, Rio de la Plata (Argentina), and Brazil.

• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 5: THE TWENTIETH CENTURY

- War and Revolution (1914 – 1919) – The road to World War I, the war, the Russian Revolution, end of the war
- World War I, its cause and the political climate of Europe
- The Eugenics Movements
- The West between the Wars (1919 – 1939) – The futile search for stability, the rise of dictatorial regimes, Hitler and Nazi Germany, cultural and intellectual trends
- Nationalism Around the World (1919 – 1939)- Nationalism in the Middle East, nationalism in Africa and Asia, revolutionary chaos in China, nationalism in Latin America
- World War II (1939 – 1945) – Paths to war, the course of World War II, the New Order and the holocaust, the home front and the aftermath of the war

Major Assignments and Assessments:
• Historical Profiles: In this assignment, students create comprehensive reports (aspects: geography, political, economic, religious, social, intellectual, and arts) of the following: Unites States, Germany, Poland, Russia/Soviet Union, and Japan
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, historical profiles, research, etc.) and design a presentation deepen one of the aspects of the historical profile.
• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Europe (1900, 1914, 1939, 1948), Jewish population distribution Europe 1925.
• Essay: In this assignment, students critical analyze and provide a response to the poem "when first they came"

• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 6: TOWARD A MORE GLOBAL CIVILIZATION

- o Cold War and Postwar Challenges (1845-1970) – Development of the Cold War, the Soviet Union and Eastern Europe, Western Europe and North America
- o The Contemporary Western World (1970 – present) – Decline of the Soviet Union, Eastern Europe, Europe and the United States, western society and culture
- o Latin America (1945 - Present) – General trends in Latin America; Mexico, Cuba, and Central America; the nations of South America
- o Africa and the Middle East (1945-Present) – Independence in Africa, conflict in the Middle Ease, the challenge of terrorism
- o Asia and the Pacific (1945 – Present) – Communist China, independent states in South and Southeast Asia, Japan and the Pacific
- o Challenges and Hopes for the Future – the challenges of our world, global visions
- o The role United Nations, Non-Governmental Agencies, and political alliances.

Major Assignments and Assessments:

• Historical Profiles: In this assignment, students create comprehensive reports (aspects: Ideological, political, economic, religious, cultural, and era) of the following: Ho Chi Ming, Fidel Castro, Winston Churchill, Kofi Anan, Nelson Mandela, and Mohandas Karamchand Gandhi.

• Maps: Students will produce maps that depict time-specific regional changes in political, economic, social, culture, and religion, which provide a visual aid to the context. They will produce the following maps: Middle East, Africa Post-Colonization, Asia in 2000, and The Americas in 2000.

• Essay: In this assignment, students critical analyze and provide a response to the following prompt: "Technology is the factor that distinguishes the setting of all histories and human behaviors"

• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

- ☐ Students will answer questions at the end of each unit. Writing assignments will include responses to critical thinking questions, political cartoons, primary documents, case studies, etc.
- ☐ Written exams
  - o Multiple Choice
  - o True or False
  - o Matching
  - o Short Response
  - o Extended Response
- ☐ Key vocabulary
- ☐ Students will write a report that critically examines a major event in world history. This assignment is equivalent to a term paper. In this project, students will need to use both primary and secondary sources. This project will consist of a 5-7-page report, a bibliography including six sources.

AP US History

Course Description

This course is adopted from **The College Board Advanced Placement Program**. Please refer to their course list for a full course description.

Course Materials

This course is adopted from **The College Board Advanced Placement Program**. Please refer to their course list for a full course description.

US History

Course Description

Course overview:
Students will demonstrate the ability to think critically, learn autonomously, and to solve problems by successfully completing challenging group and individual assignments and projects, which they helped develop. Through the application of historical and social science analysis skills, students will enhance their intellectual, reasoning, reflective and research skills.

As students take on an active role in their education, they will learn and understand how American society, political systems, and the economy function within a historical context; understand and appreciate the diversity in the United States and the world community; will be able to engage the community, participate in community activities, and embrace their responsibilities of citizenship with a deeper understanding and respect of their civic duty.

The purpose of this course is to investigate, challenge, debate, and critically analyze events, trends, and issues in the history of this country (the United States of America) beginning with the Revolution and concentrating on the 20th century. This course is both standards-based and student-centered. Students will work to demonstrate highly proficient or advanced mastery of state standards and simultaneously reflect critically on your own education and learning. The content of this course will be both rigorous and relevant to their life and the lives of people like them.

Students will study the political, social, economic, and diplomatic history of the United States, beginning with the Revolution and concentrating primarily on the 20th century. They will study the major turning points in American History. Specific themes and topics covered in this course include, but are not limited to, the following: The Enlightenment, rise of democratic ideals, Westward Movement, the Civil War, Reconstruction, Industrialism, and the Gilded Age in the 19th century. Early 20th century topics that are addressed include World War 1, the Roaring Twenties and the Great Depression. Students examine the causes of World War I and II, their impact on America and the world, the peace process through the Cold War, the Civil Rights Movement, Watergate, Vietnam, the Gulf War, and the war on terrorism. Further, American culture and diversity (including religion, literature, drama, art, music, education, and the role of media) will be examined to develop an understanding of their influence on the American experience. With an emphasis on the expanding role of the federal government and federal courts, including the continuing tension between the individual and the state, students will consider the

current major social problems and trace their causes. Lastly, students will learn that the United States has served as a model for other nations and that the rights and freedoms that American citizens enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

• Review of work by teacher • Written examinations • Student demonstrations, reviewed by selected panel • Student work • Student applied concept projects • Portfolios • Learning Logs

Major Writing Assignments and Assessments:
• Map work: Students will draw a map of the colonies (original 13). Label all the colonies with the dates of founding. Identify the northern, middle, & southern colonies. Identify the political, social, & economics of each region as of 1740's.
• British Policy Chart: Students will create a chart detailing the various British policies enacted following the Seven Years' War (Proclamation of 1763 through the Intolerable Acts). Indicate the content or provisions of these acts, the colonial response and the impact on growing colonial unity, and the impact of the experience on post-independence governance. Include the Proclamation of 1763, Grenville Acts, Townsend Duties, Committees of Correspondence, Tea Act, Boston Tea Party, Intolerable Acts [detail], First Continental Congress, Samuel Adams, and Sons of Liberty.
• First President Profile of the Presidency: George Washington
• Map: Of Washington to Jefferson's World. Identify all the states, the capitals & the date admitted into the Union as of 1809. Label the Louisiana Purchase territory in the North America continent, the mountains & major bodies of water "known" by 1809. On bottom of page create a timeline of the major political, social & economic events during the first three Presidents.
• Group Work: Content Reports/Fact Sheets & Posters of the following social developments of 1820s through 1850s: Scientific and technological developments, Transportation and sectional interdependence, Labor and labor organization, Social reforms and reformers, Religious developments, Immigration. Students will then present work to peers. Presentation will be 10 to 15 minutes in length.
• Presidential Charts: Students will create a detailed chart of the Presidents from Madison to Buchanan: the chart will feature Political (major events), social (major changes), and the economic climate. Then write a 5 paragraph essay that argues which Presidency was the most successful (rubric provided).
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 2: Slavery and Sectionalism, Civil War and Reconstruction

Major Writing Assignments and Assessments:
• Map Work: Student will draw the map of the United States. They will label the states of the Union and the states of the Confederation, as of 1861. Then they will identify the sites of the major battles of the civil war; indicating who won the battle (color code); indicating the first battle and the place of surrender for the Confederacy.

• Essay: For this assignment, students will analyze and evaluate whether the problems between the sectional regions could have been solved by compromise or whether the Civil War was a necessary step in American history.
• Group work/Presentation: While working in groups of 3, Students evaluate the circumstances of the civil war, and create a reconstruction policy to answer the following questions:
1. What is the primary goal of reconstruction? (Reunification, punishment, civil rights, or other)
2. What should be done to ex-Confederates?
3. What should be done for the freedmen?
4. Who should be able to vote and hold office in the new southern state governments?
5. What requirements must be met before states regain full rights and representation?
6. How should the Southern economy be restored?
7. What role should Union troops play in policing, governing, or rebuilding the South?
After each group has answered the above questions, they will need to create a Power Point presentation (Rubric provided).
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 3: Rise of Business and Labor

Major Writing Assignments and Assessments:
• Group Work/Presentation: In groups of three, students will choose three of the following assignment formats for presentation:
- Report of news articles on incidents or events during the late 1800's
- Biographical feature story on an important personality of the period
- Editorial/Essay
- Political Cartoons Scrapbook
- Comic Strip (Dialogue)
- Dramatization/Skit (Original script must be created)
- Period appropriate advertisements
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 4: Imperialism, Populists and Progressives; Wilson & World War I

Major Writing Assignments and Assessments:
• Essay: "America debates Imperialism"
• Presidential Profiles: McKinley, W; Roosevelt; Taft; Wilson
• Group Work/Presentation: while working in groups of three, students will research and create a Power Point presentation on one of the following topics: The rise of Women's rights, The Progressive Party, U.S. isolationism and Foreign relations prior to WWI, The Sedition Acts, immigration, and The Eugenics Movement.
• Debate: Congress, ratification of the Versailles Treaty & join the League of Nations? Yes or No.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 5: 1920's - 1930's

Major Writing Assignments and Assessments:
• Presidential Profiles: Harding, W; Coolidge, C; & Hoover, H;

• Group Work/Presentations: While working in groups of three, students will prepare a Power Point presentation one of the following topics: Red Scare, Ku Klux Klan, Religion, Fads, Radio and Films, Rise of Organized Crime, Sacco and Vanzetti, Scopes Trial, Music, Women in the 20s, Cars and airplanes, and Prohibition. (requirements: 15-20 slides, annotated bibliography, and outline)
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 6: World War II and the Origins of the Cold War

Major Writing Assignments and Assessments:
• Presidential Profiles: Roosevelt, F & Truman, H.
• Group Work/Presentation: While working in groups of three, students prepare a presentation that compares and contrasts aspects of World War I and World War II. Aspects of the following will be included: Neutrality policies, Home front developments and regulations, Economic controls, Labor relations, women and minorities, civil liberties, demographic changes, manpower and financial mobilization efforts, Relations with Allies - wartime and communications, Wartime Goals - Fourteen Points and Atlantic Charter/League and U.N., Post-war role in world affairs
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 7: Post-War Domestic Issues

Major Writing Assignments and Assessments:
• Presidential Profiles: Eisenhower, D.; Kennedy, J.; & Johnson, L.
• Group Work/Presentation: While working in groups of three, students will prepare a presentation of a decade that incorporates everything, including social, political, economic, cultural, and psychological. Students will be allowed to pick their own format.
• Essay: Students will defend or refute the following statement: "During the 1950's, Americans were confident to the verge of complacency about the perfectibility of American society, anxious to the point of paranoia about the threat of communism."
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 8: Foreign Policy - Eisenhower - Reagan

Major Writing Assignments and Assessments:
• Presidential Profiles: Nixon, Ford, Carter, Reagan, Bush & Clinton
• Group Work/Presentation: While working in groups of three, students will research and prepare a presentation on the Cold War. They will compare presidential policies, from Truman to Reagan, on: Nature of the Cold War - ideological v. power struggle; the policy of Containment in Europe, Asia, Middle East, and Latin America; Neutralism / nonalignment
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

In addition:

Essay: Write an essay evaluating whether the problems between the sectional regions could have been solved by compromise or whether the Civil War was a necessary step in American history. Essay: "American debates Imperialism" Essay: Defend or refute the following statement: "During

the 1950's, Americans were confident to the verge of complacency about the perfectibility of American society, anxious to the point of paranoia about the threat of communism."

- Students will answer questions at the end of each unit. Writing assignments will include responses to critical thinking questions, political cartoons, primary documents, case studies, etc.
- Written exams
  - Multiple Choice
  - Matching
  - True or False
  - Short Response
  - Extended Response
- Key vocabulary, graphic organizers
- Students create reports/presentations that critically examine major event in United States history. This assignment is equivalent to a term paper. In this project, students will need to use both primary and secondary sources. This project will consist of a 5-7 page report, a bibliography including six sources.

• Differentiate instruction • Direct instruction • Project group work • Individualized student work and support • Direct Instruction • Teacher demonstration • Lecture • Guided practice • Discussion • Multimedia presentation • Videos • Student/Peer Presentations

Course Outline

This course will cover the California Framework for two-semester course. Following the guidelines of the State's Standards, this course focuses the Enlightenment and the rise of democratic ideas; the ideological origins of the American Revolution, the Founding Fathers' philosophy (unalienable natural rights), the Constitution, and the addition of the Bill of Rights; The effects of the Civil War and Reconstruction; the industrial revolution, including it effects, living conditions, working conditions, and demographic shifts; The emergence in the late nineteenth century of the United States as a world power (economic & military); The effect of urban political machines; the era of corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders; the causes and effects of Social Darwinism and Social Gospel; the history of American Populism; The Progressive movement; the contributions of various religious groups to American civic principles and social reform movements; the role and history of various religious groups, including incidences of religious intolerance; the Principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the establishment clause; the Spanish-American War; the building of the Panama Canal; Theodore Roosevelt's Big Stick diplomacy; William Taft's Dollar Diplomacy; Woodrow Wilson's Moral Diplomacy; World War I, home front and US involvement; the Philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan; The passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition); The passage of the Nineteenth Amendment and the changing role of women in society; The Great Depression, the causes and effects (dustbowl, impact on California); The New Deal; World War II; The Civil Rights Movement; the significance of Mexican immigration and its relationship to the agricultural economy, especially in California; Federal government spending on defense, welfare and other social programs; the Cold War; The establishment of the United Nations, International Declaration of Human Rights, International Monetary Fund, World Bank, NATO, and the WTO; Post-WWII conflicts: The Korean War, Vietnam, Iraq; Demographic changes, immigration, and the social problems that have emerged as a result.

Students will:

- ☐ Master a broad body of historical knowledge
- ☐ Demonstrate an understanding of historical chronology
- ☐ Use data to support an argument or position
- ☐ Interpret and apply data from primary and secondary sources, including statistics, theoretical claims, letters, and cartoons
- ☐ Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- ☐ Work effectively with others to produce products and solve problems
- ☐ Be productive, self-directed learners
- ☐ Enhance their reading, writing, communication, technology, and analysis skills through assignments and projects.

Unit 1: Colonial History, Independence, Post-Independence, Growth of Nationalism, the Age of Jackson

Themes:

1. The emergence of American cultural traits and the factors that contributed to them.
2. Emerging regional patterns and how they evolved.
3. Colonists reevaluate their relationship with Great Britain and with each other.
4. The American Revolution as a conservative or a radical movement.
5. The American Revolution's place in world developments of the time period.
6. Impact of colonial experience on post-independence government
7. Development of the United States Constitution and the Bill of Rights
8. The emergence of political parties and the factors that divided them
9. The development of sectional specialization and interdependence
10. The conflict between national power and states' rights
11. National growth and the growth of nationalism.
12. The emergence of the "Common Man" in American politics.
13. Geographical and economic expansion.
14. Reform movements and the American character.

Content:

- Motives and methods of colonization: Spain, France, Britain
- Push-pull factors bringing colonists to the New World
- Comparison and contrast of Southern, Middle, and New England political, economic, social, and religious patterns
- Cultural differences between Americans and Europeans
- Mercantilism-costs and benefits for Britain and colonies
- British policy changes, post-1763
- Emerging colonial cooperation and decision for independence
- Military victory and terms of the Treaty of Paris
- Government under the Articles of Confederation-Successes and failures
- Constitutional Convention: Personalities, Compromises, Controversies, Ratification
- Hamilton v. Jefferson
- British-French conflict and its impact on American politics
- Trade, Diplomacy, Alien and Sedition Acts
- Jefferson's "Revolution of 1800"
- Changes in Party Positions
- Louisiana Purchase
- Diplomatic Problems

• War of 1812: Causes, Conduct, Consequences
• Era of Good Feelings
• Rise of Nationalism
• Diplomatic Achievements
• Marshall Court rulings and precedents
• Monroe Doctrine
• Jackson's Administration
• Spoils System
• Nullification
• Cherokee Removal
• Manifest Destiny and the War with Mexico
• Immigration
• Social, political, and economic developments
• reform movements, 1820-1850

Major Assignments and Assessments:

• Map work: Students will draw a map of the colonies (original 13). Label all the colonies with the dates of founding. Identify the northern, middle, & southern colonies. Identify the political, social, & economics of each region as of 1740's.
• British Policy Chart: Students will create a chart detailing the various British policies enacted following the Seven Years' War (Proclamation of 1763 through the Intolerable Acts). Indicate the content or provisions of these acts, the colonial response and the impact on growing colonial unity, and the impact of the experience on post-independence governance. Include the Proclamation of 1763, Grenville Acts, Townsend Duties, Committees of Correspondence, Tea Act, Boston Tea Party, Intolerable Acts [detail], First Continental Congress, Samuel Adams, and Sons of Liberty.
• First President Profile of the Presidency: George Washington
• Map: Of Washington to Jefferson's World. Identify all the states, the capitals & the date admitted into the Union as of 1809. Label the Louisiana Purchase territory in the North America continent, the mountains & major bodies of water "known" by 1809. On bottom of page create a timeline of the major political, social & economic events during the first three Presidents.
• Group Work: Content Reports/Fact Sheets & Posters of the following social developments of 1820s through 1850s: Scientific and technological developments, Transportation and sectional interdependence, Labor and labor organization, Social reforms and reformers, Religious developments, Immigration. Students will then present work to peers. Presentation will be 10 to 15 minutes in length.
• Presidential Charts: Students will create a detailed chart of the Presidents from Madison to Buchanan: the chart will feature Political (major events), social (major changes), and the economic climate. Then write a 5 paragraph essay that argues which Presidency was the most successful (rubric provided).
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 2: Slavery and Sectionalism, Civil War and Reconstruction

Themes:

1. Sectionalism
2. Slavery and causes of the Civil War
3. Secession and war
4. Reconstruction issues and plans
5. The struggle for equality
6. Native American relations

Content:

• Slavery as a social and economic institution
• The politics of slavery:
• Missouri Compromise
• Abolitionists
• Compromise of 1850
• Kansas-Nebraska Act and Bleeding Kansas
• Dred Scott Decision
• Lincoln-Douglas Debates
• John Brown's Raid
• Election of 1860
• Military strategies, strengths and weaknesses, events and outcomes
• The home front, North and South
• mobilizing manpower, finances, public opinion
• Social, economic, and political impact of war
• Presidential v. Congressional Reconstruction plans and actions
• Economic development: The New South?
• 1877 Compromise and Home Rule
• Booker T. Washington and W.E.B. Du Bois leadership styles and programs
• Native Americans
• Plains Wars and Reservation Policy
• Dawes Act: Comparison of reform attitudes towards African-Americans and Native Americans in late 19th century

Major Assignments and Assessments:

• Map Work: Student will draw the map of the United States. They will label the states of the Union and the states of the Confederation, as of 1861. Then they will identify the sites of the major battles of the civil war; indicating who won the battle (color code); indicating the first battle and the place of surrender for the Confederacy.

• Essay: For this assignment, students will analyze and evaluate whether the problems between the sectional regions could have been solved by compromise or whether the Civil War was a necessary step in American history.

• Group work/Presentation: While working in groups of 3, Students evaluate the circumstances of the civil war, and create a reconstruction policy to answer the following questions:

1. What is the primary goal of reconstruction? (Reunification, punishment, civil rights, or other)
2. What should be done to ex-Confederates?
3. What should be done for the freedmen?
4. Who should be able to vote and hold office in the new southern state governments?
5. What requirements must be met before states regain full rights and representation?
6. How should the Southern economy be restored?
7. What role should Union troops play in policing, governing, or rebuilding the South?

After each group has answered the above questions, they will need to create a Power Point presentation (Rubric provided).

• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 3: Rise of Business and Labor

Themes:

1. Political alignment and corruption in the Gilded Age.
2. Role of government in economic growth and regulation.
3. Social, economic, and political impact of industrialization.

Content:
• Gilded Age politics
• Party alignment
• Political corruption and reform: Industrial growth
• Government support and actions
• Business tycoons: methods, accomplishments, philosophies
• Rise of organized labor; Changing conditions
• Unions, leaders, methods, successes and failures
Major Assignments and Assessments:
• Group Work/Presentation: In groups of three, students will choose three of the following assignment formats for presentation:
- Report of news articles on incidents or events during the late 1800's
- Biographical feature story on an important personality of the period
- Editorial/Essay
- Political Cartoons Scrapbook
- Comic Strip (Dialogue)
- Dramatization/Skit (Original script must be created)
- Period appropriate advertisements
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 4: Imperialism, Populists and Progressives; Wilson & World War I
Themes:
1. The changing role of the US in world affairs - from isolationism to world power.
2. Inflation / Deflation - Role of government in the economy.
3. Role and effectiveness of third parties
4. Immigration and urbanization
5. Patrician reformers
6. Bryan and Wilson: "Jeffersonian goals in Hamiltonian form" (*Conflict and Consensus*)
7. Teddy Roosevelt / Taft / Wilson: Conservatives as Progressives (reform to preserve)
8. US motives in World War I and post-war agreements.
9. Presidential and congressional roles in policy management.
Content:
• Reasons for new interest in world affairs
• Spanish-American War
• Cuban situation and US reaction
• Military preparedness and action
• Treaty provisions
• Philippine Annexation - debate and results
• Open Door Policy
• Teddy Roosevelt's "Big Stick" Diplomacy
• Roosevelt Corollary and applications
• Panama intervention and canal building
• Nobel Peace Prize; Taft's Dollar Diplomacy; Agrarian Revolt
• Post-war problems
• Attempts to organize
• Election of 1896; Immigration and urbanization in the late 19th century
• Social and cultural developments of the late 19th century
• Urban middle-class reformers lead a call for change
• Muckrakers

• Women's issues and roles
• Political corruption and reforms
• Consumer and environmental protection
• Business and labor issues
• Teddy Roosevelt, Taft, Wilson administrations respond to Progressive movement
• Wilson's "Moral" or "Missionary" Diplomacy
• Relations with Panama, Mexico, Haiti, Philippines
• Neutrality, 1914-1917
• World War I as a war to "make the world safe for democracy"
• Various interpretations of US motives in World War I
• World War I at home
• Economic impact
• Harassment of German-Americans
• Women and minorities
• Espionage and Sedition Acts
• Business and Labor relations
• Creel Committee - wartime propaganda
• Treaty negotiations and Senate rejection of Versailles Treaty

Major Assignments and Assessments:

• Essay: "America debates Imperialism"
• Presidential Profiles: McKinley, W; Roosevelt,T; Taft,W; Wilson,W
• Group Work/Presentation: while working in groups of three, students will research and create a Power Point presentation on one of the following topics: The rise of Women's rights, The Progressive Party, U.S. isolationism and Foreign relations prior to WWI, The Sedition Acts, immigration, and The Eugenics Movement.
• Debate: Congress, ratification of the Versailles Treaty & join the League of Nations? Yes or No.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 5: 1920's - 1930's

Themes:

1. Post-World War I compared to post-Civil War nativism, laissez-faire, labor government, farmers,
2. Attitudes toward reform.
3. US pursuit of "advantages without responsibilities."
4. Administration policy of "nullification by administration."
5. Cultural conflicts: native v. foreign; rural v. urban.
6. Revolution in manners and morals.
7. The role of government in society and the economy; Political realignment.
8. Human suffering and response to the Great Depression.

Content:

• The 1920's:
• Post-war recession and agricultural problems
• Intolerance
• KKK
• Immigration restriction, Eugenic influence on policy
• Sacco and Vanzetti
• Prohibition and Organized Crime
• Jazz Age culture, Youth Rebellion, Literature of Disillusionment
• Business growth and consolidation, credit, advertising

• Harding, Coolidge, Hoover administrations
• Scandals
• Trickle-down Economics
• "Business of America is Business"
• Boom and Bust in the stock market
• Foreign Policy
• The 1930's
• Hoover v. Roosevelt's approaches to the Depression
• New Deal Legislation - Effectiveness and Criticisms
• Supreme Court Reactions and Court Packing Plan
• Dust Bowl and demographic shifts
• Extremist alternatives: Coughlin, Long, Townsend
• Political party alignment - the new Democratic Coalition
• Impact of the Great Depression on various population groups

Major Assignments and Assessments:

• Presidential Profiles: Harding, W; Coolidge, C; & Hoover, H;
• Group Work/Presentations: While working in groups of three, students will prepare a Power Point presentation one of the following topics: Red Scare, Ku Klux Klan, Religion, Fads, Radio and Films, Rise of Organized Crime, Sacco and Vanzetti, Scopes Trial, Music, Women in the 20s, Cars and airplanes, and Prohibition. (requirements: 15-20 slides, annotated bibliography, and outline)
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 6: World War II and the Origins of the Cold War

Themes:

1. Comparison of Wilson and Roosevelt as neutrals, wartime leaders, Allied partners, post-war planners.
2. US adopts new role as peacetime leader in post-war world.
3. Home front conduct during World War I and World War Ii.

Content:

• US response to aggression - neutrality legislation, Lend-Lease Act
• Pearl Harbor and US response
• Military Strategy
• Germany first
• Second front Debate
• Island Hopping
• Atomic Bomb; Home front
• Relocation of Japanese-Americans
• Women and Minorities in the workplace
• Demographic Impact

Wartime Diplomacy and Cooperation

• Atlantic Charter (compare to Fourteen Points)
• Wartime Conferences
• United Nations Founding and Participation
• Splintering of Wartime Alliance and Adoption of Containment
• Berlin and German Division
• Truman Doctrine
• Marshall Plan
• NATO

• Korea

Major Assignments and Assessments:

• Presidential Profiles: Roosevelt, F & Truman, H.

• Group Work/Presentation: While working in groups of three, students prepare a presentation that compares and contrasts aspects of World War I and World War II. Aspects of the following will be included: Neutrality policies, Home front developments and regulations, Economic controls, Labor relations, women and minorities, civil liberties, demographic changes, manpower and financial mobilization efforts, Relations with Allies - wartime and communications, Wartime Goals - Fourteen Points and Atlantic Charter/League and U.N., Post-war role in world affairs

• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 7: Post-War Domestic Issues

Themes:

1. Continued impact of New Deal in government's role in society.
2. Struggle for civil liberties and civil rights.
3. Checks and balances at work in American politics.

Content:

• Truman's Administration
• Fair Deal
• GI Bill of Rights
• Taft-Hartley Act
• 22nd Amendment
• 1948 Election
• Loyalty Program
• Eisenhower's Administration
• McCarthyism
• Modern Republicanism
• Highway Construction
• *Brown v. Board of Education of Topeka*
• Earl Warren Court
• Kennedy/Johnson Administrations
• Civil Rights Movement: Popular and Government Response
• War on Poverty and Great Society Programs
• Counterculture and Anti-establishment Movements

Major Assignments and Assessments:

• Presidential Profiles: Eisenhower, D.; Kennedy, J.; & Johnson, L.

• Group Work/Presentation: While working in groups of three, students will prepare a presentation of a decade that incorporates everything, including social, political, economic, cultural, and psychological. Students will be allowed to pick their own format.

• Essay: Students will defend or refute the following statement: "During the 1950's, Americans were confident to the verge of complacency about the perfectibility of American society, anxious to the point of paranoia about the threat of communism."

• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 8: Foreign Policy - Eisenhower - Reagan

Themes:

1. Cycles of freezes and thaws in East-West relations.
2. The "Vietnam Syndrome" in post-war foreign policy.
3. Human rights v. strategic self-interest in policy formulation.

4. Interrelationship of foreign policy and economic stability.
Content:
• The Administration of D. Eisenhower
• Liberation, not containment
• John Foster Dulles
• Massive retaliation
• Asia Policies:
• Korea
• Southwest Asia - Geneva Accords and aid to South Vietnam
• Peaceful Co-existence - Khrushchev's visit
• U-2 Incident
• The Administration of J.F. Kennedy:
• Flexible Response
• Aid for Social and Economic Development
• Peace Corps
• Alliance for Progress
• Southeast Asia military and economic aid
• Bay of Pigs and Cuban Missile Crisis
• The Administration of L.B. Johnson:
• The Administration of Nixon/Ford:
• Vietnamization
• Nixon Doctrine
• China Card
• Detente
• The Administration of J. Carter:
• Human Rights Policies
• Camp David Accords
• Panama Canal Treaties
• SALT II, Afghanistan, and Olympic Boycott
• Iran Revolution and Hostage Crisis
• The Administration of R. Reagan:
• "The Evil Empire"
• Strategic Defense Initiative (SDI)
• End of the Cold War
Major Assignments and Assessments:
• Presidential Profiles: Nixon, Ford, Carter, Reagan, Bush & Clinton
• Group Work/Presentation: While working in groups of three, students will research and prepare a presentation on the Cold War. They will compare presidential policies, from Truman to Reagan, on: Nature of the Cold War - ideological v. power struggle; the policy of Containment in Europe, Asia, Middle East, and Latin America; Neutralism / nonalignment
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 6: A CHANGING SOCIETY (1968 – Present)
Content:
• Politics and Economics (1971 – 1980)
• The legacy of the Nixon administration and Watergate
• The legacy of the Ford and Carter administrations
• Life in the 1970s/ the "Me" decade

• Resurgence of Conservatism (1980 – 1992): the New Conservatism; the Reagan years; life in the 1980's; the end of the Cold War
• Into a New Century (1992 – Present): The technological Revolution; the Clinton years; an Interdependent World;
• The G.W. Bush Administration: America enters a new century; the War on Terrorism.

American Government

Course Description

Course overview:
Students will develop an understanding of how the government works including an understanding of the Constitution and how the Executive, Legislative, and Judicial branches function. In addition, students will explore the contemporary structure, function, and politics of American Government at the federal, state, and local levels. The concepts of checks and balances and individual rights and responsibilities of citizens will be examined. Decision -ma king skills necessary to address the critical issues in their local communities, California and the United States, as well as in the global society at large will be developed. American government philosophical foundations and current applications will be addressed. Students will examine and compare political, legal, and social systems. Students will develop an understanding of the relationship America has to current global issues, examine the complexities of international relations and study American foreign policy to understand its impact on the international world today.

Students will demonstrate the ability to think critically, learn autonomously, and to solve problems by successfully completing challenging group and individual assignments and projects, which they helped develop. Through the application of historical and social science analysis skills, students will enhance their intellectual, reasoning, reflective and research skills. They will learn and understand how American society, political systems, and the economy function within a historical context; understand and appreciate the diversity in the United States and the world community; will be able to engage the community, participate in community activities, and embrace their responsibilities of citizenship with a deeper understanding and respect of their civic duty.

The purpose of this course is to investigate, challenge, debate, and critically analyze events, trends, and issues that present theoretical and logistical contentions of American society and the design of the Constitution. The content of this course will be both rigorous and relevant to their life and the lives of people like them.

The twelve (12) Principles of American Democracy as outlined in the *History-Social Science Framework,* adopted July, 1016 will guide the content of this American Government course.

Students will:

- Master a broad body of historical and conceptual knowledge
- Demonstrate an understanding of historical chronology, political philosophy, and rational behavior
- Use data to support an argument or position
- Interpret and apply data from primary and secondary sources, including statistics, theoretical claims, letters, and cartoons
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Work effectively with others to produce products and solve problems.
- Be productive, self-directed learners
- Enhance their reading, writing, communication, technology, and analysis skills through assignments and projects

Course content:
Unit 1: Foundations of American Government
Major Areas of Emphasis:

- People and government (principles of government, formation of government, types of government, economic theories
- Lord of the Flies by William Goldi This text will be used present the dynamics and complexities of power, interests, Hobbesian State of Nature, and the Rule of Law. In this unit, the Hobbesian State of Nature will be discussed through the context of the novel.
- Origins of American government (the colonial period, uniting for independence, the Articles of the Confederation, the constitutional Convention)
- The Constitution (Structure and principles, three branches of government, amending the Constitution, the amendments)
- The Federal System (national and state powers, relations among the states, developing federalism, federalism and politics)
- Types of governments: Authoritarian, Totalitarian, Republic, Democracy, Direct Democracy, Monarchy, and
- Political Ideologies: Libertarianism, Liberalism, Statism, and Conservatism.

Major Assignments and Assessments:

- ***What Would a _____ Government Say? Do?*** *(Short* Answer Writing Assignment and Presentation) In this assignment, students will explore hypothetical scenarios and determine how a government will react to that situation. The task will consist of interpreting the behavioral reaction of different government types and apply its basic tenets to predict outcomes to the various scenarios. Student will work in groups of three. Collaboratively, they will write short responses (2 to 3 paragraphs) for each scenario. Then each group will present their work to the entire class. The goal of this assignment is having students understand the patterns of government, ideology and policy.
- ***American Political Ideologies*** *Explored (Short* Answer Writing Assignment and Presentation). In this assignment, students will explore and evaluate four prevalent American political ideologies and apply their basic tenets to predict outcomes of various the four American political ideologies are Libertarianism, Liberalism, Conservatism, and Statism. Student will work in groups of three. Collaboratively, they will write short responses (2 to 3 paragraphs) for each scenario. Then each group will present their work to the entire class. The goal of this assignment is having students understand role of ideology in the American political system.
- ***The Invaders: My Civil Liberties*** (Role-playing Simulation and Writing Assignment). In this assignment, students will rank civil liberties according to their perceived level of importance. Then, they will participate in a multi-step simulation in which cooperation and negotiation is necessary. The simulation considers a hypothetical invasion of a foreign army that believes that Americans have too many rights and should only be allowed to keep a few. Individually, students will begin by listing 5 rights they want to preserve and 5 they would eliminate. Then, students will be paired and asked to construct a new list that they both agree to. Then, groups of 4 will be assembled, and the process will continue. Ultimately, the goal is to simulate a town hall debate/discussion. At the conclusion of this simulation, each student will write a 2- page reflection of the activity and what he or she learned.
- ***Unit Test***: Ideologies, Government Types, the Constitution, and American History

Unit 2: The Legislative Branch
Major Areas of Emphasis:

- The Organization of Congress (Congressional membership, the House of Representatives, the Senate, congressional committees, staff and supporting agencies)
- Development of Congressional Powers (Constitutional powers, investigations and oversight, Congress and the President)
- Congress at Work (how a bill becomes a law, taxing and spending bills, influencing congress, helping constituents)
- *Lord of the Flies* by William This text will be used present the dynamics and complexities of power, interests, Hobbesian State of Nature, and the Rule of Law. In this unit, the Rule of Law will be discussed through the context of the novel.

Major Assignments and Assessments:

- ***How a Bill becomes a Law Simulation*** (Role-playing Simulation and Writing Assignment). In this assignment, students will participate in a role-playing activity that is designed to simulate the process by which legislators create laws. The roles are as follows: Senators (4 to 6), Representatives (12 to 16), and President (1). At the conclusion of this activity, each student will write a 2-page reflection of the activity and what he or she learned.
- ***Senators Representatives*** (Writing Assignment and Presentation). In this assignment, students will create a poster-size chart that compares and contrast the roles of the Senate and the House of Representatives. In addition, students will critically analyze the power of each chamber and produce a Pros and Cons fact sheet. They will then present their work to the entire class.
- ***Unit Test***: The Legislature: The House and the Senate

Unit 3: The Executive Branch
Major Areas of Emphasis:

- The Presidency (President and Vice Presidents, electing the President, the cabinet, the executive office)
- Presidential Leadership (Presidential powers, roles of the President, styles of leadership)
- The Federal Bureaucracy (Bureaucratic organization, the civil service system, the bureaucracy at work)
- *Lord of the Flies* by William Golding -- This text will be used present the dynamics and complexities of power, interests, Hobbesian State of Nature, and the Rule of Law. In this unit, the role of leadership will be discussed through the context of the novel.

Major Assignments and Assessments:

- ***To Veto or Not to Veto: Examining the Executive Branch*** (Role-playing Simulation and Writing Assignment). In this assignment, students explore the Constitutional concept of Checks and Balances. In this simulation, students must find a way to negotiate with others and find ways to pass legislation that the President has threatened to veto. Roles are set-up to demonstrate real-life political complexities. At the conclusion of this activity, each student will write a 2-page reflection of the activity and what he or she learned.

- ***The Evolution of the Presidency*** (Writing Assignment and Presentation). In this assignment, students create a poster-size chart that compares and contrasts the Presidencies of Thomas Jefferson and George W. Bush. The goal of this assignment is to have students critically analyze the changes of the Presidency and understand its changes within its historical context. Students will present their work to the entire class.
- ***Unit Test***: The Executive Branch.

Unit 4: The Judicial Branch
Major Areas of Emphasis:

- The Federal Court System (Powers of the federal courts, lower federal courts, the Supreme Court)
- Supreme court Decision Making (The Supreme Court at work, shaping public policy, influencing court decisions)
- Landmark Supreme Court Cases
- Judicial Review (Constitutionality)

Major Assignments and Assessments:

- ***Supreme Court Landmark Cases: Roe Wade, and Tinker v. Des Moines*** (Writing Assignment). In this assignment, students will critically evaluate the findings of the court and produce a written endorsement or dissension of the court's ruling.
- ***Debate #1: Controversial Issues*** (Presentation and Writing Assignment). In this assignment, students are required to explore and evaluate Roe v. Wade (Abortion), and Tinker v. Des Moines (regulation of speech). Based on their evaluations, students will develop and defend their position while engaging in a parliamentary-styled debate. At the conclusion of this activity, each student will write a 2-page reflection of the activity and what he or she learned.
- ***Unit Test***: The Judicial Branch

Unit 5: Liberty and Justice for All
Major Areas of Emphasis:

- Constitutional Freedoms (Constitutional rights; freedom of religion, speech, press, assembly)
- Citizenship and Equal Justice (A nation of immigrants, the basis of citizenship, rights of the accused, equal protection of the law, challenges for civil liberties)
- The development and application of the 14th Amendment
- Law in America (Sources of American law, civil law, criminal law)
- *Lord of the Flies* by William Golding. This text will be used present the dynamics and complexities of power, interests, Hobbesian State of Nature, and the Rule of Law. In this unit, civil liberties and criminal punishment will be discussed through the context of the novel.

Major Assignments and Assessments:

- ***Supreme Court Landmark Case: Texas Johnson*** (Writing Assignment) In this assignment, students will critically evaluate the findings of the court and produce a written endorsement or dissension of the court's ruling.

- ***Debate #2: Controversial Issues*** (Presentation and Writing Assignment) In this assignment, students are required to explore and evaluate Texas v. Johnson (flag burning as protected speech). Based on their evaluations, students will develop and defend their position while engaging in a parliamentary-styled debate. At the conclusion of this activity, each student will write a 2-page reflection of the activity and what he or she learned.
- ***Unit Test***: Civil Liberties and Civil

Unit 6: Participating in Government
Major Areas of Emphasis:

- Political Parties (Development of parties, party organization, nominating candidates)
- Elections and Voting (Election campaigns, expanding voting rights, influences on voters)
- Interest Groups and Public Opinion (Interest group organization, affecting public policy, shaping public opinion, measuring public opinion)
- The Mass Media (How media impact government, regulating print and broadcast media, the Internet and democracy)

Major Assignments and Assessments:

- ***Analyzing Campaigns*** (Writing Assignment). In this assignment, student will critically analyze and evaluate campaign materials, which will include campaign slogans, commercials, ads, pamphlets, and speeches of the 2016 Presidential election. Each student will produce a 2-page written evaluate of the campaign material they selected to evaluate.
- ***Debate #3: Controversial Issues*** (Presentation and Writing Assignment) In this assignment, students are required to explore and evaluate Gore v. Bush (2000 election Florida recount). Based on their evaluations, students will develop and defend their position while engaging in a parliamentary-styled debate. At the conclusion of this activity, each student will write a 2-page reflection of the activity and what he or she learned.
- ***Unit Test***: Campaigns, Public Opinion and the Media

Unit 7: Public Policies and Services (Domestic and Foreign)
Major Areas of Emphasis:

- Taxing and Spending (Raising money, preparing the federal budget, managing the economy)
- Social and Domestic Policy (Business and labor policy; agriculture and environment; health and public assistance; education, housing and transportation)
- Foreign Policy and Defense (Development of foreign policy, shared foreign policy powers, state and defense departments, foreign policy in action)

Major Assignments and Assessments:

- ***Current Issue Analysis*** (Writing Assignment) In this assignment, students will critically analyze and evaluate the issue concerning the future of Social Security. Students will produce a written solution (2-3 pages) that incorporates popular perspectives and addresses one of the major concerns.
- ***Unit Test***: Public Policy

Unit 8: State and Local Government
Major Areas of Emphasis:

- Structure and Function of State Government (State constitutions, the three branches, state government policy, financing state government)
- Structure and Function of Local Government (structure of local government, serving localities, challenges of urban growth)

Major Assignments and Assessments:

- ***My Community: Letter to Congressman*** (Writing Assignment) In this assignment, students will identify a local community problem and write a letter to his or her congressmen. The letter will provide a description of the problem and suggest a few possible solutions. The Letter will be 1-2 pages in length.
- ***Unit Test***: Federalism: National, State, and Local governments.

Unit 9: US Foreign Policy, International Relations, and Economic Systems
Major Areas of Emphasis:

- Political Systems in Today's World (Democratic governments, authoritarian governments, international organizations, global issues)
- Development of Economic Systems (Capitalist and mixed systems, emerging economies, major economies in transition, the global economy)
- The role and impact of trans-national corporations
- *The Prince* by Niccolò Machiavelli - Excerpts of this text will be used to introduce the theory of Realism in international relations, Power Politics, and the concept of Sovereignty

Major Assignments and Assessments:

- ***Debate #4: Controversial issues*** (Presentation and Writing Assignment) In this assignment, students are required to explore and evaluate the torture of prisoners at Guantanamo Bay prison and black-site prisons for intelligence. Prior to the debate, student will research the topic and share findings with fellow classmates. Based on their evaluations, students will develop and defend their position while engaging in a parliamentary-styled debate. At the conclusion of this activity, each student will write a 2-page reflection of the activity and what he or she learned.
- ***Unit Test***: U.S. Foreign Policy

English 9

Course Description

Course overview:

The major purpose of English 9 is for students to analyze literature and expository text and produce complex writing pieces. Students will continue to apply content knowledge and habits of learning acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and literary analysis texts of at least 1,500 words each. In addition students will independently read one-half million words annually of grade-appropriate texts. Learning outcomes Students will: • Read at least Four full-length texts and a variety of related works • Write daily responses to reading in logs or journals • Participate in group and whole-class discussions of central topics related to readings • Use Cornell Notes written during lectures and discussion to develop ideas for an expository essay • Write a 1,500-word essay that compares and contrasts fictional events/characters with historically based events/characters • Write creatively in an authentic and original voice • Work with a group to create a script based on the text and participate in a performance • Produce writings that include all stages of the writing process, from pre-writing to publication • Participate in online discussion forums to respond to expand

This course is for entering 9th grade, college preparatory students. This course is designed to introduce college preparatory students to various concepts of the study of English and to develop critical anlaysis of literature through a variety of written essays and responses. English 9AB requires that the students analyze literature and expository text and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The California Reading/ Language Arts Framework requires that students in the ninth grade are expected to read one and one-half million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. English 9 AB is organized into three standards-based instructional units that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional unit, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition unit, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis unit, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature.

Course content:

Instructional Methods/Strategies Students will be given learning opportunities and instruction that will allow him/her to meet or exceed high content standards by receiving strategic instruction regarding the core ideas and concepts of the discipline of English. Some strategies include: Think Aloud, Guided/Shared Reading, Reciprocal Teaching, Writer's Workshop (6 Traits), Recursive Process of Writing, Modeling, Bridging, Contextualization, Schema Building, Metacognitive Development, and Socializing Intelligence through Think-Pair-Shares, and Socratic Seminars.

Key Assignments 1. Write a 500-word persuasive essay in which you argue the pros and cons of a major dispute in the text, referencing evidence in MLA style. 2. Write a 1,500-word research paper in which you describe social conditions in the historical period of the text. Consult at least three primary or secondary sources and cite references in MLA style. 3. Analyze Shakespeare's use of literary devices to explore a theme in Hamlet in an essay of 350-500 words, referencing the text in MLA style

Summative Assessments Formal assessments for unit, mid-year, and end-of-year assessments rely on multiple choice, short answer, and short paragraph responses. Integrated assessments for each unit and a comprehensive end-of-year assessment are holistic in nature and are graded with rubrics. 1. Homework 2. Discussion Posts on Electronic Bulletin Board 3. Written projects 4. Tests and quizzes 5. Reading from the textbook 6. Reading from a student selected novel from the approved reading list 7. Essays 8. Projects (independent, peer, group) 9. Research Project/Paper 10. Teacher Feedback

Required extensive reading addressing the following reading assignments: Unit One: Making Choices / Persuasion • To engage in academic conversations and writing, students will read a rich selection of texts to analyze those that employ propositions and support patterns. • They will also evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, examining the comprehensiveness of evidence, and analyzing the way in which the author's intent affects the structure and tone of the text. Prentice Hall Selections "I Have a Dream" Martin Luther King, Jr. "Dream Deferred" Langston Hughes "Dreams" Langston Hughes "The Road Not Taken" Robert Frost To be of use" Marge Piercy "New Directions" Maya Angelou Supplemental Texts: To Kill a Mockingbird Harper Lee "Ain't I a Woman" Sojourner Truth Obama's Back to School Speech Unit Two: Journeys of the Self / Expository • Students will read varied models of expository texts for specific purposes and will analyze, distinguish, synthesize, create, and extend ideas that are presented in those texts. • Students will synthesize the content from several sources from a single author dealing with a single subject. • Students will extend ideas through original analysis, evaluation, and elaboration. Prentice Hall Selections From The Odyssey, Homer Part I: The Adventures of Odysseus Part 2: The Return of Odysseus Supplemental Texts Siddartha Herman Hesse From Tao Te Ching Lao Tzu Homecoming Richard Rodriguez from Hunger of Memory Richard Rodriguez from Mythology Edith Hamilton Unit Three: New Worlds / Response to Literature • In order to understand literary elements in depth as an aid to reading and creating expressive discourse of their own, they will participate in close readings, discussion, examination, evaluation, and interpretation of texts. • The primary genre foci in the ninth-grade literary analysis component are essay, short story, and drama; secondary focus is placed on poetry. They preferred pedagogical approach is best described as intertextual: the teaching and learning of literature through the use of multiple texts related thematically, biographically, culturally, historically, philosophically, politically, stylistically, by topic, by structure or by author. Prentice Hall Selections "Uphill" Christina Rossetti "Summer"

Walter Dean Myers Ecclesiastes 3:1-8 (King James Version) "The Bells" Edgar Allan Poe Supplemental Texts Hamlet William Shakespeare Lord of the Flies William Golding

Instructional Units Unit One: Making Choices / Persuasion • To engage in academic conversations and writing, students will read a rich selection of texts to analyze those that employ propositions and support patterns. • They will also evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, examining the comprehensiveness of evidence, and analyzing the way in which the author's intent affects the structure and tone of the text. • Students will also be asked to extend ideas in primary or secondary sources through original analysis, evaluation, and elaboration. • Through the examination of the works of others, they will develop their own persuasive arguments, both orally and in writing, that structure ideas and arguments in a sustained logical manner, use specific rhetorical devices to support assertions (appeals, anecdotes, case studies, and analogies), clarify and defend positions with precise and relevant evidence (facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning), and address readers' concerns, counterclaims, biases and expectations. • Students will utilize appropriate forms of evidence and citation formats. As they develop their understanding of persuasion, students will consider guiding ideas such as what elements make a persuasive argument compelling, how the author's use of evidence supports an assertion and persuades his/her audience, and what methods are used by an author to build an argument. Unit Two: Journeys of the Self / Expository • Students will read varied models of expository texts for specific purposes and will analyze, distinguish, synthesize, create, and extend ideas that are presented in those texts. • Students will synthesize the content from several sources from a single author dealing with a single subject. • Students will extend ideas through original analysis, evaluation, and elaboration. • Students will write expository composition and deliver expository presentations that marshal evidence in support of a thesis and related claims, convey information and ideas from primary and secondary sources, and make distinctions between relative value and significance of specific data, facts, and ideas. • Students will engage in research and utilize appropriate forms of evidence and citation formats. • These expository compositions and presentations also need to include visual aids, technical terms, and notations, as well as anticipate readers' potential misunderstandings, biases, and expectations. • As they develop their understanding of exposition, students will consider guiding ideas such as what are the elements of an effective analysis, how an author's use of evidence from multiple sources supports a thesis, and what methods are used by an author to analyze, interpret, and evaluate information. Prentice Hall Selections From The Odyssey, Homer Part I: The Adventures of Odysseus Part 2: The Return of Odysseus Supplemental Texts Siddartha Herman Hesse From Tao Te Ching Lao Tzu Homecoming Richard Rodriguez from Hunger of Memory Richard Rodriguez from Mythology Edith Hamilton Unit Three: New Worlds / Response to Literature • In order to understand literary elements in depth as an aid to reading and creating expressive discourse of their own, they will participate in close readings, discussion, examination, evaluation, and interpretation of texts. • The primary genre foci in the ninth-grade literary analysis component are essay, short story, and drama; secondary focus is placed on poetry. They preferred pedagogical approach is best described as intertextual: the teaching and learning of literature through the use of multiple texts related thematically, biographically, culturally, historically, philosophically, politically, stylistically, by topic, by structure or by author. • Students are also expected to write and deliver responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works or passages. They learn to support important ideas and viewpoints through the accurate and detailed references to the text or other works and demonstrate awareness of the author's use of stylistic devices and the effects created. • They will also identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. Prentice Hall Selections "Uphill" Christina

Rossetti "Summer" Walter Dean Myers Ecclesiastes 3:1-8 (King James Version) "The Bells" Edgar Allan Poe Supplemental Texts Hamlet William Shakespeare Lord of the Flies William Golding

English 10 Honors

Course overview:
This course provides students with opportunities to:

- Demonstrate the ability to communicate clearly and coherently through written compositions and oral presentations.
- Employ critical thinking and analysis skills by successfully completing challenging reading and writing assignments.
- Read and comprehend a wide array of grade appropriate fiction and non-fiction demonstrated by written compositions.
- Solve problems and think critically by successfully completing rigorous projects, assignments and assessments.
- Evaluate arguments, and analyze information gathered through library and Internet research.
- Write various types of essays that offer critical thought and the synthesis of ideas, concepts, and information.

Following the California English Language Arts Content Standards, students will be able to:

- Make and critique formal oral presentations.
- Write various types of formal compositions that analyze, interpret, and evaluate literature, essays, speeches, commentaries, and news reports.
- Communicate clearly and coherently both orally and in writing.
- Have broader and stronger vocabulary skills.
- Read various types of literature that includes historical and cultural works that include, poetry, prose, plays, novels, and speeches. They will be knowledgeable of the qualities of each type of genre.
- Analyze the use of literary devices and figurative language.
- Use correct English grammar rules and conventions.
- Enhance their writing skills by following the Writing Process.
- Identify literal and figurative meanings of words. Distinguish between the denotative and connotative meanings of words. Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.
- Read, understand, and respond to grade-level-appropriate literature, including fiction, non-fiction and poetry, and compare and contrast similarities and differences across such genres. Students will also analyze organization patterns, arguments, and positions advanced.
- Critically analyze and interpret literature, examining character interactions and traits, dialogue, theme, and the issues of its historical period.
- Recognize and understand literary elements and techniques, including figurative language, imagery, allegory, symbolism, literary devices (e.g. foreshadowing and flashbacks) and explain how and why authors use such devices.
- Understand the research process, generating relevant research questions, synthesizing and extending content and ideas from various sources (primary and secondary), evaluating the credibility of an argument, and noting biases.
- Present ideas and opinions clearly and be able to extend ideas presented in secondary sources.

- Integrate quotations and citations, prepare bibliographies, and use appropriate conventions for documentation, adhering to the Modern Language Association Handbook, while maintaining the flow of ideas.
- Understand and correctly use proper English grammar and mechanics in written compositions and oral presentations.
- Write compositions with clear and coherent theses that convey clear, cohesive, and significant perspectives. Such compositions will include various modes of writing: responses to literature, short stories, business letters, resumes, autobiographical/biographical narratives, expository, analytical, compare and contrast, and research essays.
- Provide logical and persuasive supporting evidence for compositions (e.g. scenarios, hypothetical), and develop key ideas within the body of the composition.
- Analyze and evaluate oral communication, namely historically significant speeches, and the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- Recognize and use rhetorical devices and features (e.g. language, mood and tone) that make speeches memorable.
- Deliver focused and coherent presentations, including persuasive, narrative, and descriptive speeches, using props, visual aids, and/or electronic media to enhance the performance.

But most important to prepare students for AP courses

In tenth grade honors students will be prepared toÂ reach a post- secondary education. Â In the class, students will read extensive poetry, speeches, prose, plays, and novels from various time periods and authors. While reading, students will perform critical analysis and interpretation of the literature in order to create sophisticated written arguments about what is read. The course will provide a forum for the discussion of issues/themes/structures within a cultural format and vocabulary will be taught throughout the course. Students will have frequent writing assignments, where they will be expected to create strong arguments that are based on textual evidence and analysis. Â Students writing is expected to show complex and interrelated ideas with clarity and their own sophisticated style. Â During their writing assignments, students will use the stages of writing: pre-writing, drafting, and revising. While revising students are expected to clarify ideas by adding or deleting details and explanations, clarifying, rearranging words, sentences, or paragraphs, making their writing more focused, and considering their organizational structure and audience. Students will write various forms of writing: literary responses, research reports, reviews, textual analysis, letters, instructions, summaries, memoires, stories, and poems. While writing, students will draw from multiple sources, incorporate expert opinions, and use informational materials to reach a conclusion. Students are expected to know and follow English grammar rules and conventions: spelling, punctuation, paragraphing, capitalization, subject-verb agreement, and syntax. At the end of each semester students will have a cumulative final. This course will ensure student success for the following school year inÂ AP English 11.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

The following are the topics of the units covered and the main knowledge that is to be gained by the students in each unit:

English 10A Honors-First Semester

Unit 1: Poetry 101

Unit 2: Fables, Folktales, and Legends

Unit 3: Plays/ Shakespeare

Unit 4: Novel

Unit 5: Oral Communication, A Must

Primary Learning Outcomes Specific to English 10A Honors:

Upon completion of the first semester of English 10A Honors, students will understand:

- Various types of literature, including fiction, i.e. short stories and drama from several different genres, poetry, mythology and the novel, and non-fiction, e.g. biography, autobiography, and news articles.
- The characteristics of fiction and non-fiction, e.g. plot, literary devices, time sequence, imagery, mood, characterization, theme, figurative language, etc.
- The characteristics of poetry, e.g. stanzas, verses, rhyme, meter, alliteration, assonance, consonance, onomatopoeia, etc.
- The characteristics of drama, e.g. foils, monologues, soliloquies, scene designs, setting, etc.
- Historical information that relates to the themes of literature selections.
- The power of persuasion, rhetoric and argumentation.
- How to evaluate the credibility of an author???s argument (in written or oral form).
- Internet research to generate reports or expository/persuasive essays.
- Precise and specific language.
- The writing process: brain storming ideas, drafting, revision, etc.

English 10B Honors-Second Semester

Unit 6: Short Stories

Unit 7: Biography and Autobiography

Unit 8: Novel 2

Unit 9: Functional and Published Documents

Unit 10: The Writing Process and Research

Primary Learning Outcomes Specific to English 10B Honors:

Upon completion of the first semester of English 10B Honors, students will understand:

- Various types of literature, including fiction, i.e. short stories and drama from several different genres, poetry, mythology and the novel, and non-fiction, e.g. biography, autobiography, and news articles.
- The characteristics of fiction and non-fiction, e.g. plot, literary devices, time sequence, imagery, mood, characterization, theme, figurative language, etc.
- The usage of functional documents (faxes, business letters, instructional manuals, etc.)
- Precise language and sensory details.
- Historical speeches.
- Historical information that relates to the themes of literature selections.
- Internet research to generate reports or expository/persuasive essays.
- The writing process: brain storming ideas, drafting, revision, etc.

Students will read a main textbook and the following:

A Poetry Anthology by Random Authors, Aesop's Fables, Julius Cesar by Shakespeare, A Raisin in the Sun by Lorraine Hansberry, Essays, Speeches, Newspaper Articles, Magazine Articles, Siddhartha by Hermann Hesse, The Good Earth by Pearl S. Buck, and??The Autobiography of Frederick Douglass.

Reading will be done independently before students come to class.?? In class, reading will be discussed.?? As the students are reading different types of texts throughout the year, the following reading focuses will be made mandatory for the students:

Reading Focus: English 10A Honors

- Critical thinking
- Literary analysis
- Tone and mood.
- Short stories, mythology, poetry, non-fiction, including news articles, speeches, advertising campaigns, biographies and autobiographies.
- Comparing and contrasting genres (short story/poetry, biography/autobiography, etc.)
- Rhetoric, argument and persuasion
- Reading strategies (using graphic organizers, annotating texts, ,)
- Increasing reading fluency and vocabulary

Reading Focus: English 10B Honors

- Critical thinking
- Literary analysis
- Independent reading
- Tone and mood
- Short stories, poetry, non-fiction, including news articles, speeches, functional documents.
- Comparing and contrasting genres (short story/poetry, biography/autobiography, etc.)
- Reading strategies (using graphic organizers, annotating texts, ,)
- Increasing reading fluency and vocabulary

The following writing assignments illustrate some of the writing assignments that will be given in this course:

Writing Focus: English 10A Honors

- Response to Literature (Writing Applications 2.2): students write a 1,000-word essay that compares the themes of a short story with a poem.
- Response to Literature (Writing Applications 2.2): students write a 1, 200-word essay analyzing either the characters or themes of *Raisin in the Sun* specific topics are chosen by the teacher and assigned at random.
- Responses to Literature (Writing Applications 2.2): students analyze and respond in a short answer format to a variety of short story, poetry and non-fiction selections presented by writing a minimum of 250 words.
- Critical Thinking/Analysis (Writing Applications 2.3): students write one 750-word essay that analyzes and explains the meaning of one poem presented using textual evidence to support their assertions.
- Persuasive Writing (Writing Applications 2.4): Students write one 500 to 600-word essay persuading others to act on an issue (approved by the teacher) that is important to them.
- Persuasive Speeches/Composition (Writing Applications 2.4/Speaking Applications 2.5): students compose and deliver at least two 400 to 500-word persuasive speeches supported by the researched evidence, anecdotes, scenarios, etc. on topics assigned by the teacher.
- Use MLA to document quotations and format work cited pages.

Writing Focus: English 10B Honors

- Persuasive Writing (Writing Applications 2.4): Students write one 500-word persuasive essay on whether the US justice system works.
- Narrative Speeches/Compositions (Speaking Applications 2.1): students compose and deliver a 400 to 500-word narrative speech comparing their culture with the culture they researched in the writing assignment above.
- Reflective Writing (Writing Applications 2.3): students critically reflect upon the themes in a novel (of their choice, though teacher approved), and write a 800 word essay that demonstrates how they relate to their own lives.
- Technical Writing (Writing Applications 2.6): students will write a 750-1,500-word instructional guide dealing with resolving problems in life, e.g. how to deal with the pressures of school and how to deal with family issues.
- Critical Thinking/Analysis (Writing Applications 2.2): students write one 750-word essay that analyzes and explains the meaning of one short story presented using textual evidence to support their assertions.
- Response to Literature (Writing Applications 2.2): students write one 500-750-word essay that compares-and-contrasts their independent reading with a work previously read during the school year.
- Persuasive Writing (Writing Applications 2.4): In regard to the readings of historical speeches, students write one 500 to 600-word essay persuading others to take action on an issue of historical relevance.
- Business Writing (Writing Applications 2.5): students will write a resume and cover letter, then submit alongside job applications for available summer jobs.
- Responses to Literature (Writing Applications 2.2): students analyze and respond in a short response format to a variety of short stories and poetry selections presented by writing a minimum of 250 words.
- Use MLA to document quotations and format work cited pages.

- Autobiographical Narrative (Writing Applications 2.1): In regard to The Narrative of Frederick Douglass, students compose one 500 to 800-word autobiographical composition about an event with their family that revealed something learned about their culture.

Writing will be assessed on a clarity, voice, ideas and content, organization, grammar and mechanics, structure, and fluency.

Key Assignments and Activities: English 10A Honors

- Short answer and short essay comprehension questions requiring critical thinking and analysis.
- Write various types of compositions including: responses to literature (short stories, novels, and poetry), autobiographical narratives and essays, persuasive essays and speeches.
- Internet research
- Application/comprehension questions demonstrating understanding of key English concepts: literary analysis, literary devices, figurative language, the writing process, grammar and mechanics, etc.
- Pre-reading activities typically based on the historical and/or social contexts of the period the literature was written.
- Activities focusing on each stage of the writing process (e.g. brainstorming, drafting, revision, etc.) leading to a clear and coherent essay.
- Vocabulary skills activities.

Key Assignments and Activities: English 10B Honors

- Short answer and short essay comprehension questions requiring critical thinking and analysis.
- Write various types of compositions including: responses to literature (short stories, novels, and poetry), autobiographical essays, persuasive essays and speeches.
- Internet research.
- Application/comprehension questions demonstrating understanding of key English concepts: literary analysis, literary devices, figurative language, the writing process, grammar and mechanics, etc.
- Pre-reading activities typically based on the historical and/or social contexts of the period the literature was written.
- Vocabulary skills activities.
- The student will create a functional document.?? Functional documents include: a manual, a proposal, a set of instructions, a recommendation, a website, and a summary of a meeting.
- Provide evidence of critiquing functional documents.?? Activities include: analyze a manual, analyze a contract, evaluate a loan application, and critiquing tax documents.
- The student will produce a published document.?? Published documents include: an analysis of state policy, a press release announcing a policy, a letter to an elected official taking a position on an issue, or a policy statement that examines a significant public policy and proposes change.
- Provide evidence of critiquing a published document.?? Activities include: evaluate a political speech, evaluate and respond to an editorial or political cartoon, examine campaign literature to determine underlying assumptions, examine a range of articles

published in a variety of media and draw inferences about the political stance of that source, evaluate the visual appearance and presentation of information, analyze two conflicting public opinions on a single topic, take a stance, and defend that point of view.

Assessment methods include formative assessment, which will promote learning throughout the course or summative assessments, such as final exams, which document student progress toward meeting standards. These methods include:

- Selected response, e.g. Multiple-choice, true/false, matching, and short answer fill-in

items, which can appear on quizzes, traditional tests, homework assignments, and practice exercises.

- Diagnostic Testing

products, and predispositions.

- Performance, e.g. Student projects, portfolios, performances, debates, and

presentations.

- Personal communication, e.g. Teacher/student conference and interviews, teacher

observation, classroom discussions, oral examinations, and journals and logs.

- Other assessment methods and/or tools as appropriate (rubrics, peer evaluation, etc.)

All parts of the curriculum will be supported by these methods and strategies:

- Lecture
- Group/Individual Activities
- Literary Circles
- Discussion
- Reading Assignments
- Differentiated Instruction
- Audio Visual Materials
- Guest Speakers
- Field Trips

- Other instructional methods deemed appropriate (e.g. flexible grouping, student experts...)

These strategies will help the students maximize their education because they are able to use different mediums to increase their skills and abilities.

English 10
Course Description

Course overview:
This course is designed for students who are in tenth grade, college preparatory students. This course introduces students to critical analysis of literature through essay writing and written responses. Correct grammar, punctuation, and spelling usages are emphasized. The course curriculum and assessments are designed to prepare students for higher level English courses and testing. Students will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students read selected short stories, analytical essays, poems, biographies, plays, speeches and novels. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

This course is for entering tenth grade, college preparatory students. This course introduces students to critical analysis of literature through essay writing and written responses. Correct grammar, punctuation, and spelling usages are emphasized. The course curriculum and assessments are designed to prepare students for higher level English courses and testing. Students will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students read selected short stories, analytical essays, poems, biographies, plays, speeches and novels. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Key Assignments 1. Write a 500-word persuasive essay in which you argue the pros and cons of a major dispute in the text, referencing evidence in MLA style. 2. Write a 1,500-word research paper in which you describe social conditions in the historical period of the text. Consult at least three primary or secondary sources and cite references in MLA style. 3. Analyze Shakespeare's use of literary devices to explore a theme in Hamlet in an essay of 350-500 words, referencing the text in MLA style

Summative Assessments Formal assessments for unit, mid-year, and end-of-year assessments rely on multiple choice, short answer, and short paragraph responses. Integrated assessments for each unit and a comprehensive end-of-year assessment are holistic in nature and are graded with rubrics. 1. Homework 2. Discussion Posts on Electronic Bulletin Board 3. Written projects 4. Tests and quizzes 5. Reading from the textbook 6. Reading from a student selected novel from the approved reading list 7. Essays 8. Projects (independent, peer, group) 9. Research Project/Paper 10. Teacher Feedback

Students will be given learning opportunities and instruction that will allow him/her to meet or exceed high content standards by receiving strategic instruction in regard to the core ideas and

concepts of the discipline of English. Some strategies include: Think Aloud, Guided/Shared Reading, Reciprocal Teaching, Writer's Workshop (6 Traits), Recursive Process of Writing, Modeling, Bridging, Contextualization, Schema Building, Metacognitive Development, and Socializing Intelligence through Think-Pair-Shares, and Socratic Seminars.

Extensive reading of a variety of literary genres, including classical and/or contemporary works is part of this course. Reading assignments include full-length works of literature. The use of anthologies are used to supplement, but do not constitute the main component of reading assignments. Students increase and refine skills by reading and evaluating selected short stories. mythology, poetry, historical literature, speeches, folklore/legends, novels, nonfiction, research techniques, oral communication, and the components of the writing process. The CA Reading/Language Arts Framework requires that students in the tenth grade are expected to read one and one-half million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles.

Writing Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

Instructional Units Unit One: Awakening to Nature—Coming of Age / Persuasion • To engage in academic conversations and writing, students will read a rich selection of texts to analyze those that employ propositions and support patterns. • They will also evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, examining the comprehensiveness of evidence, and analyzing the way in which the author's intent affects the structure and tone of the text. • Students will also be asked to extend ideas in primary or secondary sources through original analysis, evaluation, and elaboration. • Through the examination of the works of others, they will develop their own persuasive arguments, both orally and in writing, that structure ideas and arguments in a sustained logical manner, use specific rhetorical devices to support assertions (appeals, anecdotes, case studies, and analogies), clarify and defend positions with precise and relevant evidence (facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning), and address readers' concerns, counterclaims, biases and expectations. • Students will utilize appropriate forms of evidence and citation formats. As they develop their understanding of persuasion, students will consider guiding ideas such as what elements make a persuasive argument compelling, how the author's use of evidence supports an assertion and persuades his/her audience, and what methods are used by an author to build an argument. Prentice Hall Selections from Silent Spring Rachel Carson The Residents of A.D. 2029 Bryan Woolley The Harvest Tomas Rivera Supplemental Texts: Bless Me, Ultima Rodolfo Anaya "Salomon's Story" Rodolfo Anaya Unit Two: Liberation from Oppressive Societies / Expository • Students will read varied models of expository texts for specific purposes and will analyze, distinguish, synthesize, create, and extend ideas that are presented in those texts. • Students will synthesize the content from several sources from a single author dealing with a single subject. • Students will extend ideas through original analysis, evaluation, and elaboration. • Students will write expository composition and deliver expository presentations that marshal evidence in support of a thesis and related claims, convey information and ideas from primary and secondary sources, and make distinctions between relative value and significance of specific data, facts, and ideas. • Students will engage in research and utilize appropriate forms of evidence and citation formats. • These expository compositions and presentations also need to include visual aids, technical terms, and notations, as well as anticipate readers' potential misunderstandings, biases, and expectations. • As they develop their understanding of exposition, students will consider guiding ideas such as what are the elements of an effective analysis, how an author's use

of evidence from multiple sources supports a thesis, and what methods are used by an author to analyze, interpret, and evaluate information. Prentice Hall Selections from Rosa Parks: My Story Supplemental Texts Night, Elie Wiesel from Autobiography of Malcolm X Narrative of the Life of Frederick Douglass Unit Three: Alternate Worlds/ Dystopian Response to Literature • In order to understand literary elements in depth as an aid to reading and creating expressive discourse of their own, they will participate in close readings, discussion, examination, evaluation, and interpretation of texts. • The primary genre foci in the ninth-grade literary analysis component are essay, short story, and drama; secondary focus is placed on poetry. They preferred pedagogical approach is best described as intertextual: the teaching and learning of literature through the use of multiple texts related thematically, biographically, culturally, historically, philosophically, politically, stylistically, by topic, by structure or by author. • Students are also expected to write and deliver responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works or passages. They learn to support important ideas and viewpoints through the accurate and detailed references to the text or other works and demonstrate awareness of the author's use of stylistic devices and the effects created. • They will also identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. Prentice Hall Selections from The Road Ahead, Bill Gates the Machine that Won the War, Isaac Asimov Supplemental Texts 1984, George Orwell Brave New World, Aldous Huxley

English 11

Course overview:
The English 11/American Literature course at Los Angeles International Charter High School is aimed at preparing students to adequately attend to the rigor that college level English courses demand. This class is designed to meet the California State Standards for 11th grade English. These standards include reading, writing, written and oral English language conventions, and listening and speaking skills. Students in this class will be required to read and comprehend a variety of text genres from American authors (past and contemporary) including fiction, non-fiction, drama, and poetry. The class will analyze various works throughout American Literary history. Students will be expected to identify themes, examine relationships, and make connections between elements found within the texts. Writing assignments will consist of responses to literature, narratives, expository compositions, persuasive compositions, reflective compositions, historical investigation reports, and job applications/résumes. Students will also be required to develop their communication skills by taking part in variety of discussions, debate topics, oral presentations and essay topics.

The purpose of this course is to read and comprehend a variety of text genres including fiction, non-fiction, drama, and poetry. This class is designed to meet the California State Standards for 11th grade English. These standards include reading, writing, written and oral English language conventions, and listening and speaking skills. Students in this class will be required to read and comprehend a variety of text genres including fiction, non-fiction, drama, and poetry. Writing assignments will consist of responses to literature, narratives, expository compositions, persuasive compositions, reflective compositions, historical investigation reports, and job applications/résumes. In order to be successful in this class, it is imperative that students arrive to class on time and ready to work. Students must be willing to voice their concerns and questions and be able to receive feedback as a means for improving their learning. As a member of this learning community, students must be willing to participate in class discussions and help others when needed.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Semester One Unit 1 Rights, Freedoms, Liberties, and the Government Objectives: Reading: Students will produce written and oral critical analysis of major literary works of various genres, analyzing the various perspectives of American authors. Readings will be taken from moments in American history when individuals and groups stood up for their rights and rebelled against oppressive bodies. Literature that will be covered includes: Paine; Common Sense (selections/novel), Thoreau; Civil Disobedience (selection/novel), and Walden (selections/novel). (Oral skills will be stressed through individual and group presentations surrounding the above texts. (Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, Listening and Speaking Strategies, 1,11, 1.12, 1.13, Speaking Applications (genres and their characteristics) 2.1, 2.2, 2,3, 2.4) Writing: Emphasis is placed on writing assignments in persuasive and analytical genre. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students

begin their semester long writing project. (Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.2, 2.3, 2.4, Written and Oral English Language Conventions 1.3) Persuasive Essay (minimum of 2 pages) – address the logical, ethical, and emotional lines of reasoning as related to Civil Disobedience. Analytical essay (minimum of 2 pages): Analyze the ideas present in Walden, and/or Common Sense. Language study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics. (Written and Oral English Language Conventions 1.1, 1.2) Vocabulary Study: Emphasis (weekly) on vocabulary from literature and other sources. (Word Analysis, fluency, and Systematic Vocabulary development 1.1,1.3) Method/Activities Lecture, class discussion, personal journal, 6+1 Trait rubric scored essays, group readings, peer editing, student-teacher conferencing, timed/in class, writer workshops, essays, pair-share, multimedia. Key Assignment: Students will write several essays. In one essay students will have to respond to literature and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society. In the second essay students will persuade the audience on the fate of a character. The writing process will be employed for all writing assignments. Students will apply relative vocabulary to writing assignments. Unit 2 Exploration (of self and beyond) Reading: Students will produce written and oral critical analysis of major literary works of various genres in relationship to the theme of, "Exploration." Texts will include selected poems and short stories that revolve around the theme of "Exploration." The selected texts will include poems by Whitman, Coleridge, Poe, among others. Novels will include Salinger; Catcher in the Rye (novel), and Card Ender's Game (novel). Oral skills will be stressed through individual and group presentations of related material. (Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, Listening and Speaking Strategies, 1,11, 1.12, 1.13, Speaking Applications (genres and their characteristics) 2.1, 2.2, 2,3, 2.4) Writing: Emphasis is placed on writing assignments in fictional/non fictional narratives. The writing process (pre-writing, drafting, editing, etc) will be employed for all writing assignments. All essays concerning the literature read in class will follow MLA formatting. (Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.1, 2.2, 2.3, 2.4, Written and Oral English Language Conventions 1.3) Character Analysis Essay (minimum of 2 pages): Analyze a character in Ender's Game. Narrative Essay (minimum of 2 pages): Put yourself in Holden Caulfield's shoes in Catcher in the Rye and analyze what you would do in his situation. Language study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics. (Written and Oral English Language Conventions 1.1, 1.2) Vocabulary Study: Emphasis in on vocabulary from literature and other sources. (Word Analysis, fluency, and Systematic Vocabulary development 1.1,1.3) Method/Activities Lecture, class discussion, journal, 6+1 Trait rubric scored essays, group readings, audio books, peer editing, writer workshops, student-teacher conferencing, timed essays, pair-share, multimedia, solo/ group presentations. Key Assignment: Writing Project: Students will complete a writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence students' understanding of the writing process Comprehensive Final Examination A comprehensive final examination of semester one will be given at the end of the semester. The exam will include: multiple choice, matching, short answer, and essay questions. Semester Two Unit 3 Voices Heard Objectives: Reading: Students will produce written and oral critical analysis of major literary works of various genres in relationship to the theme of "Voice(s). Literature includes: Douglass; Narrative of the Life of Frederick Douglass (novel), Bradbury; Fahrenheit 451. Oral skills will be stressed through individual and group presentation of projects and discussions. (Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, Listening and Speaking Strategies, 1,11, 1.12, 1.13, Speaking Applications (genres and their

characteristics) 2.1, 2.2, 2,3, 2.4) Writing: Emphasis is placed on writing assignments in the analytical genre and preparation for the poetry research paper. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students begin their semester long writing project. (Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.1, 2.2, 2.3, 2.4, 2.6, Written and Oral English Language Conventions 1.3) Compare and Contrast Essay (minimum of 2 pages): Compare and Contrast the messages voiced by the characters in the novels read in class. Persuasive Essay (minimum of 2 pages): Voices Heard – What does it mean to have your voice heard? Discuss the voices heard in either of the novels read in class. How were they silenced and how did they break free? Language study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics. (Written and Oral English Language Conventions 1.1, 1.2) Vocabulary Study: Emphasis in on vocabulary from literature and other sources. (Word Analysis, fluency, and Systematic Vocabulary development 1.1,1.3) Method/Activities Lecture, class discussion, journal, 6+1 Trait rubric scored essays, group readings, audio books, peer editing, writer workshops, student-teacher conferencing, timed essays, pair-share, multimedia, solo/ group presentations. Key Assignment: Students will write a poetry research paper. Students will use the MLA standard for form. Students will also give an oral presentation on the selected poet to share with others. The writing process will be employed for all writing assignments. Unit 4 Sense of Adventure and Loss Objectives: Students will produce written and oral critical analysis of major literary works that involve the theme of "Sense of Adventure." Literature includes novels, contemporary poetry and short stories, Thompson; Fear and Loathing in Las Vegas (novel) Hemmingway; The Sun Also Rises (novel). (Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, Listening and Speaking Strategies, 1,11, 1.12, 1.13, Speaking Applications (genres and their characteristics) 2.1, 2.2, 2,3, 2.4) Writing: Emphasis is placed on writing assignments in the analytical genre. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students continue working on their semester long writing project. (Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.1, 2.2, 2.3, 2.4, 2.6, Written and Oral English Language Conventions 1.3) Compare and contrast the Sense of Adventure and Loss in Thompson's novel and Hemmingway's. What drives the two main characters' sense of adventure and what contributes to their loss? Language study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics. (Written and Oral English Language Conventions 1.1, 1.2) Vocabulary Study: Emphasis in on vocabulary from literature and other sources. (Word Analysis, fluency, and Systematic Vocabulary development 1.1,1.3) Method/Activities Lecture, class discussion, journal, 6+1 Trait rubric scored essays, group readings, audio books, peer editing, writer workshops, student-teacher conferencing, timed essays, pair-share, multimedia, solo/ group presentations. Key Assignment: Students will write an autobiographical narrative (minimum of 2 pages) on a point in time where they experienced loss. Students will employ MLA form. Students will also give an oral presentation on the selected poet (any poet from the approved list other than Walt Whitman) to share with others. The writing process will be employed for all writing assignments. Students will complete a word-processed writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence students' understanding of the writing process. The portfolio will be presented at the end of the year as part of their major project grade. Comprehensive Final Examination A comprehensive final examination of semester one will be given at the end of the semester. The exam will include: multiple choice, matching, short answer, and essay questions.

1. Homework 2. Quizzes/ Tests/ Classwork (Vocabulary and Content Oriented) 3. Major Projects / Essays 4. Assessments (Finals) Assessments (Standards-Based at the end of each unit) 30% Projects/Major Assignments 25% Class Work (Journals / In class assignments / Group work) 20% Independent Reading (Pages and Reading Logs) 15% Participation (Attendance / Effort / Socratic Seminars) 10% Grading rubrics are distributed for major assignments. Extra credit is offered periodically and usually entails attending a school event and writing a reflection on the experience. Extra credit makes up only 2 % of the overall grade. Students are also graded on citizenship and that grade is determined by behavior in class.

Key Assignment: Students will write several essays. In one essay students will have to respond to literature and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society. In the second essay students will persuade the audience on the fate of a character. The writing process will be employed for all writing assignments. Students will apply relative vocabulary to writing assignments. Writing Project: Students will complete a writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence students' understanding of the writing process. Students will write a poetry research paper. Students will use the MLA standard for form. Students will also give an oral presentation on the selected poet to share with others. The writing process will be employed for all writing assignments. Students will write an autobiographical narrative (minimum of 2 pages) on a point in time where they experienced loss. Students will employ MLA form. Students will also give an oral presentation on the selected poet (any poet from the approved list other than Walt Whitman) to share with others. The writing process will be employed for all writing assignments. Students will complete a word-processed writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence students' understanding of the writing process. The portfolio will be presented at the end of the year as part of their major project grade. Other key assignments include: - Weekly Vocabulary Quizzes - Daily Journal Entries / Reflective Compositions (qualitative assessment) - Midterms & Finals (based on learned course content) - Expository Essay (based on themes and motifs present in the works read in class) - Narrative (Fictional or Autobiographical)

Students will be required to read a variety of books on their own during the school year. Students will be able to select grade level appropriate texts to read independently, whether they fall into the realm of American Literature or not. If students cannot manage selecting texts to read independently reading suggestions will be offered by the instructor. The objective of this task is to enrich the students' knowledge (of literature), foster a love of reading, build an ever-increasing vocabulary, and encourage intellectual/personal growth. Independent reading is done in class and at home. Students always need to have their independent reading books with them (in all classes!) Students are required to read 900 pages every 9 weeks if they want to receive an "A" for their portion of the independent reading grade. Once a student has completed a book, he/she completes a book review sign up for a "Book Talk", which are held on Fridays in class. Students are required to turn in a weekly reading log (signed by their parent/guardian). The log requires that students read at least 5 nights a week for 30 minutes. It is due every FRIDAY at the beginning of the period.

1. Lecture 2. Discussions 3. Collaborative Learning/Reciprocal Teaching 4. Class Projects (independent, peer, group) 5. Peer Response/Drafting/Editing 6. Oral Presentations/Speaking 7. Journals 8. Portfolios/Class Work File 9. Independent Reading (mandated reading independent of class selections) 10. Direct Instruction 11. Cooperative Student Groups 12. Internet

Student will produce and evaluate writing exercises, including editorials, short stories, and reflective essays. Student writing assignments will consist of responses to literature, narratives, expository compositions, persuasive compositions, reflective compositions, historical investigation reports, and job applications/resumes. Students will utilize the internet for writing responses. They will create blogs and respond to prompts stemming from course/class content/discussions in order to explore ideas/notions thoroughly.

AP English Language and Composition

Course Description

This course is adopted from **The College Board Advanced Placement Program**. Please refer to their course list for a full course description.

Course Materials

This course is adopted from **The College Board Advanced Placement Program**. Please refer to their course list for a full course description.

English 12

Course Description

Course overview:
The purpose of this course is to read and comprehend a variety of text genres including fiction, non-fiction, drama, and poetry. This class is designed to meet the California State Standards for 12th grade English. These standards include reading, writing, written and oral English language conventions, and listening and speaking skills. Students in this class will be required to read and comprehend a variety of text genres including fiction, non-fiction, drama, and poetry. Writing assignments will consist of responses to literature, narratives, expository compositions, persuasive compositions, reflective compositions, historical investigation reports, and job applications/résumes. In order to be successful in this class, it is imperative that students arrive to class on time and ready to work. Students must be willing to voice their concerns and questions and be able to receive feedback as a means for improving their learning. As a member of this learning community, students must be willing to participate in class discussions and help others when needed. Course Objectives According to Reading/Language Arts Framework for California Public Schools grades 11/12. 1. Students will read and comprehend grade-level-appropriate material by analyzing features and rhetorical devices. (Reading, Reading Comprehension 2.0 through 2.6) 2. Students will read and respond to historically or culturally significant works of literature to better understand history and social science. (Reading, Literary Response and Analysis 3.0 through 3.9) 3. Students will write coherent and well-reasoned essays showing an understanding of the audience and purpose. (Writing, Writing Strategies 1.0 through 1.9) 4. Students will compose texts of at least 1,500 words that combine narrative, expository, persuasive, and descriptive strategies. (Writing, Writing Applications genres and their characteristics 2.0 through 2.6) 5. Students will write and speak using standard English conventions. (Written and Oral English Language Conventions 1.0 through 1.3) 6. Students will make oral presentations that demonstrate a logical pattern of organization and combine narrative, expository, and descriptive strategies. (Listening and Speaking Strategies 1.0 through 1.14) 7. Students will deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. (Speaking Applications genres and their characteristics(2.0-2.5)

The English 12/British Literature course at Los Angeles International Charter High School is aimed at preparing students to adequately attend to the rigor that college level English courses demand. This class is designed to meet the California State Standards for 12th grade English. These standards include reading, writing, written and oral English language conventions, and listening and speaking skills. Students in this class will be required to read and comprehend a variety of text genres from British authors (past and contemporary) including fiction, non-fiction, drama, and poetry. The class will analyze various works throughout British Literary history. Students will be expected to identify themes, examine relationships, and make connections between elements found within the texts. Writing assignments will consist of responses to literature, narratives, expository compositions, persuasive compositions, reflective compositions, historical investigation reports, and job applications/résumes. Students will also be required to develop their communication skills by taking part in variety of discussions, debate topics, oral presentations and essay topics.

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Student will produce and evaluate writing exercises, including editorials, short stories, and reflective essays. Student writing assignments will consist of responses to literature, narratives, expository compositions, persuasive compositions, reflective compositions, historical investigation reports, and job applications/résumes. Students will utilize the internet for writing responses. They will create blogs and respond to prompts stemming from course/class content/discussions in order to explore ideas/notions thoroughly.

1. Lecture 2. Discussions 3. Collaborative Learning/Reciprocal Teaching 4. Class Projects (independent, peer, group) 5. Peer Response/Drafting/Editing 6. Oral Presentations/Speaking 7. Journals 8. Portfolios/Class Work File 9. Independent Reading (mandated reading independent of class selections) 10. Direct Instruction 11. Cooperative Student Groups 12. Internet

Students will be required to read a variety of books on their own during the school year. Students will be able to select grade level appropriate texts to read independently, whether they fall into the realm of American Literature or not. If students cannot manage selecting texts to read independently reading suggestions will be offered by the instructor. The objective of this task is to enrich the students' knowledge (of literature), foster a love of reading, build an ever-increasing vocabulary, and encourage intellectual/personal growth. Key Assignments: Students will be required to accomplish Independent reading in class and at home. Students are required to have their IR books with them at all times so that when they finish all academic tasks they can continue to intellectually be activated. Students will be required to read an average of 100 pages a week over the course of each semester if they want to receive an "A" for their portion of the IR Grade. Once a student has completed a book, he/she will need to complete a book review and will need to sign up for a "Book Talk", which are held on Fridays in class. These book talks require the student to orally relay their knowledge of the text directly to their peers, using a prescribed manner, which is specific, outlined and direct. Students will also be required to turn in a weekly reading log (signed by their parent/guardian). The log requires that students read at least 5 nights a week for 30 minutes (2 ½ hours). It is due every Friday at the beginning of the period and requires students to respond thoughtfully in length to all aspects (plot, character, etc.) of the text by making inferences, asking questions, and generating predictions based on their own astute observations. Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.2, 2.3,

2.4, Written and Oral English Language Conventions 1.3 Speaking Applications (genres and their characteristics) 2.1, 2.2, 2,3, 2.4) Independent reading is done in class and at home. Students need to have their independent reading books with them at all times (in all classes!) Students are required to read 900 pages every 9 weeks if they want to receive an "A" for their portion of the independent reading grade. Once a student has completed a book, he/she completes a book review sign up for a "Book Talk", which are held on Fridays in class. Students are required to turn in a weekly reading log (signed by their parent/guardian). The log requires that students read at least 5 nights a week for 30 minutes. It is due every Friday at the beginning of the period.

1. Homework 2. Quizzes/ Tests/ Classwork (Vocabulary and Content Oriented) 3. Major Projects / Essays 4. Assessments (Finals) Assessments (Standards-Based at the end of each unit) 30% Projects/Major Assignments 25% Class Work (Journals / In class assignments / Group work) 20% Independent Reading (Pages and Reading Logs) 15% Participation (Attendance / Effort / Socratic Seminars) 10% Grading rubrics are distributed for major assignments. Extra credit is offered periodically and usually entails attending a school event and writing a reflection on the experience. Extra credit makes up only 2 % of the overall grade. Students are also graded on citizenship and that grade is determined by behavior in class.

Semester One Unit 1 Social Commentary Objectives: Reading: Students will produce written and oral critical analysis of major literary works of various genres, analyzing how author's comment on society through their works. Selected readings will be taken from British Literature when people (authors) take their pen to paper and comment on the current (at that time) social atmosphere or human nature in general. Literature that will be covered includes: Burgess; A Clockwork Orange (novel), Swift; Gulliver's Travels (novel). (Oral skills will be stressed through individual and group presentations surrounding the above texts. (Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, Listening and Speaking Strategies, 1,11, 1.12, 1.13, Speaking Applications (genres and their characteristics) 2.1, 2.2, 2,3, 2.4) Writing: Emphasis is placed on writing assignments in persuasive and analytical genre. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students begin their semester long writing project. (Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.2, 2.3, 2.4, Written and Oral English Language Conventions 1.3) Persuasive Essay (minimum of 2 pages) – address the logical, ethical, and emotional lines of reasoning as related to A Clockwork Orange and what it says about society as a whole. Analytical essay (minimum of 2 pages): Analyze the ideas present in Gulliver's Travels, keeping the time period and the social/political events in mind. Language study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics. (Written and Oral English Language Conventions 1.1, 1.2) Vocabulary Study: Emphasis (weekly) on vocabulary from literature and other sources. (Word Analysis, fluency, and Systematic Vocabulary development 1.1,1.3) Method/Activities Lecture, class discussion, personal journal, 6+1 Trait rubric scored essays, group readings, peer editing, student-teacher conferencing, timed/in class, writer workshops, essays, pair-share, multimedia. Unit 2 Identity Reading: Students will produce written and oral critical analysis of major literary works of various genres in relationship to the theme of, "Identity." Texts will include selected poems and short stories that revolve around the theme of "Identity." The selected texts will include poems by Whitman, Coleridge, Poe, among others. Novels will include Wilde; Picture of Dorian Gray (novel), and Importance of Being Earnest (play). Oral skills will be stressed through individual and group presentations of related material. (Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, Listening and Speaking Strategies, 1,11, 1.12, 1.13, Speaking Applications (genres and their characteristics) 2.1, 2.2, 2,3, 2.4) Writing: Emphasis is placed on writing assignments in fictional/non-fictional narratives. The writing

process (pre-writing, drafting, editing, etc) will be employed for all writing assignments. All essays concerning the literature read in class will follow MLA formatting. (Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.1, 2.2, 2.3, 2.4, Written and Oral English Language Conventions 1.3) Character Analysis Essay (minimum of 2 pages): Analyze a character in The Importance of Being Earnest. Narrative Essay (minimum of 2 pages): Put yourself in Dorian Gray's position in The Picture of Dorian Gray and analyze what you would do when faced with his predicament. Language study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics. (Written and Oral English Language Conventions 1.1, 1.2) Vocabulary Study: Emphasis in on vocabulary from literature and other sources. (Word Analysis, fluency, and Systematic Vocabulary development 1.1,1.3) Method/Activities Lecture, class discussion, journal, 6+1 Trait rubric scored essays, group readings, audio books, peer editing, writer workshops, student-teacher conferencing, timed essays, pair-share, multimedia, solo/ group presentations. Comprehensive Final Examination A comprehensive final examination of semester one will be given at the end of the semester. The exam will include: multiple choice, matching, short answer, and essay questions. Semester Two Unit 3 Loss of Innocence / Journey into Adulthood Objectives: Reading: Students will produce written and oral critical analysis of major literary works of various genres in relationship to the theme of "Voice(s). Literature includes: Rowling; Harry Potter and the Chamber of Secrets (novel), Dickens; Tale of Two Cities. Oral skills will be stressed through individual and group presentation of projects and discussions. (Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, Listening and Speaking Strategies, 1,11, 1.12, 1.13, Speaking Applications (genres and their characteristics) 2.1, 2.2, 2,3, 2.4) Writing: Emphasis is placed on writing assignments in the analytical genre and preparation for the poetry research paper. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students begin their semester long writing project. (Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.1, 2.2, 2.3, 2.4, 2.6, Written and Oral English Language Conventions 1.3) Compare and Contrast Essay (minimum of 2 pages): Compare and Contrast the messages voiced by the characters in the novels read in class. Expository Essay (minimum of 2 pages): Loss of Innocence – Discuss the theme of "Loss of Innocence" present within either works read. How does the main character lose their innocence and how do they deal with that loss? Language study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics. (Written and Oral English Language Conventions 1.1, 1.2) Vocabulary Study: Emphasis in on vocabulary from literature and other sources. (Word Analysis, fluency, and Systematic Vocabulary development 1.1,1.3) Method/Activities Lecture, class discussion, journal, 6+1 Trait rubric scored essays, group readings, audio books, peer editing, writer workshops, student-teacher conferencing, timed essays, pair-share, multimedia, solo/ group presentations. Unit 4 Sense of Adventure and Loss Objectives: Students will produce written and oral critical analysis of major literary works that involve the theme of "Sense of Adventure." Literature includes contemporary British novels, poetry and short stories, Pullman; The Golden Compass (novel) Tolkien; The Hobbit (novel). (Reading Comprehension 2.5, Literary Response and Analysis 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, Listening and Speaking Strategies, 1,11, 1.12, 1.13, Speaking Applications (genres and their characteristics) 2.1, 2.2, 2,3, 2.4) Writing: Emphasis is placed on writing assignments in the analytical genre. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students continue working on their semester long writing project. (Writing Strategies 1.1, 1.3, 1.4, 1.5, 1.9, Writing Applications (genres and their characteristics) 2.1, 2.2, 2.3, 2.4, 2.6, Written and Oral English Language Conventions 1.3) Compare and contrast the Sense of Adventure and Loss in Pullman's novel and Tolkien's. What drives the two main

characters' (Bilbo Baggins and Lyra) sense of adventure and what contributes to their loss? Language study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics. (Written and Oral English Language Conventions 1.1, 1.2) Vocabulary Study: Emphasis in on vocabulary from literature and other sources. (Word Analysis, fluency, and Systematic Vocabulary development 1.1,1.3) Method/Activities Lecture, class discussion, journal, 6+1 Trait rubric scored essays, group readings, audio books, peer editing, writer workshops, student-teacher conferencing, timed essays, pair-share, multimedia, solo/ group presentations.

Key Assignment: 1. Students will write several essays. In one essay students will have to respond to literature and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society. In the second essay students will persuade the audience on the fate of a character. The writing process will be employed for all writing assignments. Students will apply relative vocabulary to writing assignments. 2. Writing Project: Students will complete a writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence students' understanding of the writing process 3. Students will write a poetry research paper. Students will use the MLA standard for form. Students will also give an oral presentation on the selected poet to share with others. The writing process will be employed for all writing assignments. 4. Students will write an autobiographical narrative (minimum of 2 pages) on a point in time where they experienced loss. Students will employ MLA form. Students will also give an oral presentation on the selected poet (any poet from the approved list other than Walt Whitman) to share with others. The writing process will be employed for all writing assignments. Students will complete a word-processed writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence students' understanding of the writing process. The portfolio will be presented at the end of the year as part of their major project grade.

AP English Literature and Composition

Course Description

This course is adopted from **The College Board Advanced Placement Program**. Please refer to their course list for a full course description.

Course Materials

This course is adopted from **The College Board Advanced Placement Program**. Please refer to their course list for a full course description.

Math 1
Course Description

Course overview:
Math 1 is the first course of a three-course sequence including Math 1, 2, and 3. This will be a one-year course which satisfies the Common Corse Standards Integrated Pathway model. It will strength and build on students' previous knowledge in middle school algebra. This course will focus on algebraic expressions, linear functions, quadratic functions, some basic exponential functions, exponents, polynomials, solving equations, geometric congruence proof and construction methods, finding volumes, areas, descriptive statistics, connecting algebra and geometry through reasoning and proof as well as real life applications.

The purpose of Mathematics 1 is to extend the basic algebraic and arithmetic knowledge that students gained in middle school. The essential topics covered in this course will deepen students' understanding of linear relationships by comparing them with exponential and quadratic relationships by allowing them to utilize skills that deal with data collection, graphical representations, and analysis of numerical relationships. Additional critical areas will provide students with a formalized view of mathematics by extending students' knowledge of geometrical figures that were learned in prior grades. Students will apply properties of theorems of congruence to geometrical figures in order to develop skills that deal with justifying steps and communicating logically when solving a problem independently or cooperatively. The final unit will tie together the algebraic and geometrical concepts so that students experience mathematics as a comprehensible, logical, and applicable topic that will be a useful tool when solving problems in the real world.

In this course, students review and develop skills learned in middle school math and continue into higher level mathematics teaching them to understand and perform mathematical concepts graphically, numerically, algebraically, and verbally. This course will also show physical and realistic application of mathematics and how math is great tool for problem solving. Students who succesfully complete this course will be advanced to Math II or Algebra II. This course is also for students who got an F in Algebra 1.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

- Visual and graphic descriptions of problems
- Systematic and explicit instructions
- Student think-aloud
- Using hands-on projects and learning activities
- Use of structured peer-assisted learning activities involving heterogeneous ability groupings
- Problem-Based Learning (PBL)
- determine what they know by identifying what is known, what needs to be find out, what they want to learn (KWL) based on a given case study scenario
- develop a problem statement which contains steps for solving the problem and factors for determining successful completion

- gather information through online resources, surveys, interviews, observations, measurements, etc.
- develop possible solutions using concept maps, Venn diagrams, graphic organizers, etc.
- presentations for students to demonstrate a solution to the case study based on what was learned
- Virtual Interactive Math Tools to engage students through the use of virtual manipulatives to help them visualize math relationships. Virtual math learning environments allow students to apply logic and reasoning for problem solving.

Unit 1 – Relationships between Quantities

In middle grades, students learned how to manipulate and simplify equations and expressions. Unit 1 continues to work with these topics by modeling, interpreting, and describing expressions that relate to a real-life situation that involves one or two quantities. Students will complete assignments that require knowledge of the structure of expressions and equations in order to successfully answer questions based on a situation.

Major Topics

- Creating Expressions/Equations
- Modeling Expressions/Equations
- Manipulate Expressions/Equations
- Interpret Expressions/Equations

Students will learn:

- How to use quantitative reasoning and units to solve problems.
- Interpret the structure of expressions based on order of operations.
- Generalized and create equations that describe numbers or relationships.

Unit 2 – Linear and Exponential Relationships

Students will develop skills of modeling relationships by building on their knowledge of defining, evaluating, and comparing functions. In this unit, students will learn function notation and acquire concepts of domain and range that will lead to viewing functions as a connection between an input and output. Students will explore examples of functions such as sequences and recognize a function as a relationship between two quantities represented graphically, algebraically, numerically, and verbally. Students will be able to communicate why certain representations are incomplete and approximate. Their assignments will include functions that can be represented in multiple ways as well as those that can be represented only one way. Students will continue to use units in order to guide the solution process and provide a precise quantity as an answer. Additionally, they will build on their understanding of integer exponents in order to compare key differences between exponential, quadratic, and linear functions. Assignments in this unit will include arithmetic and geometric sequences that are to be identified as linear and exponential functions reinforcing the concept that functions can be represented symbolically, numerically, verbally, and graphically.

Major Topics

- Function Notation
- Domain and Range
- Linear Equations
- Exponential/Quadratic Relationships
- Rate of Change/Average Rate of Change

Students will learn:

- How to represent and solve equations and inequalities graphically.
- The concept of a function and how to use function notation.
- How to interpret functions that arise in applications in terms of a context.
- How to analyze functions using different representations.
- How to build a function that models a relationship between two quantities.
- How to build new functions from existing functions.
- How to construct and compare linear and exponential models and solve problems.
- How to interpret expressions for functions in terms of the situation they model

Unit 3 – Reasoning with Equations

In prior grades, students have experienced solving linear equations in one variable and applied algebraic and graphical methods to analyze and solve systems of equations in two variables. This unit will build on these topics by requiring students to justify a solution to a problem by identifying a logical sequence of algebraic steps and the reasoning behind those steps by citing properties of equality and inequality. Students will develop skills that allow them to write, interpret, and translate between various representations of linear equations and inequalities and utilize this skill to solve problems. Students will aim to master solving linear equations and extend those techniques to create and solve simple exponential equations. They will have the opportunity to explore systems of equations and inequalities and find and interpret their solutions. All topics in this unit will build on the understanding of the different types of functions, different ways to model a function, and how to interpret various models as a relationship between two quantities.

Major Topics

- Solving Systems
- Justifying Solutions with Properties of Equality/Inequality
- Manipulating Equations/Inequalities
- Modeling with Functions
- Interpreting Key Features

Students will learn:

- How to understand solving equations as a process of reasoning and explain the reasoning.
- How to solve equations and inequalities in one variable.
- How to solve systems of equations.

Unit 4 – Descriptive Statistics

This unit provides students with a more formal approach to data analysis. Students will extend their experience with data by using regression techniques to illustrate an approximate linear relationship between two quantities. They will analyze graphical representations and context in order to draw conclusions about the validity of linear models as well as calculating and interpreting residuals to determine the goodness of fit. In this unit, students will learn the strengths and weaknesses of various types of data organization and measurement. They will calculate quantities that allow them to describe a set of data in terms of the context. Students will gain experience organizing data in a way that reveals the most information and allows them to answer questions based on the given situation.

Major Topics

- Organizing Data
- Best Fit Models
- Interpreting Data
- Describing Data

Students will learn:

- How to summarize, represent, and interpret data on a single count or measurement variable.
- How to summarize, represent, and interpret data on two categorical and quantitative variables.
- How to interpret linear models.

Unit 5 – Congruence, Proof, and Construction

Previously, students have constructed figures based on given measurements such as side length and have had experience with rigid motions such as translations, reflections, and rotations. In this unit, students will formalize their understanding of congruence by establishing triangle congruence criteria supported by analysis of rigid motions and constructions. Critical assignments in this unit will require students to solve problems and write proofs about triangles, quadrilaterals, and other polygons. Students will be able to identify, create, and explain special geometric constructions using a compass, protractor, and geometrical theorems.

Major Topics

- Triangle Congruence Criteria
- Rigid Transformations
- Geometrical Constructions
- Proofs

Students will learn:

- To experiment with transformations in the plane.
- To understand congruence in terms of rigid motions.
- To make geometric constructions.

Unit 6 – Connecting Algebra and Geometry through Coordinates

Students recall their experience with the Pythagorean Theorem by calculating side lengths of triangles. In this unit, students will use the coordinate plane system to demonstrate and confirm geometric relationships such as special triangles, quadrilaterals, and slopes of lines. Key assignments from this unit will require students to recall information such as slope, distance formula, and the Pythagorean Theorem and use them to write coordinate proofs. Students will write coordinate proofs containing statements that justify each step in the process of proving the desired result.

Major Topics

- Calculating and comparing slopes of line segments
- Classifying figures in the coordinate plane
- Rigid Transformations
- Coordinate Proofs

Students will learn:

- How to use coordinates to prove simple geometric theorems algebraically.

- For each unit, there will be one test and several quizzes. One to two group activities will be given at the beginning, middle of the unit to help students improve their critical thinking skills and better understand new math concepts.
- For each session, there will be daily homework and daily classwork.
- There will be four quarter bench-mark tests to monitor students quarterly progress.
- There will be variety of hand-on projects such as designing baseball field models based on the Pythagorean theorem, finding the maximum and minimum returns in a business venture based on quadratic functions, finding the minimum cost for a group's fieldtrip based on the inequality function models, building rockets based on quadratic functions, completing the squares using algebra tiles.
- Incorporating technology in learning Math is an important part of this course. Students will be taught how to use graphing calculators.
- Students will need to complete research on the internet for their projects.

Students will keep an interactive math notebook that documents the following:

- documentation of their work
- daily notes
- brainstorming strategies to solve a problem
- Written and oral reports which also documents the ideas developed, the final procedure to a problem, and an evaluation of their procedure, with a comparison of their competing teams' works as well
- Teachers, students and peers will provide feedback on notebook on a weekly basis using a standard grading rubric

Unit 1 – Relationship between Quantities

Students will answer the following questions in their math journal at the end of every class meeting or as homework.

Essential Questions

- What is the difference between a term and a coefficient?
- What is the difference between a term and a factor?
- What are the four arithmetic operations?
- What are examples of words that are associated with the different arithmetic operations?
- What some different methods for solving linear equations?
- What are equivalent equations?
- What are some properties that can be used to justify the steps taken to solve an equation?
- How is graphing used to solve an equation?
- How are units used to help solve real-world problems?
- How are units used to help write and solve proportions?
- How are significant digits used to report the results of calculations based on measurements?

Performance Tasks

- Task 1 – Students will be given several real-world situations in which two quantities are changing relative to one another and be asked to identify which mathematical operation can be used to model the situation. This task will support student mastery of interpreting a real-world situation by writing a mathematical expression that represents the situation. Students will answer questions that requires them to use the expression that they have created in order to calculate the answer.
- Task 2 – Students will be asked to find solutions to equations that represent a real-world situation and answer questions in terms of the context. This task will support student's mastery of the ability to solve equations in different ways. Students will have the opportunity to solve equations graphically or algebraically. Choosing a method to solve the equation will help the students master reasoning skills that are needed to justify a solution.

Project 1 – Calculating Revenue

Students will create a simple business model that implements separate admission fees based on three age groups and write a report on calculating the revenue for a given time period. The project will require students to write and solve equations using their knowledge of expressions that model relationships between two quantities. Students will use units to help them interpret and explain the process of solving a real-world problem. Students will need to determine the number of significant digits to use when calculating revenue. This assignment gives students an opportunity to develop fluency in communicating about mathematics by requiring them to use symbols, graphs, or numerical tables to give information about revenue for the business model they have created.

The student report should contain the following: three age groups, admission fees, an equation that represents revenue in terms of the number of attendees in each age group, a hypothetical proportion that relates the different age groups in attendance, an equation that represents revenue in terms of the number of attendees in one group, explanation of the process of finding the number of attendees in one age group when given the revenue for a given time period.

Unit 2 – Linear and Exponential Relationships

Essential Questions

- How are functions defined?
- Why is a sequence a function?
- How can a rule be created to represent an arithmetic sequence?
- How can you tell if a sequence is not arithmetic?
- How can you tell if a sequence is geometric?
- What are the differences and similarities between discrete and continuous linear functions?
- How are intercepts used to graph the solutions to a linear function?
- What is the slope of a linear function?
- How is slope used to graph a linear function?
- How can you estimate the average rate of change of a function using a graph?
- How are linear functions used to represent relationships?

Performance Tasks

- Task 1 – Students will be given a sequence and they will classify it as arithmetic, exponential, quadratic, or recursive and justify their answer with complete sentences. This will support students' mastery of identifying the relationship between a set of numbers known as the domain and range. During this task, students will continue to work with equations, numerical pairs, and graphs in order to represent functions.
- Task 2 – Students are given a real-world situation about mobile phone data plans and are required to interpret the information in terms of slope and y-intercept. Additionally, students will graph a linear function that represents each data plan and identify the advantages of each. This activity will support the students in making connections between mathematics and solving real world problems. This task will give them practice needed in order to master the concept of interpreting the context in terms of a linear function.
- Task 3 – Students will be given several graphs and are required to calculate the rate of change or average rate of change. Additionally, students will explain why the result is the constant rate of change or the average rate of change in terms of linear, quadratic, and exponential functions. This task allows students to compare the key differences of the different types of functions numerically and graphically. Students will achieve mastery of identifying the different types of relationships by creating a written response that justifies the classification of each function.

Project 2 – Fundraising

In this project, students will use linear equations to model the results of a fundraiser given a fundraising goal and prices of two items to be sold for the fundraiser. An essential purpose of this project is for students to use their knowledge of expressions and terms to create equations that model the relationship between the cost of an item and the amount of money raised for a fundraiser. Additionally, students are required to find and interpret the meaning of the intercepts of a linear equation as well as indicate whether the function is discrete or continuous. The culminating task of the project requires students will utilize critical thinking skills in order to make conjectures about and describe the effects of adjusting quantities that deal with the situation such as the fundraising goals and the sale prices of the items.

A completed project must include the following: the title of the organization that is conducting the fundraiser, purpose of the fundraiser, fundraising goal, two items to sell for the fundraiser, price of each item, equation that combines the two expressions for money earned and the fundraising goal, graph of the equation with intercepts, written responses to questions that deal with results of the fundraiser when specific quantities are indicated (e.g. What are the effects of changing the fundraising goal from $2000 to $1000).

Unit 3 – Reasoning with Equations

Essential Questions

- How are the properties of equality used to solve equations?
- How is the multiplication property of equality different from the multiplication property of inequality?
- What are the differences between linear functions and exponential functions?
- What is a system of linear equations?
- How do you estimate the solution of a system by graphing?
- How do you find the solution of a system by substitution?
- How do you find the solution of a system by adding or subtracting?
- How do you solve a system with no solution?
- How do you solve a system with infinitely many solutions?
- How do you graph a linear inequality in two variables?

Project – Modeling with Inequalities

Students will construct a poster or Power Point presentation that demonstrates the following tasks.

- Task 1 – Students choose two items that can be found at a retailer of their choice, indicate the price for each item, set a maximum or minimum spending budget, and a specific number of total items to be purchased.
- Task 2 – Students will write the expression that represents the amount of money paid for x amount of the first item and a separate expression for the amount of money paid for y amount of the second item.
- Task 3 – Students will write an inequality that combines the expressions from task 2 and the budget amount.
- Task 4 – Students determine the units associated with the expressions they wrote in task 2 and comment on the units obtained in the inequality from task 3.
- Task 5 – Students interpret the solution to the inequality by explaining the meaning of the x and y values in the context of the situation.
- Task 6 – Students use more than one method to solve the system of linear inequalities and discuss if one method is more direct than the other.

Unit 4 – Descriptive Statistics

Essential Questions

- What are some ways to organize data?
- What is the difference between the median and mean?
- What is used to describe the center and spread of a data set?
- What words can be used to describe the shape of data?

- What are outliers?
- How can categorical data be organized?
- How can you tell if a correlation exists between paired numerical data?
- How can you estimate statistics from data given in a histogram?
- How can the slope and y-intercept of a linear model be used to interpret data?

Performance Tasks

- Task 1 – Given a set of weekly test scores, students will identify an appropriate way to organize the data. This requires students to recall the various ways to organize data and analyze the advantages of each in order to choose the best organizational approach.
- Task 2 – Given two different sets of weekly test scores, students will be able to identify the values for measurements such as median, mean, lower quartile, upper quartile, and range. This activity will require students to recall the different ways to describe data, how to find the measurements, and then use the key vocabulary to compare the two data sets.
- Task 3 – Given a frequency table and the context, students will determine the completeness of the frequency table, calculate the relative frequency of each category, and interpret the results in terms of the context by answer questions based on the given situation. This activity gives students an opportunity to recognize an accurate way to organize data as a frequency table as well as practice calculating quantities that are used to describe the situation.
- Task 4 – Students will decide if a correlation exists between two categorical variables given a dot-plot or paired numerical data. If a correlation exists, students will create the best fit linear model by calculating the correlation and y-intercept. This will support the students' mastery of finding the slope between two points and the y-intercept and use the quantities to interpret the data in terms of the context.

Unit 5 – Congruence, Proof, and Construction

Essential Questions

- What are the two categories of transformations? What are the transformations in each category?
- How can you use transformations to determine whether two figures are congruent?
- How can you classify triangles by their angles?
- How can you classify triangles by their side lengths?
- What are the theorems about angle measures in triangles?
- How can you establish the criteria for the SSS triangle congruence using properties of rigid motions?
- How can you establish the criteria for the SAS triangle congruence using properties of rigid motions?
- How can you establish the criteria for the ASA triangle congruence?
- How can you establish the criteria for the AAS triangle congruence?
- What special relationships exist among the sides and angles of isosceles triangles?
- How do you construct a circle that circumscribes a triangle?
- How do you construct a circle inscribed in a triangle?

Performance Tasks

- Task 1 – Students will be given measurements of a triangular object in real world context and they will need to determine if any additional measurements needs to be taken in order to create a duplicate of the object. This will support student mastery of identifying the triangle congruence criteria in order to prove that two figures are congruent. This activity will also give the student an opportunity to view mathematics as a coherent and applicable topic that can be used to solve problems in the real world.
- Task 2 – Students will be given measurements of non-corresponding parts of two triangular objects in real world context, determine whether the objects are congruent, and provide a justification for their answer. This activity will give students additional practice with the triangle congruence criteria while communicating their reasoning supported by theorems and measurements. Students will continue to use transformations in order to prove the congruence of two figures and observe mathematics in a real-world context.
- Task 3 – Students will be asked to write a formal proof about a diagram accompanied by given information. This task requires students to provide a formal and logical series of statements that will lead to the indicated result through analyzing the given information. This will support students' mastery of developing reasoning in order to solve problems with triangles.
- Task 4 – Students will use a protractor and a compass to inscribe a circle in a triangle. In this task, students will apply and formalize their knowledge of congruent segments in order to justify the construction of a circle inscribed in a triangle. This activity supports mastery of making measurements and recognizing the formal definition of figures such as triangles and circles. Their previous experience with congruence criteria will support student mastery of explaining the reasoning behind their constructions.

Unit 6 – Connecting Algebra and Geometry through Coordinates

Essential Questions

- How do you write a coordinate proof?
- How do you classify triangles in the coordinate plane?
- How do you classify quadrilaterals in the coordinate plane?
- How do you prove that two-line segments are parallel?

- How can you use slope in coordinate proofs?
- How can you use the distance formula in coordinate proofs?
- How can you use the Pythagorean Theorem in coordinate proofs?
- How do you draw the image of a figure under a reflection?
- How do you draw the image of a figure under a rotation?

Performance Tasks

- Task 1 – Students will be given a set of 3 or 4 ordered pairs and asked to determine what type of figure the points create when connected by classifying the side lengths and angles. This will support students' mastery of identifying ordered pairs as points in the coordinate plane and reinforce the concept of slope by asking them to classify the figure. This activity also requires students to recall the different classifications of triangles and quadrilaterals. They will get practice calculating the side lengths with the distance formula and analyzing the results to classify the figure appropriately as isosceles, scalene, equilateral, square, rectangle, parallelogram, or trapezoid.

- Task 2 – Given the endpoints of two-line segments, students will write a formal proof about the relationship of the lines. The students will use the slope formula, recall the slope criteria, and interpret the results in order to determine if the line segments are parallel, perpendicular, or neither. This will support students' mastery of confirming geometric relationships and using the coordinate plane to write formal proofs.
- Task 3 – Students will draw a polygon of their choice in the coordinate plane and label the vertices with letters and ordered pairs. In this task, students will perform a series of transformations such as reflections, rotations, translations, and dilations on the figure they created and identify the new coordinates of the figure. Students will answer questions that require them to compare the image and pre-image in terms of slope and side lengths. This activity will reinforce the concepts about rigid and non-rigid transformation that mainly dealt with triangle congruence in previous units. Students will gain necessary practice by calculating measurements such as slope and side length.

Performance Testing: Students are asked to analyze, problem solve, experiment, make decisions, measure, cooperate with others, present orally, or produce a product.

Portfolio Assessment: Once every quarter, 4 per year. Students build portfolios containing diverse materials cataloging their mathematical growth throughout the school year. A portfolio might include homework assignments, projects, journal entries or other writing assignments, or traditional tests and quizzes. In a way, students try to make a case for themselves by collecting evidence that they have achieved the goals set forth by their teacher at the beginning of the year. Different students may have approached these goals through different means, and so each portfolio will be different, showing the uniqueness and individuality of each student.

Project-based Assessment (1 or 2 times per units): These projects frequently come at the end of a unit and serve to connect all of the mathematics learned into a cohesive whole. Also, these projects are usually grounded in real world situations, and stress applications of the mathematics learned. Project-based assessment is the assessment of choice for many new reform curricula, including the popular Interactive Mathematics Program, or IMP.

Observational assessment: Teacher observes their students in the classroom setting, monitoring for certain skills or behaviors, and jotting them down when they are evidenced. In this way teachers can assess not only their students' academic growth, but also their emotional growth. Typically, a teacher might be looking for mastery of some topic, but just as important are the affective traits such as demonstrating a valuing of mathematics, or a positive attitude in the face of difficulty.

Traditional Assessments: regular end of chapter exams and quizzes (multiple choices or written exams)

Benchmark Exams: Schoolwide comprehensive exam scheduled twice per semester in order to assess progress of student's mastery of course content. Results are reviewed and analyzed by teachers and administrators in order to develop a learning plan for students who have not mastered material.

Math 2
Course Description

Course overview:
Math 2 is the second course of a three-sequence including Math 1, 2, and 3. This will be a one-year course which satisfies the Common Core Standards Integrated Pathway model. It will strengthen and build on students' previous knowledge in algebra, geometry, and statistics. This course will focus on properties of rational exponents, complex numbers, quadratic and exponential expressions, polynomials, solving system of equations and inequalities, interpreting functions, solving linear, quadratic and exponential models, trigonometric identities, geometric theorems, and rules of probability.

The purpose of Mathematics 2 is to give students a thorough understanding of quadratic functions and expressions. In Mathematics 1, students focused on characteristics of linear functions and how it compared with The characteristics of quadratic and exponential functions. In order for students to understand all types of quadratic functions, they will need to extend their knowledge of the rational number system to the complex number system. Students will develop skills that allow them to make decisions and evaluate situations by applying knowledge of conditional probability, counting methods, and data analysis. The study of similarity between geometric figures that was done during the Mathematics 1 course will lead students to discover quadratic equations that are derived from Pythagorean relationships. The course will connect algebraic and geometric relationships in order to give students a coherent view of mathematics. Students will graph circles and parabolas in the coordinate plane by applying the distance formula and knowledge of the behavior of quadratic equations. This course is designed to give students an opportunity to extend their knowledge of computation and reasoning with mathematics. Writing geometric proofs allow students to develop skills in communicating precisely and creating a plan to solve a problem supported by logical, organized statements.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Performance Testing

Students are asked to analyze, problem solve, experiment, make decisions, measure, cooperate with others, present orally, or produce a product

Performance Assessment

Once every quarter, 4 per year, students build portfolios containing diverse materials cataloging their mathematical growth throughout the school year. A portfolio might include homework assignments, projects, journal entries or other writing assignments, or traditional tests and quizzes. In a way, students try to make a case for themselves by collecting evidence that they achieved the goals set forth by their teacher at the beginning of the year. Different students may have

approached these goals through different means, and so each portfolio will be different, showing the uniqueness and individuality of each student.

Tests

Students will have a unit test at the close of each unit. This will formally assess the mastery of key learning standards independently.

Quizzes

Quizzes allow to formally assess the students independently throughout a unit. Quizzes also provide the teacher with feedback of students understanding before the end of a unit, therefore allowing time to re-teach any topics.

Homework

This will reinforce concepts on a daily basis and serve as a checking for understanding tool as the homework is checked the next day. Homework will be consisted of teacher created worksheets directly related to content learned in class or problems from textbook.

Project-Based Assessment (1 or 2 times per unit)

These projects frequently come at the end of a unit and serve to connect all of the mathematics learned into a cohesive whole. Also, these projects are usually grounded in real world situations, and stress applications of the mathematics learned. Project-based assessments is the assessment of choice for many new reform curricula, including the popular interactive mathematics program, or IMP.

Benchmarks

Schoolwide comprehensive exam scheduled twice per semester in order to assess progress of student's mastery of course content. Results are reviewed and analyzed by teachers and administration in order to develop a learning plan for students who have not mastered course material. Benchmarks are given on a school wide basis. The curriculum specialist creates standard based benchmarks that mock the state tests. These are arranged four times throughout the year.

Informal assessments

Within each lesson informal assessments will be impeded consistently throughout the lesson. These methods vary from checking for understanding strategies, classwork, pair sharing, or exit tickets.

- For each unit, there will be one test and several quizzes. One to two group activities will be given at the beginning and middle of the unit to help students improve their critical thinking skills and better understand new math concepts.
- For each session there will be daily homework and classwork.

- There will be four quarter benchmarks tests to monitor students quarterly progress.
- There will be a variety of hands on projects.
- Technology will be integrated into the course. Students will be taught how to use graphing calculators.
- Students will need to conduct research for projects.

Unit 1 – Extending the Number System

Essential Questions:

- What happens to a rational exponent when an expression is converted to radical form?
- What does an exponent represent?
- What is a complex number?
- What are the criteria for a group to be closed under a given operation?
- Why are the powers of the complex number i considered a cyclic group?
- What is a polynomial?

Performance Tasks:

- Students will solve problems dealing with area and perimeter of basic geometric figures. Given formulas for area and perimeter and a diagram with given values, students will calculate the dimensions of the figure. Students will be required to interpret the results in situations where the dimensions are irrational numbers. This task will require students to reason abstractly in order to explain why no real dimensions exist for a quadrilateral with area of -1. When solving these problems, students will reason quantitatively to solve problems that involve square roots and irrational numbers.
- Students will be asked to justify the reasoning behind finding various powers of the number i. This task requires students to reason abstractly with square roots and exponents in order to simplify powers of i. When students present their solution, they will be asked to explain their reasoning while other students are required to critique the argument or justify its validity.
- Students will be asked to perform various operations with polynomials. This task requires students to identify if an expression satisfies the requirements of a polynomial before performing the operation so that it can be determined if the result will belong to the same group. Students will justify their reasoning behind stating that a polynomial multiplied with another polynomial will result in a different polynomial. The purpose of this task is to demonstrate to students that a polynomial multiplied with a non-polynomial expression will result in a non-polynomial expression.

Unit 2 – Quadratic Functions and Modeling

Essential Questions:

- What are the key features of a graph of a quadratic function?
- What are the differences between the rate of change of functions that are linear, quadratic, and exponential?

- What are the different ways that a quadratic function can be graphed by plotting key features?
- What are the different ways that a quadratic function can be written in algebraic form?
- What is an inverse relation?
- What is the process of finding the inverse of a relation?
- How can you determine if a function is one-to-one?

Performance Tasks:

- Given a graph of a quadratic function in the coordinate plane, students will identify and label the vertex, whether it contains a minimum or maximum value, x-intercepts, y-intercept, and the axis of symmetry.
- Given a problem that describes an object in projectile motion, students will be able to apply techniques of finding key features of a quadratic function and interpret the meaning in terms of the context. This will allow students to make a connection between technical mathematics vocabulary and a real-world situation. Students will sketch a representation of the situation and label the key features with non-content specific terms like "when the ball reaches the highest point" or "how long it takes for the ball to fall back to the ground".
- Given a quadratic model of an object in projectile motion where the independent variable is time and the dependent variable represents the height of the object, students will be able to evaluate the function in order to identify the height of the object at a given point in time.
- Given a quadratic model of an object in projectile motion where the independent variable is time since the object is released and the dependent variable represents the height of the object, students will find and use the inverse of the function. Students will need to explain why the inverse is not a function and interpret meaning of the inverse function in terms of time and height. This task requires students to understand how two values change with respect to each other and which equations are useful in different situations.

Unit 3 – Expressions and Equations

Essential Questions:

- What words can be used to accurately describe an expression or equation?
- What can an expression or equation tell about a real-life situation?
- What is the purpose of factoring an equation or expression?
- What are the different ways to represent the equation of a quadratic function?
- What does an equation of a quadratic function in standard form reveal?
- What does an equation of a quadratic function in vertex form reveal?
- What does an equation of a quadratic function in factored form reveal?
- What types of real-life situations can be modeled by a quadratic function?
- What is a system and what are some ways to solve it?

Performance Tasks:

- Given an equation, students are able to factor the expression in order to interpret the different components as quantities in a real-life situation. The purpose of this task is to connect conceptual understanding of factors or terms and model a situation in the real world.
- Given the equation of a quadratic function, a student will need to determine which key features are most easily revealed and explain their reasoning. Other students will be asked to confirm or refute the conclusion of the first student using content specific vocabulary. This task allows students to construct arguments and critique the arguments of others.
- Given two equations in two variables, students are asked to find the solution of the system using the method they see best fit. Students will need to recall the different methods of solving systems and utilize the tools available to solve the system efficiently. This task will require students to determine the appropriate method and justify their decision which gives other students a chance to critique the argument.

Unit 4 – Applications of Probability

Essential Questions:

- What is a sample space and how can it be calculated?
- What is the difference between an event in the sample space and an outcome of the sample space?
- What is conditional probability?
- What is an example of overlapping events?
- How do you apply the addition rule to calculating probability of non-independent events?
- What is the difference between a combination and a permutation?

Performance Tasks:

- Given a two-way frequency table student will be able to calculate conditional probabilities and interpret the results. This task requires students to attend to precision in order to accurately interpret percentages and probabilities that reveal information about the context of the two-way table.
- Given an event in the context of a deck of cards, students will be able to calculate the probability of each outcome that comprises the event. In this task, students will apply knowledge of combinations or permutations in order to calculate probabilities. Students will be required to explain their reasoning behind their decisions to use combinations or permutations which gives other students opportunities to critique the strategy of problem solving. The mathematics of probability can be modeled by allowing students to work in pairs with a deck of cards and understand the different categories that each card belongs to.

Unit 5 – Similarity, Right Triangle Trigonometry, Proofs

Essential Questions:

- What is a dilation and how can it be modeled by a proportion?
- What are similar figures?
- What are different ways to write a proof?
- What can you conclude from parallel lines cut by a transversal?
- What are properties of a triangle?
- What are properties of a parallelogram?
- What is a median of a triangle?
- What is the Pythagorean Theorem?
- What is a trigonometric ratio?

Performance Tasks:

- Given a figure and its side lengths, students will be able to construct a figure that is similar and label all the measurements of the figure that result from being like the original figure. Students will indicate the dilation factor of their figure. Students will be given a task of choosing a 2-dimensional figure from their environment and producing a similar figure by applying a dilation. This task requires students to make sense of mathematics by applying to a real-world situation and reason quantitatively with the measurements of the figure they chose.
- Given two figures students will be required to prove that the two figures are congruent or similar. Students will apply their knowledge of trigonometric theorems, geometric theorems, and parallel lines in order to construct a proof that can be written and communicated in different ways. Students will be required to construct a paragraph proof and then convert it to a flow-chart to highlight key points of reasoning and geometric theorems. This task allows students to practice reasoning in different ways, construct arguments, and persevere in solving problems by identifying multiple ways of representing a solution.

Unit 6 – Circles

Essential Questions:

- What is the ratio of the circumference of a circle to the radius of the circle?
- What is the ratio of the circumference of a circle to the diameter of a circle?
- How do you measure the arc of a circle?
- How do you measure the sector of a circle?
- What is an inscribed angle?
- What is an example of a circumscribed circle of a triangle?
- What is an example of an inscribed circle of a triangle?
- What are the properties of a quadrilateral inscribed in a circle?
- What is a conic section?
- How are area and perimeter formulas used to find volume?

Performance Tasks:

- Students will be given a diagram of a circle with several angles and segments drawn. This task will require students to demonstrate knowledge of vocabulary and being able to precisely communicate about angles and segments as they are related to the circle. This gives students practice with make sense of structure and understand patterns that appear when working with segments, angles, and circles.
- Given a diagram of a cone being cut by a transversal, students will be able to identify the conic section as a circle or parabola. Given key features such as vertex, focus, directrix, center, or radius students will be able to derive the equation of the conic section using the Pythagorean Theorem. This task gives students an opportunity to reason abstractly in order to determine the conic section given a diagram. Writing the equation will require students to use knowledge from previous units that dealt with the use of the Pythagorean Theorem.
- Students will be given real life situation that involve volume, area, and perimeter of geometric figures such as cylinders, pyramids, cones, and spheres. Given incomplete information about the measurements of the figure, students will be able to determine missing information or requested information in order to solve a problem. Students will be able to find the various measurements and answer questions about those measurements that require conceptual understanding of the multiple dimension of a figure. For example, students will be given radius of a sphere and be asked to approximate how many smaller spheres of radius specified will be able to fit inside the larger sphere. This allows students to apply understanding of those measurements and reason abstractly and quantitatively in order to answer the question. Students will attend to precision by giving the best approximation. This task will require students to communicate their findings and allow other students to critique the process or conclusion.

Unit 1 – Extending the Number System

In this unit students will extend their knowledge of the rational number system that was established in Mathematics 1 and the middle grades. Students will learn the differences between rational and irrational numbers by comparing the values in decimal and rational form. There will be opportunities for students to explore the relationships and properties that occur in each number system and build a foundation for concepts that will appear in Unit 2.

Major Topics

- Rational Exponents
- Radical Form
- Operations with Complex Numbers
- Properties of Number Systems

Unit 2 – Quadratic Functions and Modeling

Students will recall their experience with linear functions in order to compare the key characteristics with quadratic and exponential functions. In this unit, students will model situations by applying their knowledge of the key characteristics of quadratic functions and decide which type of function will serve as the best-fit model for the situation. Students will analyze quadratic expressions and predict the behavior of the graph by identifying how many times the parabola will

cross the horizontal axis. Additionally, students will gain experience with specialized functions that can be used to model real world situations.\

Major Topics

- Quadratic Expressions
- Solving Quadratic Equations
- Modeling with Quadratics
- Average Rate of Change
- Transformations of Functions
- Inverse Functions
- Piece-wise and Absolute Value Functions
- Roots of Quadratic Functions

Unit 3 – Expressions and Equations

In this unit students will work with the different structures of expressions by converting between one form to another. Rewriting an expression will reveal some key characteristics of the corresponding functions. Students will continue to create and solve equations that involve quadratic, exponential, and absolute value expressions.

Major Topics

- Interpreting Expressions
- Using Structure of Expressions
- Factoring Expressions
- Completing the Square
- Representing Relationships with Linear and Quadratic Functions
- Solving Systems Algebraically
- Solving Systems Graphically

Unit 4 – Applications of Probability

In this unit, students will extend their knowledge acquired in Mathematics 1 and middle grades to develop an understanding of how to compute and interpret probabilities. Students will solve problems that require an understanding of how to recognize independent events, mutually exclusive events, and calculate conditional probability. Students will use calculation results in order to make informed decisions about real-world situations.

Major Topics

- Sample Space and Subsets
- Independent Events
- Mutually Exclusive Events
- Conditional Probability

- Creating and Interpreting Two-Way Frequency Tables

Unit 5 – Similarity, Right Triangle Trigonometry, Proofs

In this unit, students will extend their experience of similarity of geometric figures that they learned in Mathematics 1 to develop a more formal understanding of geometric proofs. Students will recall the criteria for similar figures, use similarity of figures to solve problems, and apply similarity to understand right triangle trigonometry. Additionally, students will solve problems by applying the Pythagorean Theorem. In Mathematics 1 students wrote geometric proofs by using theorems. This course will require students to use a variety of formats to deliver a logically sound geometric proof.

Major Topics

- Dilations
- Similarity and Transformations
- AA criterion for Similar Triangles
- Vertical Angles
- Parallel Lines and Transversals
- Theorems – Parallelograms
- Pythagorean Theorem
- Trigonometric Ratios
- Pythagorean Identity

Unit 6 – Circles

In this unit, students will prove theorems about circles that deal with key characteristics such as tangent lines, chords, secants, and inscribed angles. The concepts for similarity will be developed through the criteria for similar figures which was introduced in Mathematics 1 and reinforced in previous units. Students will create equations of circles and parabolas given the location of key points in the coordinate plane by substituting values into the distance formula. In Mathematics 1, students were exposed to graphing functions given an equation and will continue to graph circles and quadratic functions including the cases when trying to find the solution to a system. Finally, students will develop arguments that justify a solution process that deals with basic properties of circles such as circumference, area, and surface area of spheres.

Major Topic

- Characteristics of Circles
- Angles and Line Segments in Circles
- Arc Length
- Sectors
- Equation of a Circle
- Equation of a Parabola
- Formulas for Volume

Direct Instruction

Lectures and note-taking will be conducted with the Cornell-note taking process. Students will tie questions to the material in a manner that demonstrates their mathematical reasoning abilities. Students will practice the procedure of recording, comprehending, and retaining the information that has been taught. Direct Instruction is centered around an essential question that is ultimately focused on the big picture.

Guided Practice

After the demonstration of a given concept students will receive the necessary support to guide them toward individual mastery of the concept. An hourglass approach during a class period will help allow the students to gradually work independently.

Peer Tutoring

Students tend to master skills with different time frames and various levels of mastery. With this reality, facilitating peer tutoring allows the higher achieving students the opportunity to reach a level of metacognition within the lesson, and provides a struggling student with differentiated instruction that meets their needs as a learner.

Pair Sharing

This strategy gives the students an opportunity to verbally communicate steps of a mathematical process and serves as a checking for understanding tool. Pair Sharing will also allocate an avenue for the students to develop and construct arguments for their mathematical reasoning. Collaborating with a colleague will assist the students in further developing arguments and critiquing the reasoning of others. Guiding and facilitating discussions through sentence frames helps maintain and prompt academic language.

Group Projects

Incorporating group projects allows the students to demonstrate a deeper understanding and ability to model the material. Integrating check points will help periodically ensure the students are on the correct path and rubrics will create clear guidelines for the students.

Checking for Understanding

Incorporating consistent checking for understanding strategies throughout each class is crucial in trying to eliminate misconceptions with in a lesson. This can be incorporated through pair share, white board responses, ABCD cards, exit tickets and etc.

Cross curriculum projects

This strategy helps target repeated reasoning and regularities surrounding their educational experience. In addition, cross curriculum projects help create a larger picture of the material and allow for the students to model with mathematics.

Other Methods:

- Visual and graphic descriptions of problems
- Systematic and explicit instructions
- Student think-aloud
- Using hands on projects and learning activities
- Use of structured peer-assisted learning activities involving heterogeneous ability groupings
- Problem Based Learning (PBL)
- determine what they know by identifying what is known, what needs to be found out, what they want to learn (KWL) based on a given case study scenario
- develop a problem statement which contains step for solving the problem and factors for determining successful completion
- gather information through online resources, surveys, interviews, observations, measurements, etc.
- develop possible solutions using concept maps, Venn diagrams, graphic organizers, etc.
- presentations for students to demonstrate a solution to the case study based on what was learned
- Virtual interactive math tools to engage students using virtual manipulatives to help them visualize math relationships. Virtual math learning environments allow students to apply logic and reasoning for problem solving

Math 3 Honors

Course Description

Course overview:
In Math 3 Honors, students will expand upon the mathematics they have learned in Math 1 and 2, as well as learn about and apply new concepts such as, but not limited to probability, statistics, trigonometry, and pre-calculus. The content in Math 3 Honors integrates the majority of the content covered in many High School Geometry, Algebra II and Trigonometry, Pre-Calculus, Probability and Statistics classes. Students are able to do this through a combination of traditional practice work and standard assessments, as well as through Project Based Learning that mimics how math is applied in the real world. This approach will allow students to deepen their grasp of fundamental mathematical concepts through the practice work and then be able to understand the relevance and importance of the content by applying it to real world situations.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Unit 1 Data Analysis
KEY STANDARDS ADDRESSED:

- Using simulation, students will develop the idea of the central limit theorem.
- Using student-generated data from random samples of at least 30 members, students will determine the margin of error and confidence interval for a specified level of confidence.
- Students will use confidence intervals and margin of error to make inferences from data about a population. Technology is used to evaluate confidence intervals, but students will be aware of the ideas involved.

RELATED STANDARDS ADDRESSED:

- Students will solve problems (using appropriate technology).
    a. Build new mathematical knowledge through problem solving.
    b. Solve problems that arise in mathematics and in other contexts.
    c. Apply and adapt a variety of appropriate strategies to solve problems.
    d. Monitor and reflect on the process of mathematical problem solving.
- Students will reason and evaluate mathematical arguments.
    a. Recognize reasoning and proof as fundamental aspects of mathematics.
    b. Make and investigate mathematical conjectures.
    c. Develop and evaluate mathematical arguments and proofs.
    d. Select and use various types of reasoning and methods of proof.
- Students will communicate mathematically.
    a. Organize and consolidate their mathematical thinking through communication.
    b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
    c. Analyze and evaluate the mathematical thinking and strategies of others.
    d. Use the language of mathematics to express mathematical ideas precisely.
- Students will make connections among mathematical ideas and to other disciplines.

a. Recognize and use connections among mathematical ideas.
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
c. Recognize and apply mathematics in contexts outside of mathematics.
- Students will represent mathematics in multiple ways.

a. Create and use representations to organize, record, and communicate mathematical ideas.
b. Select, apply, and translate among mathematical representations to solve problems.
c. Use representations to model and interpret physical, social, and mathematical phenomena.

Performance Tasks:

The unit begins with students reading and discussing an internet article on presidential approval ratings, employing percent's and margins of error. This motivates the unit and will be revisited in the Confidence Intervals Tasks.

The Reese's Pieces Candies task reviews ideas about sampling distributions of sample proportions and develops this knowledge into the Central Limit Theorem (CLT) for Proportions. In addition to collecting data with actual candy, students will use simulation to fully develop the CLT. The task concludes with a problem intended to synthesize the ideas from the simulation.

The next two tasks, Pennies and Gettysburg Address, are nearly identical. Both tasks review sampling distributions of sample means from normal populations, a topic from Acc. Math II. Then, either with pennies or words from the Gettysburg Address, students will draw samples of various sizes, create whole class plots, and discuss the results. This activity leads to the CLT for Means. The tasks conclude with a problem intended to synthesize the ideas from the activity.

The final series of learning tasks builds on students' understanding of the empirical rule to develop confidence intervals and margin of error. The article from the beginning of the unit will serve as a catalyst and basis for the investigation of margin of error and confidence intervals for proportions. Students will then simulate samples for the creation of additional samples in an effort to understand what it means to say that one is 95% confident. The last part of this series addresses confidence intervals for sample means, including the use of data collection and simulation.

The culminating task requires students to synthesize the statistical knowledge gained throughout high school. They must design, implement, and analyze the results of a survey or experiment, paying attention to the use of statistical inference.

Unit 2: Sequence and Series
KEY STANDARDS ADDRESSED:

- Students will use sequences and series
    a. Use and find recursive and explicit formulae for the terms of sequences.
    b. Recognize and use simple arithmetic and geometric sequences.
    c. Investigate limits of sequences.
    d. Use mathematical induction to find and prove formulae for sums of finite series.
    e. Find and apply the sums of finite and, where appropriate, infinite arithmetic and geometric series.
    f. Use summation notation to explore series.
    g. Determine geometric series and their limits.

RELATED STANDARDS ADDRESSED:

- Students will explore rational function.
    a. Investigate and explore characteristics of rational functions, including domain, range, zeros, points of discontinuity, intervals of increase and decrease, rates of change, local and absolute extrema, symmetry, asymptotes, and end behavior.
- Students will investigate functions.
    a. Compare and contrast properties of functions within and across the following types: linear, quadratic, polynomial, power, rational, exponential, logarithmic, trigonometric, and piecewise.
    b. Investigate transformations of functions.
- Students will solve problems (using appropriate technology).
    a. Build new mathematical knowledge through problem solving.
    b. Solve problems that arise in mathematics and in other contexts.
    c. Apply and adapt a variety of appropriate strategies to solve problems.
    d. Monitor and reflect on the process of mathematical problem solving.
- Students will reason and evaluate mathematical arguments.
    a. Recognize reasoning and proof as fundamental aspects of mathematics.
    b. Make and investigate mathematical conjectures.
    c. Develop and evaluate mathematical arguments and proofs.
    d. Select and use various types of reasoning and methods of proof.
- Students will communicate mathematically.
    a. Organize and consolidate their mathematical thinking through communication.
    b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
    c. Analyze and evaluate the mathematical thinking and strategies of others.
    d. Use the language of mathematics to express mathematical ideas precisely.
- Students will make connections among mathematical ideas and to other disciplines.
    a. Recognize and use connections among mathematical ideas.
    b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
    c. Recognize and apply mathematics in contexts outside of mathematics.
- Students will represent mathematics in multiple ways.
    a. Create and use representations to organize, record, and communicate mathematical ideas.
    b. Select, apply, and translate among mathematical representations to solve problems.
    c. Use representations to model and interpret physical, social, and mathematical phenomena.

Performance Tasks:

The launching activity begins by revisiting ideas of arithmetic sequences studied in eighth and ninth grades. Definitions, as well as the explicit and recursive forms of arithmetic sequences are reviewed. The task then introduces summations, including notation and operations with summations, and summing arithmetic series.

The second set of tasks reviews geometric sequences and investigates sums, including infinite and finite geometric series, in the context of exploring fractals. It is assumed that students have some level of familiarity with geometric sequences and the relationship between geometric sequences and exponential functions.

The third group addresses some common sequences and series, including the Fibonacci sequence, sequences with factorials, and repeating decimals. Additionally, mathematical induction is employed to prove that the explicit forms are valid.

The culminating task is set in the context of applying for a job at an interior design agency. In each task, students will need to determine which type of sequence is called for, justify their choice, and occasionally prove they are correct. Students will complete the handshake problem, the salary/retirement plan problem, and some open-ended design problems that require the use of various sequences and series.

Unit 3: Rational Functions
KEY STANDARDS ADDRESSED:

- Students will explore rational functions.
    a. Investigate and explain characteristics of rational functions, including domain, range, zeros, points of discontinuity, intervals of increase and decrease, rates of change, local and absolute extrema, symmetry, asymptotes, and end behavior.
    b. Find inverses of rational functions, discussing domain and range, symmetry, and function composition.
    c. Solve rational equations and inequalities analytically, graphically, and by using appropriate technology.

RELATED STANDARDS ADDRESSED:

- Students will investigate functions.
    a. Compare and contrast properties of functions within and across the following types: linear, quadratic, polynomial, power, rational, exponential, logarithmic, trigonometric, and piecewise.
    b. Investigate transformations of functions.
    c. Investigate characteristics of functions built through sum, difference, product, quotient, and composition.
- Students will solve problems (using appropriate technology).
    a. Build new mathematical knowledge through problem solving.
    b. Solve problems that arise in mathematics and in other contexts.
    c. Apply and adapt a variety of appropriate strategies to solve problems.
    d. Monitor and reflect on the process of mathematical problem solving.
- Students will reason and evaluate mathematical arguments.
    a. Recognize reasoning and proof as fundamental aspects of mathematics.
    b. Make and investigate mathematical conjectures.
    c. Develop and evaluate mathematical arguments and proofs.
    d. Select and use various types of reasoning and methods of proof.
- Students will communicate mathematically.
    a. Organize and consolidate their mathematical thinking through communication.
    b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
    c. Analyze and evaluate the mathematical thinking and strategies of others.
    d. Use the language of mathematics to express mathematical ideas precisely.
- Students will make connections among mathematical ideas and to other disciplines.
    a. Recognize and use connections among mathematical ideas.

b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
c. Recognize and apply mathematics in contexts outside of mathematics.

- Students will represent mathematics in multiple ways.
  a. Create and use representations to organize, record, and communicate mathematical ideas.
  b. Select, apply, and translate among mathematical representations to solve problems.
  c. Use representations to model and interpret physical, social, and mathematical phenomena.

Performance Tasks:

In the first task of this unit, students will remember the properties of polynomial functions and will investigate how the division of two of those polynomials will affect the characteristics of the resultant rational function. By the end of the task, students should be able to write explanations of how and why the rational function has certain characteristics based upon its polynomial pieces.

The second task takes this same approach to helping students deduce the graphs of rational functions without the aid of a calculator. By using sign charts and critical points, students can begin to understand how and why a rational function must behave in the way that it does based on its characteristics examined in the first task.

The third task takes a look at horizontal asymptotes and could be done before the second task (at the discretion of the teacher). By using tables, students will investigate function behavior as the input values increase towards positive and negative infinity and draw conclusions as to how the degree of the numerator and denominator affects the horizontal asymptote of the rational function.

The fourth task lets students use their knowledge of inverse functions to investigate the inverses of certain rational functions. As not all rational functions are one to one, the inverse of a rational function may not always be useful in determining properties of the original. The fifth task asks students to discover how the summation of simple rational functions can form a more complex rational function, or partial fraction decomposition. In this task, students will learn a method of partial fraction decomposition and identify some uses of this technique in graphing rational functions.

Unit 4: Introduction to Trigonometry
KEY STANDARDS ADDRESSED:

- Students will use the circle to define the trigonometric functions.
  a. Define and understand angles measured in degrees and radians, including but not limited to 0°, 30°, 45°, 60°, 90°, their multiples, and equivalences.
  b. Understand and apply the six trigonometric functions as functions of general angles in standard position.
  c. Find values of trigonometric functions using points on the terminal sides of angles in the standard position.
  d. Understand and apply the six trigonometric functions as functions of arc length on the unit circle.
  e. Find values of trigonometric functions using the unit circle.

RELATED STANDARDS ADDRESSED:

- Students will solve problems (using appropriate technology).
    1. Build new mathematical knowledge through problem solving.
    2. Solve problems that arise in mathematics and in other contexts.
    3. Apply and adapt a variety of appropriate strategies to solve problems.
    4. Monitor and reflect on the process of mathematical problem solving.
- Students will reason and evaluate mathematical arguments.
    1. Recognize reasoning and proof as fundamental aspects of mathematics.
    2. Make and investigate mathematical conjectures.
    3. Develop and evaluate mathematical arguments and proofs.
    4. Select and use various types of reasoning and methods of proof.
- Students will communicate mathematically.
    1. Organize and consolidate their mathematical thinking through communication.
    2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
    3. Analyze and evaluate the mathematical thinking and strategies of others.
    4. Use the language of mathematics to express mathematical ideas precisely.
- Students will make connections among mathematical ideas and to other disciplines.
    1. Recognize and use connections among mathematical ideas.
    2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
    3. Recognize and apply mathematics in contexts outside of mathematics.
- Students will represent mathematics in multiple ways.
    1. Create and use representations to organize, record, and communicate mathematical ideas.
    2. Select, apply, and translate among mathematical representations to solve problems.

Performance Tasks:

The individual tasks contain the skills and a variety of activities to provide hands on experience with the unit circle. All concepts are initially developed using degree measures. Radians are introduced in the "What is a Radian" activity and then previous concepts are revisited.

The culminating task highlights multiple applications of the concepts in this unit through rides at a typical county fair. There are many extensions and further applications that interested students or teachers could utilize

Unit 5: Investigating Trigonometry Graphs
KEY STANDARDS ADDRESSED:

- Students will investigate and use the graphs of the six trigonometric functions.
    a. Understand and apply the six basic trigonometric functions as functions of real numbers.
    b. Determine the characteristics of the graphs of the six basic trigonometric functions.
    c. Graph transformations of trigonometric functions including changing period, amplitude, phase shift, and vertical shift.
    d. Apply graphs of trigonometric functions in realistic contexts involving periodic phenomena.
- Students will investigate and use inverse sine, inverse cosine, and inverse tangent functions.
    a. Find values of the above functions using technology as appropriate.
    b. Determine characteristics of the above functions and their graphs.

RELATED STANDARDS ADDRESSED:

- Students will solve problems (using appropriate technology).
    a. Build new mathematical knowledge through problem solving.
    b. Solve problems that arise in mathematics and in other contexts.
    c. Apply and adapt a variety of appropriate strategies to solve problems.
    d. Monitor and reflect on the process of mathematical problem solving.
- Students will reason and evaluate mathematical arguments.
    a. Recognize reasoning and proof as fundamental aspects of mathematics.
    b. Make and investigate mathematical conjectures.
    c. Develop and evaluate mathematical arguments and proofs.
    d. Select and use various types of reasoning and methods of proof.
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    b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
    c. Analyze and evaluate the mathematical thinking and strategies of others.
    d. Use the language of mathematics to express mathematical ideas precisely.
- Students will make connections among mathematical ideas and to other disciplines.
    a. Recognize and use connections among mathematical ideas.
    b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
    c. Recognize and apply mathematics in contexts outside of mathematics.
- Students will represent mathematics in multiple ways.
    a. Create and use representations to organize, record, and communicate mathematical ideas.
    b. Select, apply, and translate among mathematical representations to solve problems.

Performance Tasks:

In the first task, What's Your Temperature? students will be using data, charts, and statistics of temperature readings. Students will analyze information by describing, range, trends, and applying their knowledge of functions. Students will also produce their own charts and apply their knowledge of sine.

In the second task, Exploring Sin and Cos Graphs. students will explore the sine, cosine, and tangent graphs to determine the specific characteristics of these graphs.

In the next task, Applications of Sin and Cos Graphs, students will use trigonometry functions to model periodic data. by applying it to **real-world situations that can best be modeled using trigonometric functions.**

In the final task, Trigonometric Functions, students will explore the inverses the trigonometric functions from a geometric and algebraic perspective.

Unit 6: Trigonometric Identities, Equations, and Applications
KEY STANDARDS ADDRESSED:

- Students will establish the identities below and use them to simplify trigonometric expressions and verify equivalence statements. sin tan cos cos cot sin 1 sec cos 1 csc sin 2

2 sin cos 1 2 2 tan 1 sec 2 2 1 cot csc sin sin cos cos sin cos cos cos sin sin sin 2 2sin cos 2 2 cos 2 cos sin

- Students will solve trigonometric equations both graphically and algebraically.
    a. Solve trigonometric equations over a variety of domains, using technology as appropriate.
    b. Use the coordinates of a point on the terminal side of an angle to express x as $r\cos\theta$ and y as $r\sin\theta$.
    c. Apply the law of sines and the law of cosines.
- Students will verify and apply ½ absinC to find the area of a triangle.

RELATED STANDARDS ADDRESSED:

- Students will use the circle to define the trigonometric functions.
    a. Define and understand angles measured in degrees and radians, including but not limited to 0°, 30°, 45°, 60°, 90°, their multiples, and equivalences.
    b. Understand and apply the six trigonometric functions as functions of general angles in standard position.
    c. Find values of trigonometric functions using points on the terminal sides of angles in the standard position.
    d. Understand and apply the six trigonometric functions as functions of arc length on the unit circle.
    e. Find values of trigonometric functions using the unit circle.

- Students will solve problems (using appropriate technology).
    1. Build new mathematical knowledge through problem solving.
    2. Solve problems that arise in mathematics and in other contexts.
    3. Apply and adapt a variety of appropriate strategies to solve problems.
    4. Monitor and reflect on the process of mathematical problem solving.
- Students will reason and evaluate mathematical arguments.
    1. Recognize reasoning and proof as fundamental aspects of mathematics.
    2. Make and investigate mathematical conjectures.
    3. Develop and evaluate mathematical arguments and proofs.
    4. Select and use various types of reasoning and methods of proof.
- Students will communicate mathematically.
    1. Organize and consolidate their mathematical thinking through communication.
    2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
    3. Analyze and evaluate the mathematical thinking and strategies of others.
    4. Use the language of mathematics to express mathematical ideas precisely.
- Students will make connections among mathematical ideas and to other disciplines.
    1. Recognize and use connections among mathematical ideas.
    2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
    3. Recognize and apply mathematics in contexts outside of mathematics.
- Students will represent mathematics in multiple ways.
    1. Create and use representations to organize, record, and communicate mathematical ideas.
    2. Select, apply, and translate among mathematical representations to solve problems.

Performance Tasks:

The launching task introduces the concept of an identity in a context that students should be familiar with from Accelerated Mathematics I. Before students establish identities and use them to solve problems in the later tasks, it is important that they have a good understanding of what an identity is. Once an understanding of the term identity is established, the task leads students through a geometric derivation of the Pythagorean identities. Students then substitute values into these identities as both a review of basic evaluation of trigonometric functions and also as a final opportunity for students to make the idea of an identity more concrete.

In the second task, students derive the sum identity for the sine function, in the process reviewing some of the geometric topics and ideas about proofs learned in Accelerated Mathematics I. This derivation also provides practice with algebraic manipulation of trigonometric functions that include examples of how applying the Pythagorean identities can often simplify a cumbersome trigonometric expression. Students then apply the sum and difference identities for sine and cosine in the context of evaluating trigonometric functions that are not multiples of 30 or 45 degrees.

In the third task, students investigate how a person's altitude on a Ferris wheel changes as a function of the Ferris wheel's angle of rotation. This activity provides an example of how trigonometric functions model phenomena in our lives in a context that allows students to see that doubling the angle in a trigonometric function does not double the output of the trigonometric function, providing motivation for the double angle identities. Students then derive the double angle identities, which will be applied in later tasks.

In the fourth task, students use numerical, graphical, and algebraic representations to examine trigonometric identities. In the first part of the task, students are given three sets of equations, with each set containing exactly one identity. Students will then use one of three strategies to determine which equation in each set is the identity. Once students have presented their findings from part one, they have a chance to work with each representation in part two.

The final task wraps up the unit by requiring students to use their knowledge from the unit to establish more complex identities. Students often confuse establishing identities with solving equations, because students are so used to solving an equation when given one. It is important to make sure students understand that when asked to establish an identity, they are not solving an equation, and the first part of this task addresses this common misconception. Students then are given three sets of identities to establish, with each set requiring the application of a specified group of the basic identities listed in standard.

Unit 7: Extended Trigonometry
KEY STANDARDS ADDRESSED:

- Students will solve trigonometric equations both graphically and algebraically.
    a. Solve trigonometric equations over a variety of domains, using technology as appropriate.
    b. Use the coordinates of a point on the terminal side of an angle to express x as $r\cos\theta$ and y as $r\sin\theta$.
    c. Apply the law of sines and the law of cosines.
- Students will verify and apply ½ $ab\sin C$ to find the area of a triangle.
- Students will understand and use vectors.
    a. Represent vectors algebraically and geometrically.

   b. Convert between vectors expressed using rectangular coordinates and vectors expressed using magnitude and direction.
   c. Add, subtract, and compute scalar multiples of vectors.
   d. Use vectors to solve realistic problems.
- Students will use complex numbers in trigonometric form.
   a. Represent complex numbers in trigonometric form.
   b. Find products, quotients, powers, and roots of complex numbers in trigonometric form.
- Students will explore parametric representations of plane curves.
   a. Convert between Cartesian and parametric form.
   b. Graph equations in parametric form showing direction and beginning and ending points where appropriate.
- Students will explore polar equations. Express coordinates of points in rectangular and polar form. Graph and identify characteristics of simple polar equations including lines, circles, cardioids, lima cons, and roses.

RELATED STANDARDS ADDRESSED:

- Students will solve problems (using appropriate technology).
   1. Build new mathematical knowledge through problem solving.
   2. Solve problems that arise in mathematics and in other contexts.
   3. Apply and adapt a variety of appropriate strategies to solve problems.
   4. Monitor and reflect on the process of mathematical problem solving.
- Students will reason and evaluate mathematical arguments.
   1. Recognize reasoning and proof as fundamental aspects of mathematics.
   2. Make and investigate mathematical conjectures.
   3. Develop and evaluate mathematical arguments and proofs.
   4. Select and use various types of reasoning and methods of proof.
- Students will communicate mathematically.
   1. Organize and consolidate their mathematical thinking through communication.
   2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
   3. Analyze and evaluate the mathematical thinking and strategies of others.
   4. Use the language of mathematics to express mathematical ideas precisely.
- Students will make connections among mathematical ideas and to other disciplines.
   1. Recognize and use connections among mathematical ideas.
   2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
   3. Recognize and apply mathematics in contexts outside of mathematics.
- Students will represent mathematics in multiple ways.
   1. Create and use representations to organize, record, and communicate mathematical ideas.
   2. Select, apply, and translate among mathematical representations to solve problems.

Performance Tasks:

In this unit, students are given the opportunity to delve more deeply into trigonometric relationships. The tasks in Unit 7 offer contextual situations in which students will solve trigonometric equations both graphically and algebraically. Students will apply the law of sines

and the law of cosines and use technology when appropriate. There are also tasks included which focus on the verification and application of A=½absinC to find the area of a triangle. Students will learn to represent vectors algebraically and geometrically. One task will focus on the conversion of vectors expressed using rectangular coordinates and vectors expressed using magnitude and direction. The tasks will provide realistic problem situations that require the use of vectors in the solution process.

Unit 8: Investigations of Functions
KEY STANDARDS ADDRESSED:

- Students will investigate functions.
    a. Compare and contrast properties of functions within and across the following types: linear, quadratic, polynomial, power, rational, exponential, logarithmic, trigonometric, and piecewise.
    b. Investigate transformations of functions.
    c. Investigate characteristics of functions built through sum, difference, product, quotient, and composition

RELATED STANDARDS ADDRESSED:

- Students will solve problems (using appropriate technology).
    1. Build new mathematical knowledge through problem solving.
    2. Solve problems that arise in mathematics and in other contexts.
    3. Apply and adapt a variety of appropriate strategies to solve problems.
    4. Monitor and reflect on the process of mathematical problem solving.
- Students will reason and evaluate mathematical arguments.
    1. Recognize reasoning and proof as fundamental aspects of mathematics.
    2. Make and investigate mathematical conjectures.
    3. Develop and evaluate mathematical arguments and proofs.
    4. Select and use various types of reasoning and methods of proof.
- Students will communicate mathematically.
    1. Organize and consolidate their mathematical thinking through communication.
    2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
    3. Analyze and evaluate the mathematical thinking and strategies of others.
    4. Use the language of mathematics to express mathematical ideas precisely.
- Students will make connections among mathematical ideas and to other disciplines.
    1. Recognize and use connections among mathematical ideas.
    2. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
    3. Recognize and apply mathematics in contexts outside of mathematics.
- Students will represent mathematics in multiple ways.
    1. Create and use representations to organize, record, and communicate mathematical ideas.
    2. Select, apply, and translate among mathematical representations to solve problems.

Performance Tasks:

During our elementary years, we learned to add, subtract, multiply, and divide whole numbers. In middle school we expanded those operations to integers, fractions, decimals, and finally real

numbers. In high school mathematics courses, we learned to use these same operations for complex numbers thus expanding our number system. However, these operations are not limited to just numerical representations. Since variables and functions represent numbers and their relationships, we can expand these operations to functions and thus expand the relationships that we can represent by the resulting functions. Through the tasks in this unit, we will see how each of these four operations can be used to represent relationships among and between data sets and make interpolations and extrapolations using the new functions formed. Explorations of these new functions will require use of our knowledge of the basic functions as well as the transformations of these functions. Since this unit is likely the culminating unit of your high school mathematics experience, much emphasis is placed on recognizing transformations of functions through use of data sets, writing the functions that model the data, and analyzing the resultant function when combinations are made.

Math 3

Course Description

Course overview:
In this course, students review advanced algebra and geometry topics. They demonstrate fluency in operations with real numbers, matrices; represent and compute with complex numbers; use fractional and negative exponents to find solutions for problem situations; describe and compare the characteristics of the families of quadratics with complex roots, polynomials of any degree, logarithms, and rational functions. They investigate rates of change, intercepts, zeros and asymptotes of polynomial, rational, and trigonometric functions graphically and with technology; identify families of functions with graphs that have rotation symmetry or reflection symmetry about the y-axis, x-axis, or y =x. They solve problems with matrices, solve equations involving radical expressions and complex roots, solve 3 by 3 systems of linear equations, and solve systems of linear inequalities; solve quadratic expressions, investigate curve fitting, and determine solutions for quadratic inequalities; investigate exponential growth and decay and use recursive functions to model and solve problems. They compute with polynomials and solve polynomial equations using a variety of methods including synthetic division and the rational root theorem; solve inverse, joint, and combined variation problems; solve rational and radical equations and inequalities; and describe the characteristics of the graphs of conic sections. Students use permutations and combinations to calculate the number of possible outcomes recognizing repetition and order; and compute the probability of compound events, independent e ents, & dependent events.

Mathematics III continues the student's study of advanced algebraic concepts including functions such as polynomial functions, rational functions, root functions, conic sections, logarithmic functions, trigonometric functions, systems of functions and inequalities, series and sequences, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulative to calculators, will be used regularly for instruction and assessment. Upon successful completion of this course, students will be prepared for other higher-level mathematics courses.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Unit 1 – Inference and Conclusions from Data
Major Topics

- Normal Distribution
- Sampling and Experiments
- Probability and Decision Making

Essential Questions:

- How can a normal distribution give you information about a data set?
- What must be consider when weighing in evidence of a specific model?

- How do I know if the results for my "random" sample is reasonable?
- Do different samples produce different results?
- How do we determine if patients responded to treatment or a placebo?

How can expected value be used to understand evaluate out comes in decision making?

The first unit of this course will expose students to the applications of a normal distribution. Students will strengthen their knowledge of various distributions using precise vocabulary to describe the shape of a distribution curve. Students will extend their knowledge of distributions by making estimates of frequencies and population data. Additionally, students will see how the area under a distribution curve represents probabilities associated with a data set.

Students will develop the concept of statistical significance through experiments and evaluating reports based on data. It is important that students become confident in the process of comparing two treatments given data from an experiment. Essentially the students will describe the differences between parameters in a randomized experiment and verbalize the significance.

New types of probability models will be presented so that students gain experience with statistical applications such as dealing with false positives, false negatives, medical testing, and quality control. The primary goal of this unit is accomplished by prescribing students to draw reasonable conclusions based on understanding the design of statistical experiments.

Performance Task:

- Students will compute the mean and standard deviation of a data set to fit it to a normal distribution and estimate population percentages. The task is to have students analyze normal distributions to draw conclusions from and communicate their findings in a narrative/report form in context. Students will estimate the shape, center and spread of a large population to draw conclusions. Random samples will be one-way students estimate the mean and consider the distribution of the results to decide whether the method of estimation is unbiased or biased.
- Students will use statistical analyses as a way of weighing evidence to reason if a specific model is consistent with the results from a given data-generated process. The simulation of producing data will allow students to arrive at a conclusion. If the results happened quite frequently under an assumed model, the model cannot be denied as plausible.
- Students will distinguish between an observational study and an experiment. The task requires students specify the mechanism used to collect the sample at "random" leading to unbiased samples. Students specify as precisely as possible the mechanism for obtaining a sample and assess understanding of how study design dictates whether a conclusion of causation is warranted.
- Given data from a random sample, student will estimate a population proportion or percentage. Students will perform their own sampling of various sizes in groups. Each group will be assigning a different sample size to calculate the percentages for each sample. This task requires students to investigate that not every random sample for the same size results in the same estimation of population characteristics, large random samples produce more accurate estimations of population characteristics, and estimating a population develops a margin of error.
- Students will be asking to compare two treatments in medical research for a giving population. This task requires students to obtain a partial answer on comparing two treatment in an experiment and show cause. The task involves measuring the effect of two or more treatments and decided if the different interventions have differing effects. Patients

will be randomly assigning to one of two treatment groups to analyze if the patients responded to drug or placebo. Students will create simulations models to analyze the data in dot plots and decided if the data is symmetric, skewed, random, etc., in other to choose an appropriate measure of central tendency to compare treatments. Students will evaluate the report to drawn interesting conclusions from it.

- Students will be asking to use probabilities to evaluate outcomes of decisions. The task will involve students analyzing behavior of games or empirical data to turn given rates into expected counts and placing the counts in an appropriate table for them to construct a meaningful picture and consider the implications of that view in decision making.

Unit 2 – Polynomial, Rational, and Radical Relationships
Major Topics

- Factoring Polynomial Equations
- Interpreting Expressions
- Geometric Series
- Zeros of Polynomials
- Binomial Theorem
- Operations with Rational Expressions
- Rational and Radical Equations
- Properties and Graphs of Polynomials

Essential Questions:

- What mathematical operations are perform using complex numbers with polynomials?
- What does the degree of a polynomial tell you about its related polynomial function?
- To simplify the nth root of an expression, what must be true about the expression?
- How can you find a specific term of a geometric sequence when you know a term and the common ratio?
- How can you model a geometric sequence?
- How do the properties of integer operations apply to polynomials?
- For polynomials functions, how are factors, zeros, and x-intercepts related?
- How are factors and roots related?
- What type of integers generate Pythagorean Triples?
- Which method can be used to rewrite rational expressions?
- To simplify the nth root of an expression, what must be true about the expression?
- Which method can be used to solve a rational equation?
- What must be consider when graphing polynomial?
- For polynomials functions, how are factors, zeros, and x-intercepts related?

Unit 2 begins by reviewing first and second-degree polynomials. Students will use complex numbers when writing identities and equations for higher order polynomials. In order to expose students to the theoretical area of mathematics, they will be introduced the Fundamental Theorem of Algebra and eventually prove it for quadratic polynomials. It's critical that students are able to see the importance of factoring polynomials that are given in context of a real-world situation. A vital component of this unit is giving the students an opportunity to think logically and practically about mathematics through the context of modeling the growth of populations and savings accounts. A section that covers Pascal's triangle will give students the chance to recognize its structural pattern and use it to expand binomials of higher degree.

Students will identify the components of a rational expression by using their knowledge of the nature of polynomials. Mainly, students will accomplish the task of the division algorithm and conceptually understand the results of long division with polynomials. The Division Algorithm for Polynomials will provide a coherent perspective of mathematics for the students since the process is similar to long division with integers. Additionally, operations with rational expressions entail the same procedures as operations with simple fractions, such as finding a common denominator and reducing. In regard to radical and rational equations, students will be given the steps required to solve the equations. A higher level of thinking will require students to apply those steps to equations with increasingly complex structure. Methods such as graphing, constructing a table of values, and successive approximations will extend the students' knowledge of solving equations and reinforce the idea that math problems can be approached in many ways and reveal the advantages of each method. Finally, students will be given the tools for analyzing the graphs of polynomial functions through the four main properties: domain and range, end behavior, intercepts, and extrema. Communicating the values of these properties helps students practice an important goal of mathematics, which is the use of symbols and precise definitions.

Performance Task:

- This task will ask students to factoring the polynomials x3−1=0 and x4−1=0, use the geometric approach to multiplication of complex numbers, and the direct algebraic manipulations to solve (a+bi)3=1 and (a+bi)4=1. The task asks students to explicitly identify two examples of such roots, the complex cube and fourth roots of 1. Students will work in small groups to brainstorm solution techniques on their own, sharing these techniques in a whole-class discussion afterwards.
- Students will identify that the leading coefficient and degree of the polynomial to determine the graphs behavior. This task involves students understanding that the algebraic form of a polynomial function gives information about its graph, and its graph gives information about its algebraic form. Also, the shape and end behavior of the graph of a polynomial are determined by the degree of the polynomial and by the sign of the leading coefficient.
- Students will simplify the nth root of an expression and understand that for every power, there is a root. They will find when a positive integer has two real square roots but only one real cub. Also, find real and principal roots and describe their properties. Students will multiply binomial and understand that the product of powers that have the same exponent can be simplified. Students will be asking to perform various operations with radical expressions to know when a radical expression is in simplest form. This task requires students to take radical expressions and simplify them when the exponents if one factor of the radicand is a multiple of the radical's index. Students will relate rational expressions with radical expressions and notice that a radical expression can be written in an equivalent form using a rational exponent instead of a radical sign.
- Students will define, identify, and analyze geometric sequences. They will use geometric sequences to calculate mortgage payments. Students will understand that in a geometric sequence, the ratio of any term (after the first) to its preceding term is a constant value, no matter what two terms are compared. A geometric sequence can be built by multiplying each term by that constant.
- Students will add polynomials by combining like terms, subtract polynomials by using integer operation, multiply polynomials using the distributive property, and determine what operations are closed for polynomials. For example, polynomials are closed under multiplication.

- Students will Identify that synthetic division can only be performed on a linear binomial factor whereas long division can be used to dive any two polynomials. Students will understand that polynomials can be divided using steps that are like the long-division steps that are used to divide whole numbers and then move to divide polynomials using synthetic division.
- Students will determine the equation of a higher degree polynomial by examining its graph. They will also determine when a polynomial function changes signs by analyzing the multiplication of its roots and use it to sketch the graph of a higher degree polynomial. Lastly, they will find the zeros of a higher degree polynomial by factoring.
- Identify Pythagorean triples Make connections between different squares with side lengths from Pythagorean triples. Extend the idea of areas of squares with side lengths given as values of a Pythagorean triple to another realm or geometric idea. This task involves using the polynomial identity (x2+y2)2=(x2−y2)2+(2xy)2 to generate Pythagorean triples. Students will investigate: pick any two integers, examine the sum of their squares, the difference of their squares, and twice the product of the two integers you chose. Those three numbers are the sides of a right triangle. Students will discover this conjecture to discover that it does not work in all cases; in particular, then it fails if the two chosen integers are the same, or if one of the integers is zero. This means that students must attend to precision when writing a corrected version of the conjecture, being careful to restrict to (for example) the case in which the two integers chosen are positive and distinct. Proving the corrected conjecture requires some polynomial arithmetic and provides an opportunity to check whether students square binomials correctly.
- Students will be able solve square root equations and determine it may require squaring each side of the equation. This will introduce them to extraneous solutions. Students will be able to determine that a radical equation can be solved by isolating the radical on one side of the equation, then raising each side to the power suggested by the index.
- Student will find solutions to quadratic equations by looking at their intersections on a graph. They will look for values of x at which the functions f(x) and g(x) have the same value: is equivalent to looking for values of x at which the graph of f(x) and the graph of g(x) have the same height. Therefore, we will try graphing the two functions on the same coordinate plane and find the solution set.
- Students analyze the behavior of a higher degree polynomial using the x-intercepts to write the equation of a polynomial, graph a polynomial by finding the x- intercepts, and graph a polynomial by finding the zeros through factoring.

Unit 3 – Trigonometry of General Triangles and Trigonometric Functions Major Topics
Major Topics

- Area of a Triangle
- Law of Sines and Law of Cosines
- Unit Circle

Essential Questions:

- What is a trigonometric ratio?
- What are the similarities between the formulas for the area of a triangle and area of a rectangle?
- What is an "altitude" of a triangle?
- What are the criteria for using the Law of Sines in a problem?

- What are the criteria for using the Law of Cosines in a problem?
- What is the first step in proving the Law of Cosines/Sines for a general triangle ABC?
- Describe the strategy for proving the Law of Cosines.
- Describe the strategy for proving the Law of Sines.
- Why are the trigonometric functions describing as "periodic"? Answer in terms of the independent and dependent variable.

The unit dealing with trigonometry will build on the students' knowledge of the three basic trigonometric functions and allow students to solve problems concerning non-right triangles. Once again students are shown alternative methods for solving a problem. Namely, the formula for the area of a triangle can be represented using the sine of an angle and the length of the sides that create the included angle. It's critical that students enhance their perspective of mathematics as a subject that is built on reasoning instead of a collection of theorems by becoming familiar with the proofs of the Law of Sines and Law of Cosines. Students will know these laws and know how to use them to find specific properties of any triangle. Following a brief review of angles as measured from the center of a circle, students will be introduced to an alternative way of measuring angles. This area of study will demonstrate the importance of radians while solving trigonometric equations and finding arc length. The problems in this unit demand that the students gain confidence with angle measures in radians and fluency with the unit circle.

Activities

- Custom Unit Circle Activity - Students will design a unit circle using a compass, protractor, and straight edge. This activity will give students hands-on experience with mathematical tools which gives them an opportunity to measure the angles with the protractor, draw diameters with the straight edge, and making a circle with the compass. After labeling each angle measured in degrees and radians and coordinates of the points on the unit circle, students will begin to see that the unit circle is an important collection of points and angles that lead to understanding the cyclic behavior of the trigonometric functions.
- Quadrant Organizer Activity - Students create a graphic organizer to help them remember which trigonometric functions are positive and negative in each quadrant. Students will make a list of all functions that are positive and negative in each quadrant. After all quadrants are completed the students will be expected to make a generalization about the values of the trigonometric functions. This is important because it allows the students to find a pattern in an unfamiliar problem.
- Unit Circle Hand Trick Activity - Students will research the "hand-trick" for calculating the exact values of the sine, cosine, and tangent for the angles on the unit circle. This activity is valuable because it requires the students to spend time to analyzing simple examples that they need to find independently. The "hand-trick" is more like an algorithm than a trick. However, students will build confidence by learning the algorithm and applying it successfully.
- Trigonometry Laws Organizer - Students make a graphic organizer to compare the requirements for using the Law of Sines and Law Cosines. Creating this organizer will give students practice in removing irrelevant details from a problem when they know that the Law of Sines/Cosines may be involved. The student must include the "Ambiguous Case" in their organizer so they remember that one of the laws breaks down in one possible case. The students will be engaged in intellectually rewarding task when they solve these types of problems because they are complex, and it takes time to grasp all necessary information.

Project

- Best-Fit Trigonometric Function Project - Students find a picture and find the best-fit trigonometric curve that corresponds with the objects in the photo. This project allows students to use knowledge of transformations in order to find the best-fit curve. Students will need to state the parent function they are using and the type of transformation that was required to achieve the shape that appears in the photo of their choice. The most important part of this project is that the students are required to make a connection between mathematics and real world by using a photo that reflects the current interests in their life.
- Piecewise Art Project - Students design a picture with piecewise functions. The project will include a list of functions that were used and the type of each function. They are allowed to use functions that have been covered in previous years as well as trigonometric functions. The students will have an opportunity to use knowledge from all levels of math by making all types of functions available in the project. This project may demand deep thought and help students understand the design of equations and the graphs that represent those equations.
- Cyclic World Project - Students find an event that is periodic in nature and derive a trigonometric equation that represents the natural event. To successfully complete this project a student's needs to know how the shape of a trigonometric function is affected by certain constants that control amplitude, period, vertical shift, and phase shift. Those constants should reflect the quantities in the chosen natural event and students must include a written description of those relationships. Students will present their project in front of the class. An oral presentation encourages students to increase the clarity and brevity of their work and practice using content specific vocabulary with their peers.

Unit 4 – Mathematical Modeling
Major Topics

- Creating Expressions, Equations, Inequalities, and Systems
- Interpreting Functions in Context
- Selecting Function Type
- Function Transformations
- Exponential Models

Essential Questions

- What is a real-world situation that can be modeled by a linear function?
- What is a real-world situation that can be modeled by a quadratic function?
- What is a real-world situation that can be modeled by an exponential function?
- What is a real-world situation that can be modeled by a square root function?

- What is a real-world situation that can be modeled by a logarithmic function?
- What are some characteristics of functions that help draw conclusions about real world situations?
- Explain how "cross-sections" are created.

To conclude the course, students will gain invaluable lessons in translating verbal expressions into mathematical expressions, equations, and inequalities. By analyzing real world quantities and their properties, students will become more confident in handling mathematical expressions that model

the nature of those quantities. This section of the course dictates that the students are able to recall the equations for functions that grow linearly, quadratically, and exponentially in order to apply the appropriate model to any given real-world situation. Considering students have experience with equations and systems that have more than one solution, they will now persevere in solving real world problems by deciding which of the many solutions makes the most sense in the given context. The central component to this unit, and the entire course, is the discussion and diagraming process of choosing an appropriate mathematical model, analyzing the model, and making a decision about a certain situation based on theoretical and empirical data.

Projects

- Exponential Growth Project - Students will write a short story about some type of fictional bacteria that is spreading in their community. The story must take place over several days and have the point of view of a scientist that has discovered the equation that represents the rate at which the bacteria is reproducing. The mathematical task will be creating an equation that represents exponential growth and evaluating that function at different times throughout the story. This is a great opportunity for students to use their creativity and integrate the behavior of an exponential function into a world that is familiar to the individual.
- Cross-Section Project – Students will choose an image of a cross section label the necessary dimensions of the cross section in order to find its area. Additionally, they will need to predict or estimate the complete figure from which the cross section was taken and calculate its volume. The purpose of these tasks is to have students take time into reasoning about the possible shape and size of the complete figure from which the cross section was taken as well as connecting mathematics with an object from the natural world. The challenging task of estimating the complete figure requires students to think logically about the world that they live in and translate that vision into mathematics by choosing appropriate units and deciding on the most reasonable polyhedron to represent the figure.
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Activities

- Growth of Functions – Students will create a table of values for each of the 6 essential functions that will be covered in the unit. In groups, students will evaluate each function for all integers 1 through 20 and graph each function. The students will discuss the results in terms of the y values. This activity will allow students to embrace the attitude of being collaborative and inquisitive. Some students will speak about the functions with content specific vocabulary and some will hear new words being used by the other students. All students will write their thoughts in a summary about how the functions compare overall and how they compare in each interval of 5 from 1 to 20. It is important that students achieve a connected view of the functions. This will be accomplished by discussing the functions in numerical and graphical form.
- Function Library - Students will create a booklet of these essential functions that describes their characteristics and includes an example of how that function is used in a real-world situation. The booklet will serve as a learning tool for future reference during homework and classwork. An important purpose of the booklet is for the students to see the mathematical description of the function side-by-side with the real-world application. Students will add clear and detailed examples of mathematical applications to the booklet

throughout the year. The series of examples will aid in the effort of student that are struggling to generalize about the use of the function. Although the booklet will not demonstrate all the possible ways the function can be manipulated, students may combine the different approaches and create something valid by applying mathematical reasoning.

- Exponential Organizer - Students will separate a page into 3 parts and label them algebraically, graphically, and numerically. In the "algebraically" section students will write the equation of an exponential function. This section will include how to determine whether a function represents exponential growth or decay with respect to the variables in the equation. In the graphical section students will sketch a graph that represents growth and another that represents decay. This section will highlight where the asymptotes and intercepts are located and refer back to the constants in the algebraic section. In the numerical section, students will create a table of values for each type of exponential function and calculate the rate of change for 3 intervals.
- Cross-Section Activity – Students will be shown a series of photos of cross-sections of a variety of objects such as plant cell, animal cell, stem of a flower, a human head, and tree trunk. Then students will be shown a picture of a whole human brain and will be asked to predict what the cross section will look like and sketch it. The purpose of this activity is to connect mathematics with the natural world. Showing a large variety of images to the students will increase the chances of connecting to the personal life of an individual. This connection is absolutely critical in showing students that mathematics is relevant in their life.

Integrated Math 2

Course Description

Course overview:
Integrated Math 2 is a year-long foundational math course that is aligned with California Content Standards and the Common Core Standards for Integrated Math 2. This course is designed to strengthen the foundational skills students need in order to successfully complete Algebra I, Algebra II, and Geometry. This course focuses on foundational mathematic skills, algebraic expressions, linear equations and inequalities, absolute value equations and inequalities, polynomials, graphing functions, perimeter, area and volume of shapes, and word problems. Students will learn to apply algebraic and geometric principles to theoretical and real-life applications by collaborating on daily problem sets, working individually on homework assignments, and completing projects relevant to the subject matter.

Students in Integrated Math II will review and refine skills learned in high school math in order to reconcile understanding in support of and preparation for higher level mathematics in college. Students will be accountable for deepening their foundational mathematic skills in preparation for college level math by performing algebraic operations, identifying connections between equations and graphs, knowing the vocabulary of mathematics, understanding concepts of congruence in geometry, applying formulas for volume and area, and choosing and applying appropriate strategies for solving word problems. The essential topics covered in this course will also deepen students' understanding of linear relationships, polynomials, and graphing. Additional critical areas will provide students with a formalized view of mathematics by extending students' knowledge of geometrical figures that were covered in high school. Students who complete this course will be ready for college level math.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Unit 1: Basic Arithmetic

In this unit students will review how to carry out basic arithmetic calculations with different types of number.

Major Topics

- Types of numbers
- Whole number arithmetic
- Signed number arithmetic
- Order of operations
- Prime factorization
- Greatest Common Factors
- Least Common Multiples

- Real World Applications

Vocabulary

natural numbers, whole numbers, integers, rational numbers, irrational numbers, real number, **Addition, Subtraction, Multiplication, Division,** *integers, order of operations,* prime factorization, greatest common factor, least common multiple

Student Learning Goals

- Making estimations
- Finding mean and median
- Using ratios and proportions
- Working with fractions, decimals and percent's
- Representing data in tables and graphs

Unit 2: Rational Numbers

In this unit students will be able to compare and order fractions.

Major Topics

- Building and reducing fractions
- Least common denominators
- Ordering and comparing fractions
- Mixed numbers and improper fractions
- Adding, subtracting, multiplying and dividing fractions and mixed numbers
- Estimating with fractions
- Complex fractions
- Ratios and proportions

- Real World Problems

Vocabulary

Fraction, simplest form, common factor, least common multiple, multiple, common denominator, equivalent factor, improper fraction, mixed number, ratios, proportions

Student Learning Goals

- Solve problems using fractions, percent's and decimals in context
- Order and compare rational numbers expressed as fraction or decimals
- Interpret and use proportion and ratio
- Use estimation
- Understand data presented in tables, charts and graphs
- Interpret and calculate mean and median

Unit 3: Decimals and Percent's

Major Topics

- Understand decimal place value
- Order decimal numbers and solve problems with decimal numbers and fractions
- Understand percent's
- Change between decimals and percent's and solve problems using percent's
- Change between fractions and decimals

Vocabulary

Decimal, decimal point, place value, percent, digit, decimal number

Student Learning Goals

- Solve problems using basic arithmetic, decimals, percent's and fractions
- Interpret and use proportion and ratio
- Estimate and evaluate square roots
- Understand print and electronic data presented in tables, charts, graphs and histograms
- Calculate and interpret arithmetic mean
- Calculate and interpret median
- Use data in making estimations and predictions

Unit 4: Irrational Numbers

In this unit students will be able to evaluate and estimate square roots.

Major Topics

- Evaluating the square roots of perfect squares
- Estimating square roots
- Simplifying square roots of imperfect squares
- Simplifying complex expressions that include square roots
- Graphing

Vocabulary

Squares, square roots, inverse, opposite, radicals, perfect squares, imperfect square, integer, prime number

Student Learning Goals

- Estimating and evaluating square roots
- Understanding and using basic arithmetic calculations
- Solving problems using fractions, decimals and percent's
- Interpreting and using proportion and ratio

- Understanding print and electronic data presented in charts, tables, graphs and histograms
- Interpreting and calculating the median and the arithmetic mean

Unit 5: Data and Statistics

Students will be able to interpret, read, and make predictions based on data, charts, and graphs.

Major Topics

- Statistical Analysis
- Bar graphs, pie charts, and other graphs
- Categorical data
- 2-way tables
- Quantitative data
- Histograms
- Mean, median and mode
- Making predictions from data
- Interpreting center, shape and spread
- Reading and interpreting line graphs

Vocabulary

Percentage, categorical data, bar graph, pie chart, line graph, range of values, intervals, two-way table, histogram, cumulative frequency, quantitative data, discrete, center, shape, spread

Student Learning Goals

- Basic arithmetic
- Fractions and decimals
- Ratio and proportion
- Estimation
- Square roots

Unit 6: Algebraic Expression

In this unit students will learn how to evaluate, interpret and simplify algebraic expressions.

Major Topics

- Algebraic variables
- Expressing and evaluating algebraic expressions
- Commutative, associative and distributive properties
- Combining like terms
- Simplifying expressions

Vocabulary

Variable, constant, coefficient, algebraic expression, commutative property, associative property, distributive property, like terms, negative sign

Student Learning Goals

- Evaluating, interpreting and simplifying algebraic expressions
- Using variables to express relationships among quantities
- Performing polynomial arithmetic
- Using properties of exponents
- Solving linear equations
- Performing arithmetic operations with rational expressions
- Solving rational and quadratic equations
- Solving equations and inequalities with absolute value
- Finding and using slopes and intercepts of lines
- Solving problems using average and constant rates in context

Unit 7: Exponents

In this unit students will review the five main exponent properties, negative exponents and rational exponents.

Major Topics

- What Are the Five Main Exponent Properties?
- How to Define a Zero and Negative Exponent
- How to Simplify Expressions with Exponents
- Rational Exponents
- Simplifying Expressions with Rational Exponents
- Graphing

Vocabulary

Product of Powers, Power to a Power, Quotient of Powers, Power of a Product, Power of a Quotient, negative exponent, zero exponent, rational number, rational exponent, index, root number, radicand,

Student Learning Goals

- Evaluate and interpret algebraic expressions
- Simplify algebraic expressions
- Express relationships among quantities using variables
- Solve problems in context that are modeled by linear equations
- Solve quadratic and rational equations (with both numerical and literal coefficients; real solutions only)
- Solve problems in context that are modeled by quadratic equations
- Solve equations and inequalities involving absolute value (in one variable)
- Find and use slopes and intercepts of lines

Unit 8: Linear Equations and Inequalities

In this unit students will learn how to write and solve linear equations and linear inequalities.

Major Topics

- What is a Linear Equation?
- How to Write a Linear Equation

- How to Solve Linear Equations
- Problem solving with linear equations
- Solving linear equations with literal coefficients
- Solving systems of linear equations with two or more equations
- Graphing linear equations
- What is a System of Equations?
- What is an Inequality?
- How to Solve Linear Inequalities
- Solving systems of equations with two or more equations
- Solving systems with two inequalities
- Graphing inequalities

Vocabulary

Linear equation, algebraic function, slope intercept form, slope, y-intercept, parallel lines, perpendicular lines, negative reciprocal, literal coefficient, system of equations, inequality, substitution method, inverse operations, elimination method

Student Learning Goals

- Use slope intercept form
- Graph linear equations
- Solve for slope
- Write a linear equation given the slope and y-intercept
- Write a linear equation given two points
- Solve systems of equation involving linear equations and inequalities
- Solve problems in context that are modeled by quadratic equations
- Solve equations involving absolute value
- Solve inequalities involving absolute value

Unit 9: Absolute Value Equations and Inequalities

In this unit students will learn the basics of absolute value equations and inequalities.

Major Topics

- Solve linear equations (with both numerical and literal coefficients)
- Solve problems in context that are modeled by linear equations
- Solve systems of linear equations in two unknowns
- Solve equations involving absolute value (in one variable)

Vocabulary

Absolute value, positive, negative, magnitude, substitution, inequalities, number line, compound inequality, absolute value inequalities, system of inequalities

Student Learning Goals

- Solve equations involving absolute value (in one variable)
- Solve inequalities involving absolute value (in one variable)

Unit 10: Polynomials

In this unit students will learn how to perform arithmetic procedures with binomials, polynomials, and quadratics.

Major Topics

- How to Add, Subtract and Multiply Polynomials
- Multiplying Binomials Using FOIL and the Area Method
- Factoring Quadratic Equations
- How to Divide Polynomials
- How to Solve a Quadratic Equation by Factoring
- How to Complete the Square
- How to Use the Quadratic Formula

Vocabulary

Polynomials, binomials, quadratics, variable, term, FOIL, monomial, trinomial, distributive property, box method, conjugates, factoring, leading coefficient,

Student Learning Goals

- Add and subtract polynomials
- Multiply binomials
- Identify polynomials
- Apply methods to real world problems
- Group like terms
- Factor quadratic expressions
- Divide polynomials

Unit 11: Rational Expression

In this unit students will cover rational expressions.

Major Topics

- How to Add and Subtract Rational Expressions
- Practice Adding and Subtracting Rational Expressions
- How to Multiply and Divide Rational Expressions
- Multiplying and Dividing Rational Expressions: Practice Problems
- How to Solve a Rational Equation
- Rational Equations: Practice Problems

Vocabulary

Rational expressions, factoring, rational polynomial, rational equation, constant, rate, average rate

Student Learning Goals

- Factor and reduce polynomial expressions
- Solving Rational Equations with Literal Coefficients
- Solving Problems using Rational Equations

- Finding Constant and Average Rates
- Solving Problems using Rates

Unit 12: Perimeter, Area and Volume

In this unit students will study perimeter, area and volume of geometric shapes.

Major Topics

- Perimeter of triangles and rectangles
- Perimeter of quadrilaterals and irregular shapes
- Areas of triangles and rectangles
- Areas of quadrilaterals and irregular shapes
- Circles: area and circumference
- Volume of prisms and pyramids
- Volume of cylinders, cones and spheres

Vocabulary

Perimeter, quadrilaterals, area, triangle, rectangle, right triangle, oblique triangle, circumference, circle, sphere, volume, sphere, prism, pyramids

Student Learning Goals

- Defining and Understanding Properties of Objects
- Find the perimeter and area of triangles and rectangles given word problems
- Find the perimeter and area of irregular shapes and combined shapes
- Use the properties of a triangle to solve for an unknown
- Calculate area and circumference of a circle
- Calculate volume of 2D and 3D objects

Unit 13: Properties of Objects

In this unit students will learn about geometric properties of objects.

Major Topics

- Properties of Shapes: Triangles, Circles and Rectangles
- Properties of Shapes: Quadrilaterals, Parallelograms, Trapezoids, Polygons
- How to Identify Similar Triangles
- Applications of Similar Triangles
- Congruent and Similar Shapes
- Applying Scale Factors to Perimeter, Area, and Volume of Similar Figures
- Parallel, Perpendicular and Transverse Lines
- Types of Angles: Vertical, Corresponding, Alternate Interior & Others
- Angles and Triangles: Practice Problems
- The Pythagorean Theorem: Practice and Application

Vocabulary

square, rhombus, rectangle, angle, polygon, *quadrilateral, parallelogram, trapezoid, similar triangles, AA, SAS, SSS, corresponding, proportional, congruent shapes, similar shapes, parallel, perpendicular, coplanar, opposite reciprocals, right angle, acute angle, obtuse angle, vertical angle, corresponding angles, alternate interior angles, consecutive interior angles, Pythagorean theorem, hypotenuse*

Student Learning Goals

- Use properties of shapes to calculate angles
- Identify geometric shapes
- Use properties of triangles to solve for an unknown length or angle
- Use properties of lines and angles to calculate an unknown angle within a set of lines
- Apply the correct angle property to find an unknown

Unit 14: Graphing

In this unit students will learn how to graph on a number line and coordinate plane.

Major Topics

- Identifying different parts of a graph
- Identifying and plotting points on the number line
- Identifying and plotting points in the coordinate plane

Vocabulary

number line, real number, cartesian plane, y-intercept, x-intercept, y-axis, x-axis, quadrant, origin, ordered pair

Student Learning Goals

- Plot points on a number line
- Plot points on a coordinate plane
- Identify parts of a coordinate plane
- Plot ordered pairs on a coordinate plane

Unit 15: Graphing Functions

In this unit students will learn how to graph functions on a coordinate plane.

Major Topics

- Plotting Points to Graph Functions
- Linear Equations: Intercepts, Standard Form and Graphing
- Finding and Applying the Slope of a Line
- Finding and Applying the Slope-Intercepts of a Line
- Graphing Undefined Slope, Zero Slope and More
- Determining the Equation of a Line Using Point-Slope Formula
- Using the Distance Formula
- Using the Midpoint Formula

- Understanding Parabolas in Standard, Intercept and Vertex Forms
- Graphing Cubic's, Quartic, Quantic and Beyond

Vocabulary

Function, graph of a function, linear function, non-linear function, increasing, decreasing, standard form, slope, intercepts, x intercept, y intercept, undefined slope, zero slope, parabola, vertex, quadratic function, maximum, minimum, standard form, intercept form, vertex form, leading coefficients

Student Learning Goals

- Use an equation to solve for coordinate points
- Solve equations in standard form
- Graph linear equations given one point and slope or two points
- Identify intercepts of a line
- Interpret the slope of a line
- Graph and identify parts of parabolas

- For each unit, there will be one test and several quizzes. One to two group activities will be given at the beginning, middle of the unit to help students improve their critical thinking skills and better understand new math concepts.
- For each session, there will be daily homework and daily classwork.
- There will be four quarter bench-mark tests to monitor students quarterly progress.
- There will be variety of hand-on projects such as designing baseball field models based on the Pythagorean theorem, finding the maximum and minimum returns in a business venture based on quadratic functions, finding the minimum cost for a group's fieldtrip based on the inequality function models, building rockets based on quadratic functions, completing the squares using algebra tiles.
- Incorporating technology in learning Math is an important part of this course. Students will be taught how to use graphing calculators.
- Students will need to complete research on the internet for their projects.

Students will keep an interactive math notebook that documents the following:

- documentation of their work
- daily notes
- brainstorming strategies to solve a problem
- Written and oral reports which also documents the ideas developed, the final procedure to a problem, and an evaluation of their procedure, with a comparison of their competing teams' works as well
- Teachers, students and peers will provide feedback on notebook on a weekly basis using a standard grading rubric

Project 1 – Number Sense

Objectives:

- Evaluate expressions containing roots and classifying numbers within the real number system.
- Use the order of operations and properties of the real number system to simplify expressions.
- Evaluate and simplify expressions containing integer exponents.
- Use multiplication and division properties of exponents to evaluate and simplify expressions.
- Evaluate and simplify expressions containing fractional exponents.
- Evaluate and multiply by powers of 10 and convert between standard notations and scientific notation.
- Interpret, analyze, and demonstrate data graphically.

Performance Tasks:

- Given a real word application of the above objectives, students will be able to breakdown the question at hand and correctly apply the mathematical reasoning. This will allow students to make a connection between technical mathematics vocabulary and a real world situation.
- Students will be able to simplify multi-step expressions involving exponents. Students will be able to demonstrate the steps and justification for each step.
- Students will survey a population and track the stock market as data collection. Further, they will display the data graphical and using Excel. Students will need to be able to explain the set of data and the various types of way to display the data.

Project 2 – Algebra: Linear Equations

Objectives:

Performance Tasks:

- Students will be able to apply linear equations to cost functions, profit functions, and revenue functions. Given a business application problem, students will be able to interpret and demonstrate equations and graphs that depict the information given. Students will independently create functions corresponding from their own invented business venture.

Project 3 – Algebra: Solving Systems and Polynomials

Objective:

- Identify solutions of system of linear equations in two variables.
- Solve systems of linear equations in two variables by graphing, substitution, and elimination.
- Adding, subtracting, multiplying and dividing polynomials.

Performance Tasks:

- Given two equations in two variables, students are asked to find the solution of the system using the method they see best fit. Students will need to recall the different methods of solving systems and utilize the tools available to solve the system efficiently. This task will require students to determine the appropriate method and justify their decision which gives other students a chance to critique the argument.

- Students will be asked to perform various operations with polynomials. This task requires students to identify if an expression satisfies the requirements of a polynomial before performing the operation so that it can be determined if the result will belong to the same group. Students will justify their reasoning behind stating that a polynomial multiplied with another polynomial will result in a different polynomial. The purpose of this task is to demonstrate to students that a polynomial multiplied with a non-polynomial expression will result in a non-polynomial expression.

Project 4 – Quadratic Functions

Objectives:

- Understanding the differences between the rate of change of functions that are linear, quadratic, and exponential.
- Identify key features of a graph demonstrating a quadratic function.
- Solve quadratic equations by graphing, factoring, using square roots, and using quadratic formula.

Performance Tasks:

- Given a graph of a quadratic function in the coordinate plane, students will identify and label the vertex, whether it contains a minimum or maximum value, x-intercepts, y-intercept, and the axis of symmetry.

- Given an equation, students are able to factor the expression in order to interpret the different components as quantities in a real-life situation. The purpose of this task is to connect conceptual understanding of factors or terms and model a situation in the real world.
- When students are given a second-degree polynomial, they will be able to solve for the roots by using the appropriate method for solving. The students will be able to demonstrate real world application of quadratic equations and justify steps to solving. Given a problem that describes an object in projectile motion, students will be able to apply techniques of finding key features of a quadratic function and interpret the meaning in terms of the context.

Project 5 – Geometric Figures

Objectives:

Performance Tasks:

- Students will solve problems dealing with area and perimeter of basic geometric figures. Given formulas for area and perimeter and a diagram with given values, students will calculate the dimensions of the figure.
- Students will be given real life situation that involve volume, area, and perimeter of geometric figures such as cylinders, pyramids, cones, and spheres. Given incomplete information about the measurements of the figure, students will be able to determine missing information or requested information in order to solve a problem. Students will be able to find the various measurements and answer questions about those measurements that require conceptual understanding of the multiple dimension of a figure. For example, students will be given radius of a sphere and be asked to approximate how many smaller spheres of radius specified will be able to fit inside the larger sphere. This allows students to apply understanding of those measurements and reason abstractly and quantitatively in order to answer the question. Students will attend to precision by giving the best approximation. This task will require students to communicate their findings and allow other students to critique the process or conclusion.

- Visual and graphic descriptions of problems
- Systematic and explicit instructions

- Student think-aloud
- Using hands-on projects and learning activities
- Use of structured peer-assisted learning activities involving heterogeneous ability groupings
- Problem-Based Learning (PBL)
- determine what they know by identifying what is known, what needs to be found out, what they want to learn (KWL) based on a given case study scenario
- develop a problem statement which contains steps for solving the problem and factors for determining successful completion

- gather information through online resources, surveys, interviews, observations, measurements, etc.

- develop possible solutions using concept maps, Venn diagrams, graphic organizers, etc.
- presentations for students to demonstrate a solution to the case study based on what was learned
- Virtual Interactive Math Tools to engage students through the use of virtual manipulatives to help them visualize math relationships. Virtual math learning environments allow students to apply logic and reasoning for problem solving.

Performance Testing: Students are asked to analyze, problem solve, experiment, make decisions, measure, cooperate with others, present orally, or produce a product.

Portfolio Assessment: Once every quarter, 4 per year. Students build portfolios containing diverse materials cataloging their mathematical growth throughout the school year. A portfolio might include homework assignments, projects, journal entries or other writing assignments, or traditional tests and quizzes. In a way, students try to make a case for themselves by collecting evidence that they have achieved the goals set forth by their teacher at the beginning of the year. Different students may have approached these goals through different means, and so each portfolio will be different, showing the uniqueness and individuality of each student.

Project-based Assessment (1 or 2 times per units): These projects frequently come at the end of a unit and serve to connect all the mathematics learned into a cohesive whole. Also, these projects are usually grounded in real world situations, and stress applications of the mathematics learned. Project-based assessment is the assessment of choice for many new reform curricula, including the popular Interactive Mathematics Program, or IMP.

Observational assessment: Teacher observes their students in the classroom setting, monitoring for certain skills or behaviors, and jotting them down when they are evidenced. In this way teachers can assess not only their students' academic growth, but also their emotional growth. Typically, a teacher might be looking for mastery of some topic, but just as important are the affective traits such as demonstrating a valuing of mathematics, or a positive attitude in the face of difficulty.

Traditional Assessments: regular end of chapter exams and quizzes (multiple choices or written exams)

Benchmark Exams: Schoolwide comprehensive exam scheduled twice per semester in order to assess progress of student's mastery of course content. Results are reviewed and analyzed by teachers and administrators in order to develop a learning plan for students who have not mastered material.

Calculus

Course Description

Course overview:
This is an intensive Calculus course which includes one variable limits, differentiation, maxima and minima, and the chain rule for polynomials, rational functions, trigonometric functions, and exponential functions. Students will also be introduced to integration with applications to area and volumes of revolution.

Calculus requires students to use the concepts and skills mastered in algebra, geometry, advanced algebra, and trigonometry to reach their ultimate crescendo in combination with the new tools of calculus, enabling students to tackle a vast realm of challenging, relevant problems. Calculus also lays a solid analytical foundation should students wish to pursue higher mathematics, science, or engineering at the college level.

In this course, students will be able to:

1. Compute limits of functions.
2. Determine whether functions are continuous.
3. Apply the definition of a derivative.
4. Compute derivatives of sums, differences, products and quotients of functions.
5. Compute derivatives of trigonometric functions.
6. Apply derivatives.
7. Apply the above principles to related fields (e.g., physics) and to continued study in mathematics.
8. Assess given information, explore alternative approaches, and arrive at conclusions based on evidence and the application of applicable concepts.
9. Evaluate integrals using several methods.
10. Use integration to find areas and volumes.
11. Find derivatives of inverse trigonometric, hyperbolic and inverse hyperbolic functions.
12. Evaluate improper integrals.
13. Determine convergence or divergence of infinite series.
14. Write functions in infinite series form.
15. Integrate and differentiate using infinite series.
16. Use polar coordinates in integration and in finding arc length and areas.
17. Find partial derivatives.
18. Apply the above principles to related fields (e.g., physics) and to continued study in mathematics.
19. Assess given information, explore alternative approaches, and arrive at conclusions based on evidence and the application of applicable concepts

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Performance Testing: Students are asked to analyze, problem solve, experiment, make decisions, measure, cooperate with others, present orally, or produce a product.

Observational assessment: Teacher observes their students in the classroom setting, monitoring for certain skills or behaviors, and jotting them down when they are evidenced. In this way teachers can assess not only their students' academic growth, but also their emotional growth. Typically, a teacher might be looking for mastery of some topic, but just as important are the affective traits such as demonstrating a valuing of mathematics, or a positive attitude in the face of difficulty.

Class Work: In-class assignments and homework are the foundation of the assessment process. They provide immediate feedback on content mastery to the instructor, as well as the student.

Homework: Students are given nightly homework that helps to build on recently introduced Pre-Calculus concepts.

Quizzes: Students take quizzes almost daily, which lead up to a larger exam at the end of every chapter of the text.

Tests/Exams: Tests occur at the end of each chapter. The tests are comprised of direct problems, word problems, and written response questions, the specific of which, are detailed under "Key Assignments." A cumulative final exam is given at the end of each semester.

Unit Projects: For each unit students will be completing a project which will require them to think analytically in order to solve each problem. These projects will require students to give an oral presentation and use technology.

Final Exam/Project: Toward the end of the course, students undertake a project that requires them to propose a hypothesis about a topic of their choosing, collect data over a period, conduct research and present their findings via submission of a report and oral presentation. The project culminates with a scientific-style written report that includes charts, graphs, mathematical models, and written explanation of the procedures and findings. Students will also complete a comprehensive final at the end of each semester comprised of solving problems, short answers and essay questions.

Benchmark Exams: Schoolwide comprehensive exam scheduled twice per semester in order to assess progress of student's mastery of course content. Results are reviewed and analyzed by teachers and administrators in order to develop a learning plan for students who have not mastered material.

Unit 1: Intro to Calculus

1. Graphs and Models

2. Linear Models and Rates of Change

3. Functions and Their Graphs

4. Fitting Models to Data

Unit 2: Limits and Their Properties

1. Finding Limits Graphically and Numerically

2. Evaluating Limits Analytically

3. Continuity and One-Sided Limits, Intermediate Value Theorem

4. Infinite Limits, Vertical Asymptotes

5. Limits at Infinity, Horizontal Asymptotes

6. A Summary of Curve Sketching

7. Chapter Project: Graphs and Limits of Trigonometric Functions (see Student Activity 1)

Unit 3: Differentiation

1. The Derivative and Tangent Line Problem

2. Basic Differentiation Rules and Rates of Change

3. Product and Quotient Rules, and Higher Order Derivatives

4. The Chain Rule

5. Implicit Differentiation

6. Related Rates

7. Chapter Project: Graphing the Derivative of a Function (see Student Activity 2)

Unit 4: Applications of the Derivative

1. Extrema on an Interval, Extreme Value Theorem

2. Rolle's Theorem and the Mean Value Theorem

3. Increasing and Decreasing Functions, and the First Derivative Test

4. Concavity and the Second Derivative Test

5. Optimization Problems

6. Position, Velocity, and Acceleration

7. Differentials

8. Chapter Project: Water Rocket (see Student Activity 3)

Unit 5: Integration

1. Antiderivatives and Indefinite Integration

2. Area

3. Riemann Sums and Definite Integrals

4. The Fundamental Theorem of Calculus

5. Integration by Substitution

6. Numerical Integration

7. Chapter Project: Demonstrating the Fundamental Theorem (see Student Activity 4)

Unit 6: Logarithmic, Exponential, and Other Transcendental Functions

1. The Natural Logarithmic Function: Differentiation

2. The Natural Logarithmic Function: Integration

3. Inverse Functions

4. Exponential Functions: Differentiation and Integration

Unit 7: Differential Equations

1. Slope Fields and Euler's Method
2. Growth and Decay
3. Separation of Variables and the Logistic Equation
4. First-Order Linear Differential Equations

Unit 8: Applications of Integration

1. Area of a Region Between Two Curves
2. Volume: The Disk Method
3. Volume: The Shell Method
4. Arc Length and Surfaces of Revolution
5. Motion Along a Line
6. Work
7. Moments, Centers of Mass, and Centroids
8. Fluid Pressure and Fluid Force
9. Chapter Project: Vegetable and Fruit Lab (see Student Activity 5)

Unit 9: Integration Techniques

1. Basic Integration Rules
2. Integration by parts
3. Trigonometric Integrals
4. Trigonometric Substitution
5. Partial Fractions
6. Integration by tables and Other Techniques
7. Indeterminate Forms
8. Improper Integrals
9. Chapter Project (see student Activity 6)

Unit 10: Infinite Series

1. Sequences
2. Series and Convergence
3. The Integral Test and p-Series
4. Comparisons of Series
5. Alternating Series
6. The Ratio and Root Series
7. Taylor Polynomials and Approximations
8. Power Series
9. Representation of Functions by Power Series
10. Taylor and Maclaurin Series
11. Chapter Project (see students' activity 7)

Unit 11: Conics, Paramedic Equations, and Polar Coordinates

1. Conics and Calculus
2. Planes Curves and Parametric Equations
3. Parametric Equations and Calculus
4. Polar Coordinates and Polar graphs
5. Area and Arc Length in Polar Coordinates
6. Polar Equations of Conics and Kepler's Laws
7. Chapter Project (see students' activity 8)

1. Lecture
2. Hands-on Assignments
3. Group Work
4. Discussion
5. Collaborative interaction
6. Music and Video activities
7. Written, verbal reports and presentations
8. Textbooks reading and analysis
9. Internet research
10. Interactive computer activities
11. Modeling

13. Essays
14. Visual and graphic descriptions of problems
15. Systematic and explicit instructions
16. Student think-aloud
17. Using hands-on projects and learning activities
18. Use of structured peer-assisted learning activities involving heterogeneous ability groupings
19. Problem-Based Learning (PBL)
20. Determine what they know by identifying what is known, what needs to be found out, what they want to learn (KWL) based on a given case study scenario
21. Develop a problem statement which contains steps for solving the problem and factors for determining successful completion

22. Gather information through online resources, surveys, interviews, observations, measurements, etc.
23. develop possible solutions using concept maps, Venn diagrams, graphic organizers, etc.
24. Virtual Interactive Math Tools to engage students using virtual manipulatives to help them visualize science relationships. Virtual Math learning environments allow students to apply logic and reasoning for problem solving.

Students take quizzes almost daily, which lead up to a larger exam at the end of every chapter of the text. The questions on these assessments come in three types.

First, there are direct problems that test a student's knowledge of a mathematical concept or ability to execute a particular mathematical skill.

Second, there are more challenging word problems, which require students to think critically and combine several concepts and/or skills together through the course of solving.

Finally, there are written questions that ask students to justify their mathematical reasoning. These questions encourage students to clarify their thought process and prepare them for more abstract analysis in calculus and beyond.

The range of both difficulty and style of question enables the students to prove their proficiency: a correct numerical solution indicates that a student is computationally fluent and has achieved a suitable algebraic foundation, while an articulate explanation of the principle at work reveals that a student has truly conceptualized the material and possesses the mathematical vocabulary to express that understanding.

Technology also plays an important role in this course. Each student is issued a TI-83 Plus graphing calculator, which we use heavily in analyzing problems of all types. In particular, the course emphasizes the process of regression analysis using linear, polynomial, exponential, logarithmic, and sinusoidal curves.

Throughout the course, students undertake projects that require them to think both analytically and creatively in approaching a problem. Key student activity assignments include:

<u>Student Activity 1: Graphs and Limits of Trigonometric Functions</u>

In this activity, students explore the graph of $y = (\sin x)/x$ as $x \to 0$. First students use their TI-83s to investigate the function graphically. Second, they confirm their observations by analyzing the function numerically. Next, they consider tangents and secants between (0,0) and $(x, \sin x)$ in the neighborhood of $x=0$. Finally, they extend their finding to similar functions, $y=\cos x$ and $y=\tan x$.

<u>Student Activity 2: Graphing the Derivative of a Function</u>

I use this activity when students first begin to learn about derivatives. I first provide a mystery function on the board, and students take turns coming to an adjacent board to plot points on the graph of the derivative of the mystery function; in time, the derivative function comes into view. For example, if given $y=\cos x$ as the mystery function, students often begin by identifying where the derivative is 0. Then they pick out slopes of 1 and -1, and soon the $-\sin x$ function materializes.

<u>Student Activity 3: Water Rocket</u>

This activity enables students to apply trigonometry in conjunction with derivatives as they relate to position, velocity, and acceleration. The students form groups and are provided with a mater

stick, stopwatch, and homemade altimeter (protractor with plumb weight). They then record measurements *(time , 0)* when I fire the water rocket, and use trigonometry to find corresponding values *(time , height).* We then fit the points to a parabola and use derivatives to find the velocity and acceleration of the rocket throughout its flight.

Student Activity 4: Area Sum Posters

In this activity, students compare and contrast the methods for calculating the area under a curve (e.g., upper sums, lower sums, Riemann sums) and the results of using these various methods. The poster format allows students to illustrate and explain their findings for the purpose of a class presentation.

Student Activity 5: Vegetable and Fruit Lab

Students work in pairs to determine the volume of a banana, squash, potato, etc., using graph paper, their calculators, and the disk or washer method for determining volumes of solids of revolution. They hand in a written report that describes how they determined the volume and their findings.

[Borrowed from Kent Tarr, Monte Vista Christian School, Watsonville, CA]

Student Activity 6: Power Lines

In this activity, students explore the math behind power lines. Given an equation, they find the length of the wire between spans, measure the tension of the span, and derive equations using the "lineman's equation."

Student Activity 7: Harmonic Series

The harmonic series is one of the most important series in Chapter 9. Students will research Jakob Bernoulli's findings and write an essay demonstrating how they can use his groupings to prove that the harmonic series diverges.

Student Activity 8: Anamorphic Art

Students will use anamorphic transformations to sketch a transformed polar image of a rectangular graph.

Biology

Course Description

Course overview:
A. Course Purpose. College Prep Biology students will: • Learn and appreciate the complex designs of living organisms and their functions through readings, modeling, designing, fabrication, discussions, laboratory experiences, and investigations. • Develop investigative and research skills through the science project; and present findings in a sequential and organized manner through written report, artistic rendition, power point, and other expressions. • Students will be exposed to organizations, societies, and associations through field trips, special speakers, and research. • Students will be able to discuss and make informed decisions in regard to their future and positions on bioethical issues—To include: stem cells, genetic engineering, cloning, global warming, resource sustainability, and diversity related schematics. • Gain an understanding of organic chemistry and the fundamental structures that influence molecular bonding and its influence on chemical building blocks for cellular survival. • Study an in-depth examination between cell structure of prokaryotes and eukaryotes, including membrane, metabolism, photosynthesis/cellular respiration, cell-cell interaction, and reproduction. • Examine evidence and debate the controversy between the theory of evolution and creation. • Learn that DNA/RNA influence genetic diversity through differentiation, expression, and mutations of animals and plants. • Understand earth system science involving recycling and environmental changes that impact diversity and balance in ecosystems.

This is an in-depth study of the life sciences organic chemistry, microbiology, cytology, genetics, bio genetics, evolution/creation, ecology, biodiversity, human biology, and botany. Emphasizing investigation, analysis, and critical thinking of content through labs, research, and other various medias. Inquiry based laboratories and other projects will be landmark curriculum to access and rehearse contents from the California State Standards.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

• Lecture • Guest speakers • Discussion • Collaborative interaction • Art activities • Music and Video activities • Written and verbal reports and presentation • Textbooks reading and analysis • Internet research • Interactive Biological Concepts Videos • Interactive computer activities • Virtual labs • Field trips • Modeling • SDAIE

II. List of Labs – Brief Description and Techniques -Out of sequence- 1. Unknown Compound Lab - Students will determine what type of macronutrient the unknown powder or solution is by performing biuret, benedicts, and iodine tests on: Starch, Soluble Starch, Albumin, Fruit juice, Monosaccharide, Sucrose, and Glucose. Students will be asked to design an experimental set-up to help identify what the seven unknowns are. 2. Onion Root Mitosis - Observation of various phases of mitosis of root tips. Students will draw and label phases of mitosis on prepared root tip slides as observed under the microscope. Students will be asked to identify and appropriately draw and label. 3. Plant Pigment Chromatography—Goal is to observe and measure flow rate for each pigment, chlorophyll b, chlorophyll a, violaxanthin, lutein, and carotenes. Students will place a 5-6mm pigment spot made from spinach extract and from spinach extract on separate plates. Pigment spots will be located 0.5cm above the edge of the filter paper. Two (2) mL of chromatography

solvent is added to beaker where plate has been carefully placed and allowed to absorb the solvent. Markings are made, and students record and label the bands. Measurements are taken to calculate rate of flow (Rf) by dividing distance traveled by pigment by distance traveled by solvent front. 4. Microscope survey— Students will survey prepared specimens from a variety of kingdoms and phylum's to better understand the diversity's breadth on the planet. Each station will have literature to help explain the significance of origin or phylogeny. 5. What Influences Enzyme Activity? - Student will investigate the effects of concentration, temperature, and pH on the ability of diastase to digest starch. The first activity involves students using pipets to drop enzyme, distilled water and starch into 12 wells. Starch indicator is added sequentially to each well at 30 second intervals, and students will observe color changes and the time of color change. This first activity is repeated 4 times using increased amounts of enzyme. Students will chart the reaction time with increasing enzyme concentration and graphs results. In the second activity, pH is observed through 3 wells, one with NaOH, one with distilled water (the controlled well), and one with HCl. Students will note color changes and record findings in a chart. The third activity involves temperature impact on the enzyme's ability to react with starch. Enzymes are placed in test tubes under various water baths (ice water, room temperature, body temperature (35°C-45°C), and boiling water). Students will dilute the enzyme to proper concentration and label test tubes prior to water bath. Then, students will observe and document the interaction between enzymes with temperature variance and starch in 4 separate wells. In the last activity, students will observe starch breakdown through glucose strip testing. Students will prepare 2 wells with distilled water and starch. Enzyme is placed in one well and will denote the controlled well. Students will document color changes and establish approximate glucose concentration by using test strip. 6. Photosynthesis- Students will carefully observe and record the rate of gas production by a sprig of evergreen submerged in water. The rate of bubble production will be measured by using hand held counters. Students will compare rate of bubble production at various light intensities by moving an incandescent lamp closer or further away. The numerical values of bubble production will be graphed and analyzed. 7. Diffusion of Iodine through a baggie- Students will put a cornstarch suspension in a baggie and place it into a beaker of dilute iodine solution. The following day the set up will be observed for changes. 8. Osmosis and Diffusion Inquiry Lab - Students will be presented with dialysis tubing, benedicts solution, iodine solution, starch, and monosaccharide components. They will be asked to prove that the dialysis tubing only has pores that are large enough to let small molecules through. 9. Introduction of Electrophoresis - Students will be introduced to electrophoresis by observing rate and direction of separation of molecules. Students will prepare the gel for electrophoresis by weighing 0.5g agar and add 50mL of TBE buffer into a flask. The flask will be heated in the microwave using 30% power for1-2 minutes until the agar turned clear. The mixture is poured into a tray prepared ahead of time for cooling and solidifying. The comb in the middle of the tray will be removed upon solidifying and the gel place into gel box. Buffer is added to the gel box to cover agar to a depth of 3-5 mm. Students will use micropipette set on 10μL to draw dye sample and load into wells created by the comb. Students will insert electrodes and set power source to 80-100 volts. After 30 minutes, students will remove gel-box and observe, sketch, and record results. 10. Algae Exploration - Students will locate various algae under the microscope using low and high power. Samples will include both fresh water samples with algae and laboratory grade prepared slides. Students will observe slides for anabaena, volvox, spirogyra, euglena, and diatoms and draw and label observable parts. 11. Planarian Regeneration - Students will observe planarian regeneration over 2-week period. Emphasis is placed on respecting living organisms. Frozen water Petri dishes will be prepared. Planarians will be placed on slides and the slides will be placed on top of the ice. Students will place dish under the dissecting microscope for cutting the planarians into halves. Students are not to cut until the planarian has stopped moving. Cut portions of the planarian are placed in pond water. Over the 2-week period students will change water and observe

and sketch changes of the regenerated planarians. 12. Protist Exploration Inquiry - Students will be asked to go out and find a water source rich with single celled organisms. Water samples will be analyzed for cell counts and diversity. Water sample microclimates will be compared, and results will be discussed as a class. 13. Diversity Lab – Students will survey a large field of specimens. All five kingdoms represented. Each animal phylum is strongly represented. Exotic species and life forms will be on display in the form of pictures and literature. Students will answer short response and draw answers on a guided lab template as they view each station for a standard time allotment. 14. Hardy-Weinberg gene frequency – Students will investigate gene frequency in a population by simulating allele movement using white and black beans. Students perform four different scenarios to include frequency shift, founder effect, equilibrium, and non-random mating. 15. Frog Dissection - Students will learn about the anatomy of the frog and compare /contrast similar features in humans. Students will also recognize the design and its ability to survival in their environment. Students will draw and label external anatomy, oral cavity, major muscles, internal organs, and cardiac muscle. Questions will assist students in focusing on anatomy and function. 16. Flightless Fruit Flies and Genetics - Students will learn how to keep the fruit flies alive and observe life cycle of flightless fruit flies and observe offspring characteristics. Students will learn to extend the life cycle of the fruit flies by providing food medium and to understand the importance of preventing mite and parasite growth in the food medium. Students will learn to identify the sexes. Once sex is determined, student will cool flies to reduce activity, and then transfer for mating. After 2-3 days, students will inspect for larvae in the food medium. If larvae are observed, parent flies will be removed following the same anesthetize procedures. Students will document and identify number of males, females, and characteristic of investigated phenotype. 17. Grasshopper Dissection - Students will draw and identify internal and external anatomy. Students will also compare/contrast the grasshopper body to vertebrates. Students will examine design and possible functions for protection, feeding, and respiratory efficiency. Organism design will be analyzed, and strengths and weaknesses will be discussed.

Students will be assessed using examinations, class-work / homework compilation, lab reports, and other major projects or assignments. Formative Assessments Summative Assessments Weighting is as follows: Exams 35% Quizzes 10% Homework, research reports, projects 25% Lab Reports 20% Midterm/Final 10% Standard grade percentages will be given for performance on the above tasks. 90-100 A 80-89 B 63-79 C 0-62 F

C. Key Assignments: Detailed descriptions of the Key Assignments including tests, and quizzes, incorporated short answers and essay questions: Representative Course Labs • Unknown compound lab (seven unknowns) • Onion mitosis observation • Chromatography • Microscope survey • Effects on Enzymes • Photosynthesis • Osmosis/Diffusion Investigation • Diffusion of iodine • Introduction to Electrophoresis • Algae Exploration • Planarian Regeneration • Protist Exploration • Diversity Lab • Hardy-Weinberg gene frequency • Frog Dissection • Fruit Flies and genetics • Grasshopper Dissection Representative Student Assignments • Vocabulary • Checking for Understanding Moments • Graphic Organizers • Laboratory Reports • Research Mini-Papers • Essays • Inquiry Labs • Many Coloring Activities • Projects • Power point presentations notes • Guided biological concepts video worksheets • Standardized prep testing assignments • Note taking and thought organization • Group participation and performance

B. Course Outline. Detailed description of topics covered. Show examples of how the text or readings are incorporated into the topics covered. Unit 1 – Investigative Procedures in Science • Historical background and influences • Inductive vs. Deductive methods • Limitations of science • Scientific Method (5steps)—independent, dependent, and controlled variables Unit 2 – Chemistry & Biochemistry • Structure of the atom • Energy levels and orbits •

Oxidation/Reduction • Bonding: dehydration, hydrolysis, ionic, covalent, polarity • Water and its properties • Examination of structure and function of: -proteins -carbohydrates -lipids -nucleic acids -ATP * Enzyme Action Unit 3 – Cell Biology • Differences in cell structure between prokaryotes and eukaryotes • Organelles: structure, functions, and continuum of plasma membrane • Structure and function of the membrane -mosaic fluidity -embedded and surface proteins -transport based on: polarity, phosphorylation, osmosis, diffusion, passive, facilitated passive, active transports • Cell-Cell communication through chemical signals and surface proteins. • Photosynthesis: pigments, oxidative/reductive processes • Cell division, DNA, RNA, mitosis (transcription and translation), and meiosis • Which first, DNA or RNA? Unit 4 – Photosynthesis and Respiration • Energy flow and carbohydrates, ATP, and molecular electron carriers • Net reactions of Photosynthesis vs. Respiration • Electron transport chain in photosynthesis and respiration • Calvin and Krebs cycles • Chemiosmotic gradients generating ATP with embedded enzymes. • Molecular breakdown and harvesting energy Unit 5 - Genetics • Mendelian genetics and other inheritance patterns • Disorders • Gene replacement • Gene technology, as means for controlling gene expression • Genomes and evolution • Pros and cons in research and development Unit 6 – Evolution/Creation, Compare and Contrast • Historical background from Darwin to Human Genome Project • Evidences in fossil, dating methods, and geological columns • Gene frequency in populations • Developmental evidences in the genomes Unit 7 – Ecology • Populations -coping in the environment -diversity based on the geological survival -exponential growth • Community -interactions among populations -ecological succession, a look at Mount St. Helen • Ecosystems -recycling of chemicals -principles of energy -trophic levels -stability • Climate and terrestrial ecosystems • Aquatic ecosystems • Human activity and impact • Conservation Unit 8 -- Diversity • Taxonomy • Differences in classification based on molecular data • Viruses, the exception to the rule • Prokaryotes • Smallest and most numerous of organisms • Complexity and diversity • Disease causing, but also necessary in the ecosystem • Protists • Endosymbiosis origin • 6 groups explored: euglenozoan, alveolate, stamnoi, Rhodophyta, Chlorophyta, and choanoflagellate • Classification • Invertebrates • Vertebrates • 11 functional systems compare/contrasted between animals and humans • Behavioral aspects -innate vs. nurture -learning -communication -survival Unit 9 – Physiology Anatomical divisions of the body systems Nervous system neural transmissions, divisions, the brain Immune system and the different types of immune response Endocrine system- Major glands and their secretion CST TESTING *** Unit 10 – Botany –anatomy and diversity Non-vascular seedless Bryophytes Vascular Spore producing Ferns Vascular Seed producing plants Vascular Flowering plants Root / Stem Anatomy Addendum to "Representative Course labs" – Descriptions/Explanations I. Time Requirement and General Procedures A. Most labs will be performed in a single 2-hour block period. Some may span two days. B. Pre-lab activities for students include all the following: 1. Require answer to written questions to understand objectives. 2. Use flow charts/diagrams to assist in clarification and organization of the lab. 3. Information on safety precautions and special equipment. 4. Read and document lab procedures prior to laboratories. 5. Determine individual assignments and responsibilities within each group. C. Lab Preparation 1. Obtain protective equipment, goggles, masks, aprons, gloves, etc. 2. Safety inspection of lab equipment, cords, Bunsen burners, centrifuge, incubator, glassware, dissecting instruments, proper ventilation for chemical mixing, etc. 3. Apply safe handling techniques. 4. Measure and label ingredients. D. Perform investigation or procedure as documented in the lab book. 1. Specimen preparation for microscope slides. 2. Perform chemical mixtures and observe reactions. 3. Precautions on cross contaminations. 4. Observe all safety procedures during procedure. E. Lab write-up Survey Labs -- Record observations during the procedure, draw and label specimen and its parts. Answer short response questions. Experimental Labs—5-part lab write up 1. Determine the question or problem and formally write it. 2. Develop a thoughtful hypothesis that can be tested 3. Design and write-up the

experiment – Most detailed part many times* 4. Document findings using charts and graphs by first compiling data. 5. Conclude what the lab was designed to help explain. Answer investigative questions at the end of lab to confirm findings. Incorporate personal comments and thoughts into conclusion. F. Safety in cleaning and waste disposal 1. Use proper technique to protect from sharp instruments during cleaning. 2. Apply information from Material Safety Data Sheet (MSDS) to determine the proper special disposal containers. 3. Identify bio-waste disposal in proper containers as specified by MSDS --red bags for biohazard waste --clear bags for non-biohazard waste 4. Chemical disposal as dictated by MSDS --special containers (including broken glassware) --neutralizing chemicals 5. Cleaning of equipment, tables, goggles, etc. in a proper and safe manner. 6. Proper disposal of gloves and paper towels. 7. Good hand washing techniques.

Chemistry

Course Description

Course overview:
Chemistry is a college-prep, laboratory-based science subject designed for 10th, 11th, and 12th grade high school students. This course will cover concepts and theories relating to the scientific field of Chemistry. Students will have a clear understanding of the atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

This course will cover concepts and theories relating to the scientific field of Chemistry and the science content standards for California Public Schools on Chemistry which are designed for the students to know and have a clear understanding of the concepts, theories and applications of the universal laws California Chemistry Content Standards:

Atomic and Molecular Structure 1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:

a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.

b. Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.

c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.

d. Students know how to use the periodic table to determine the number of electrons available for bonding.

e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.

f. Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the trans uranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.

g. Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.

h. Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.

i. Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.

j. Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related hv). to the energy spacing between levels by using Planck's relationship (E=hv) Chemical Bonds 2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.

As a basis for understanding this concept:

a. Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.

b. Students know chemical bonds between atoms in molecules such as H2, CH4, NH3, HCCH2, N2, Cl2, and many large biological molecules are covalent.

c. Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.

d. Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

e. Students know how to draw Lewis dot structures.

f. Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.

g. Students know how electronegativity and ionization energy relate to bond formation. h. Students know how to identify solids and liquids held together by van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/ melting point temperatures. Conservation of Matter and Stoichiometry

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:

a. Students know how to describe chemical reactions by writing balanced equations.

b. Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.

c. Students know one mole equals 6.02 X 10 23 particles (atoms or molecules).

d. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.

e. Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

f. Students know how to calculate percent yield in a chemical reaction.

g. Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation- reduction reactions. Gases and Their Properties

4.The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:

a. Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.

b. Students know the random motion of molecules explains the diffusion of gases.

c. Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.

d. Students know the values and meanings of standard temperature and pressure (STP).

e. Students know how to convert between the Celsius and Kelvin temperature scales.

f. Students know there is no temperature lower than 0 Kelvin.

g. Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.

h. Students know how to solve problems by using the ideal gas law in the form PV=nRT.

i. Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases. Acids and Bases

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:

a. Students know the observable properties of acids, bases, and salt solutions.

b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.

c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.

d. Students know how to use the pH scale to characterize acid and base solutions.

e. Students know the Arrhenius, Brønsted-Lowry, and Lewis acid–base definitions.

f. Students know how to calculate pH from the hydrogen-ion concentration.

g. Students know buffers stabilize pH in acid–base reactions. Solutions

6. Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:

a. Students know the definitions of solute and solvent.

b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.

c. Students know temperature, pressure, and surface area affect the dissolving process.

d. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

e. Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.

f. Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation. Chemical Thermodynamics

7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:

a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).

b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.

c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.

d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

e. Students know how to apply Hess's law to calculate enthalpy change in a reaction.

f. Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous. Reaction Rates

8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:

a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.

b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.

c. Students know the role a catalyst plays in increasing the reaction rate.

d. Students know the definition and role of activation energy in a chemical reaction. Chemical Equilibrium

9. Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:

a. Students know how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.

b. Students know equilibrium is established when forward and reverse reaction rates are equal.

c. Students know how to write and calculate an equilibrium constant expression for a reaction. Organic Chemistry and Biochemistry

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:

a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.

b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

c. Students know amino acids are the building blocks of proteins.

d. Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.

e. Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.

f. Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins. Nuclear Processes

11. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:

a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.

b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by E=mc2) is small but significant in nuclear reactions.

c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.

d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.

e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.

f. Students know how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.

g. Students know protons and neutrons have substructures and consist of particles called quarks.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Laboratory Activities:

The following are the Laboratory Activities designed to provide hands on experience related to and in support of class work:

Safety in the Laboratory: Demonstration of how to use common safety devices and apparel and common safety operations; such as the proper wearing of gloves, safety apron, goggles or eye protection, safe handling of electric apparatus, safe handling and disposal of chemicals and other laboratory supplies. Safe handling of sharp objects and equipment, maintaining cleanliness and safety awareness. Students are checked off individually as to the identification and proper safe use of the different protection devices.

Measurements in Chemistry: Demonstration on the identification of how to use measuring devices such as dimensional tape measures, weight or mass determination devices like weights,

volumetric measuring devices; such as measuring cups, flasks and beakers, heat measuring devices like thermometers, time measuring devices such as stop watches, electrical measurement devices or tools for voltage in volts, current in amperes, resistances in ohms, and power in watts and the actual practice use of these devices as part of laboratory inquiry.

Laboratory Techniques: The student is introduced to hands on Laboratory techniques that include safe use and handling of basic Lab equipment such as Bunsen burner, balance and graduated cylinder, with the following objectives:

- Develop proper safety techniques and procedures for all lab work
- Demonstrate proficiency in the handling of solid and liquid chemicals
- Demonstrate proficiency in the use of Bunsen Burner, balance and graduated cylinder
- Develop techniques in data gathering and recording, organizing and documentation.

Flame Tests: The atom of specific elements emits a distinct flame characteristic, unique to itself, making the flame test a remarkable analytical method of atomic identification. Electrons in atoms jump from their ground state to excited states by absorbing energy. Eventually, these electrons fall back to their ground state, re-emitting the absorbed energy in the form of light, and each atom emits a unique spectrum of light. This characteristic light is the basis for the flame test.

In this test the atoms are energized by being placed in a flame. As they re-emit the absorbed energy in the form of light, the color of the flame changes, and for most metals, the changes are easily visible.

The flame test is first performed on standard solutions of known metals, and then compared with the unknown metals, to see a match of any of the standard solutions.

The following are the objectives of this Laboratory exercise:

- Identify a set of flame test color standards for selected metal ions.
- Relate the color of the flame test to the behavior of the excited electrons in a metal ion.
- Draw conclusions and identify an unknown metal ion by the flame test
- Demonstrate proficiency in performing a flame test and in using a spectroscope.

Physical and Chemical Changes: Chemistry also involves the study of matter and the changes it undergoes. These changes can be broken down into two classes-physical and chemical changes. In a physical change, one or more physical properties of a substance are altered. Examples of such physical properties include size, shape, color and physical phase. Grinding, melting, dissolving and evaporating all are physical changes. No new substances are formed as a result of physical change.

A chemical change results in the formation of one or more "new" substances. These new substances differ in chemical properties and composition from the original substance. The rusting of iron and the burning of paper are two examples of chemical change.

Objective: Recognize and distinguish between chemical and physical changes

Separation of Mixtures: The Objectives of this Laboratory exercise are as follows:

- Recognize how the solubility of a salt varies with Temperature.
- Demonstrate proficiency in fractional crystallization and filtration

- Solve the percentage of two salts recovered by fractional crystallization

Percent Composition of hydrates: When many ionic compounds are crystallized from a water solution, they include individual water molecules as part of their crystalline structure. If the substances are heated, this water of crystallization maybe driven off and leave behind a pure anhydrous form of compound. Because of the Law of multiple proportions also applies to crystalline hydrates, the number of moles of driven water driven off per mole of the anhydrous compound should be a simple whole number ratio.

Acid- Base Titration: The purpose of this exercise is to investigate the simple reaction between two different acids and a base. The number of drops of sodium hydroxide needed to react completely with all the acid. The starting acid and base solutions are colorless and clear, and the final products are colorless and clear. The acid-base indicator Phenolphthalein will be used to monitor the progress of the chemical reaction. Phenolphthalein is colorless when acidic and pink in color when in neutral or basic.

Objectives:

- Translate word equations into chemical formulas
- Count the number of drops of sodium hydroxide needed to completely react with different acid samples
- Calculate the average number of drops of sodium hydroxide needed for each acid
- Relate the number of drops to coefficients in the balanced chemical equations

The Production of Soap: Soap is a byproduct of acid-base neutralization reaction

Objectives: To prepare soap by the alkaline hydrolysis of fats and oils.

Density Determination: Chemistry is the study of matter, which is defined as anything that has mass and volume. In this experiment, students will measure volumes of different materials, using indirect methods. And will also use the relationship between the mass and volume of a substance to find its density. Volumes of liquids are measured directly in a graduated cylinder. Liquid quantities dealt with in the laboratory usually are expressed in milliliters (ml), although larger quantities may be expressed in liters (L). Volumes of regularly shaped geometric solids can be calculated from direct measurements of their dimensions. For example, the volume of a rectangular solid is calculated by multiplying its length, width, and height ($V = l \times w \times h$). Volumes of solids usually are expressed in cubic centimeters (cm3).
Many solids do not lend themselves to direct measurement of their dimensions. These include irregularly shaped objects, such as rocks, and regular solids that are too small to be measured with accuracy. Volumes of such solids can be measured by water displacement. If a solid is immersed in a liquid, such as water, the solid will push aside, or displace, a volume of water equal to its own volume. Thus, each milliliter of water displaced by a solid represents one cubic centimeter of solid volume. Density is an important property of matter. By itself, or in conjunction with other properties, density can be used to identify substances. Density is defined as the quantity of matter in each unit of volume. This relationship, expressed mathematically, is Density = mass / volume.

Objectives: Develop proficiency in determining the volume and density of a substance
Conservation of Mass: Matter cannot be created or destroyed by a chemical change. This very important principle is known as the law of conservation of mass. This law applies to ordinary chemical reactions (as opposed to nuclear reactions, in which matter can be changed to energy).

During a chemical change (reaction), the atoms of one or more substances (reactants) simply undergo some "rearrangements."

The result of these rearrangements is the formation of new, different substances (products). All of the original atoms are still present. It is because of the law of conservation of mass that we are able to write balanced chemical equations. Such equations make it possible to predict the masses of reactants and products that will be involved in a chemical reaction.
In this experiment, aqueous solutions of three different compounds will be used to produce two separate and distinct chemical reactions. The fact that change occurs during each reaction will be readily observable. Balanced chemical equations for the two reactions are:
$Na_2CO_3(aq) + CaCl_2(aq) \rightarrow 2NaCl(aq) + CaCO_3(aq)$ (Eq.1)
$CaCO_3(s) + H_2SO_4(aq) \rightarrow CaSO_4(s) + H_2O + CO_2(g)$ (Eq.2)
The combined masses of the three solutions (and their containers) will be measured before and after each reaction has occurred. This experiment should give you a better understanding of the law of conservation of mass and its importance in chemistry.

Objectives:

- To recognize the law of conservation of mass and to learn the careful use of a balance in determining the masses of reactants and products.

The Heat of Chemical Reaction: The energy involved in chemical reaction is expressed in terms of the amounts of heat released or absorbed during a reaction. This heat or reaction (H) is measured in kilo-joules per mole. H of an exothermic reaction (heat is released) has a negative sign; H of an endothermic reaction (heat is absorbed) has a positive sign.
In this experiment, the student will study three related exothermic reactions involving sodium hydroxide. In the first reaction, solid sodium hydroxide will dissociate into water. The heat produced in this reaction (H_1) is called the heat of solution of NaOH. In the second reaction, an aqueous solution of NaOH will react with an aqueous solution of HCl. The heat of this reaction (H_2) is called the heat of neutralization of NaOH. In the third reaction, solid NaOH will be reacted with an aqueous solution of HCl. This reaction is a combination of the first two reactions. The solid NaOH will dissociate into its ions as it dissolves in the acid solution and then is neutralized by the acid. Thus, the heat of the reaction (H_3) could be equal to ($H_1 + H_2$). Using calculations based on data collected in this experiment the student will attempt to verify the additive nature of heats of reaction.

Chemical Equilibrium: A chemical equilibrium is obtained in a chemical system when the rates of opposing reactions become equal. At equilibrium no, further change can be observed as far as a stress is applied to the system. The establishment of equilibrium is due to the tendency of minimum energy and maximum entropy.
Objectives: To learn how to recognize equilibrium state and what factors change the state of equilibrium.

Properties of oils: Objectives-To test some of the properties of oils.
Preparation of Aspirin: Objectives-To synthesize aspirin from salicylic acid and acetic acid.
Determination of Atomic Mass: The atomic mass (or atomic weight) of an element is the average value of the masses of the isotopes in a natural sample of that element. Atomic masses of all the elements are based on the mass of an atom of carbon-12, which has been assigned the value of 12

atomic mass units. An atomic mass unit represented by the symbol u) is denned as 1/12 the mass of a carbon-12 atom.
In their work, chemists do not deal with individual atoms or molecules. Rather, they deal with relatively large numbers of atoms and molecules. To make their calculations easier, chemists often use units of measure that are made up of large numbers of atoms or molecules. One such quantity is called the *gram atomic mass*, or *gram-atom*. A gram-atom is the mass in grams of 1 mole of atoms. A gram-atom of an element is, therefore, the mass of 6.02 x 1023 atoms of that element. The mass in grams of 1 gram-atom of an element is numerically equal to the atomic mass of that element. For example, 1 gram-atom of carbon-12 has a mass of 12 grams.
Since there are several methods for determining the gram atomic mass of an element. In this experiment, the gram atomic mass of silver will be calculated using a compound (silver oxide) of known composition (Ag2O).
Objectives: From measurements of a binary compound of known composition, determine the gram atomic mass of one of the elements in the compound when the atomic mass of the other element is known.

- Additional Data Analysis in Activities using pre-arranged data

Students will be assessed and evaluated on the quality of skills , knowledge content, breadth and depth of their understanding and interests, of the scientific concepts and theories to applications, tests, quizzes, district periodic assessment tests, class participation, discussions and brainstorming sessions, oral responses in class interactions, submission of timely written reports for assignments, homework, group and individual activities, symposium and field trip attendance, and multi-media presentations, application of safety procedures in laboratory exercises , procedural and experimental results in lab exercises, and design projects to demonstrate the quality and degree of learning, retention and application similar or varied situations.

Key Assignments

1. Class participation

    a. Individual

        - In class oral reading and discussion of current chemistry related news every first day of the week.
        - Participation in lessons and topics discussion and interactions in class daily.

    b. Group – Students are divided into groups of 3's or 4's to research , submit group written reports and make group presentations in class including but not limited to the following sub-topic categories:

        - Consumer Focus Topics -Aspirin, Health nutrients, Fire extinguishers, Antacids, Plastics recycling
        - Science and Technology applications – superconductors, hydrogen powered cars, supercritical fluids, fuel cells, protease inhibitors
        - Element Spotlight Topics- Aluminums' humble beginnings, Deep diving with Helium, Beryllium: an uncommon element, A

major nutritional element, Silicon and semi-conductors, Get the Lead out, Nitrogen, Chlorine gives us clean drinking water, Magnesium, an unlimited resource.

c. Quizzes - weekly quizzes from the week's textbook coverage, given every Friday.

d. End of Chapter Tests –Summary of Chapter Standardized Test, given after every end of Chapter

e. Multi –media viewing- students participate in the viewing and subsequent discussion and feedback assessment on online internet chemistry websites simulations. CD, s and DVD's on chemistry related topics but not limited to the following:

- www.scilinks.org
- www.holt online learning
- www.go.hrw.com
- www.cnnstudentnews.com
- VCD videos on Chemistry Animation Project Series from CalTech) Atomic Orbitals, Molecular Orbitals
- VCD on Chemical Reactions Simulations

f. Homework – posted every Friday and due on the first day of the following week:

-
- Written individual reports on relevant research topics, such as but not limited to:

  Global warming, new products research, environmental pollution, chemical industry reports and developments

g. Periodic mandated standard assessments such as District and State STAR tests.

h. Laboratory Activities- every student must perform the scheduled laboratory activities and submit the required written reports of scientific observations, measurements, calculations, organized data, analysis and conclusions.

i. Professional /Industry Expert Resource Speaker symposia: Invite as symposia guest speaker and resource person at least one per semester, a chemistry scientist from the academe, and an industry expert from the chemical industry.

j. Field trip –students are required to submit written reports after every field trip about their observations and insights into the field trip:

- First semester- visit an educational science park, museum or facility, such as the California Science Center and the NASA –JPL.
- Second semester- visit a chemical factory or manufacturing enterprise for students to be able to observe and appreciate the actual application of chemistry principles, laws and theories in the manufacturing or production of valuable goods and services from basic raw materials and the understanding of the subsequent environmental pollution such as air, water and noise pollutants.

k. Projects- One (1) per semester:

- Chemistry Project A – students create symbolic representations of the different elements in the Periodic Table. Could be made of Styrofoam and wires, and other similar materials to model the atomic components of protons, neutrons, and electrons in the orbitals of a specific element.
- Chemistry Project B- students create symbolic representations of different molecules. Could be made of Styrofoam and wires and other similar materials to model the specific structure of a molecule detailing the component atoms and their relative sizes, spatial dimensions and bonding interrelationships.

l. Term Examinations – There are three (3) Term examinations, Prelim, Midterm and Finals where students are evaluated on the summary of coverage, testing their knowledge, skills and understanding of unit lesson contents within the California Chemistry Content Standards.

The specific topics and subject areas of the Course are presented, delivered, demonstrated and taught within the coverage of the following integrated course outline:

A. Scientific Investigation and Experimentation - Students will have to be grounded on scientific thought based on Scientific Method of Inquiry where scientific progress is made by asking meaningful questions and conducting careful investigations and students will have to acquire and develop skills to:

1. Plan and conduct scientific investigations to test a hypothesis

2. Evaluate the accuracy and reproducibility of data.

3. Distinguish between variables and controlled parameters in a test or experiment.

4. Recognize, organize and interpret data

5. Analyze data, information and situations from qualitative to quantitative analysis by the application of mathematical relationships, concepts and theories.

6. Formulate or derive conclusions for further evaluation.

B. Mathematics is the basic language of the Course and students will have to be grounded on the use and application of mathematical methods, principles, theories and Laws to the different topics and subjects of Physics. A strong connection between mathematics and the physical phenomenon

of nature has to be established, strengthened and enhanced and or emphasized through constant application, use and review of mathematical methods. Training in the proficient use and application of advanced calculating devices like scientific calculators should be practiced enhancing and speed up calculations in Physics. Basic Math Learning Objectives:

a. Perform arithmetic operations

b. Choose and apply appropriate operational procedures

c. Understand geometric and trigonometric properties

d. Use variables and equations to solve problems

e. Analyze known data and information to unravel the unknown or hidden data sets.

f. Apply measurement and calculation skills to make qualitative and quantitative descriptions of character or behavior of system variables or components.

g. Read and interpret maps, tables, charts and graphs

h. Understand and apply principles of probability

C. English Language Arts The primary medium of instruction is English and that the likelihood of having limited English learners in the class is high. The course will integrate English language Arts:

1. Language Learning Objectives:

a. Understand explicit, factual information

b. Understand the meanings of key words in each topic

c. Draw conclusions, inferring meanings from text

d. Identify common themes and main ideas

e. Apply information presented in the texts to a new different situation.

2. Reading - Daily reading activities are incorporated in daily agenda. A student will have to read for the class a certain relevant topic or subject matter related to the main topic.

3. Speaking- Every lesson presentation is followed by class discussion and oral interactions to further discuss, explain, clarify the topic lesson. In the process, students are given opportunities to talk and speak as often as possible. Likewise , individual and group presentations give them opportunity to make an oral presentation before an audience and argue their case.

4. Writing- submission of written report after the end of each laboratory activity is a must. Students will be guided by a report format to be able to formally make written reports and communications. Likewise, some projects and homework require submission of a written report.

1. Quick Labs- a short visual presentation made together with the introduction of a new lesson designed to attract and focus attention and interest on the new topic.

2. Inquiry Labs- A lab activity designed to inquire or investigate the outcome of a changing variable while other parameters are kept constant. Experimental results are compared with theoretical calculations and magnitude and causes of errors are analyzed.

3. Skills practice Labs- These are full period lab activities designed to not only impart the skill of the scientific methods of investigations but likewise for the students to acquire the experience and improved skills through hands on practice applications of theories, concepts and laws in the specific physics topics by co - designing of the processes and procedures and actually carrying out such procedures and processes, making observations and recording data as events happen and finally submitting a written report of observations, measurements and conclusions derived.

E. Everyday Chemistry The concepts, ideas, theories, knowledge and facts of Chemistry are made relevant to the students' daily life environment by making connections to human behavior, news and events, research and development and technologies that bring forth consumer and industrial products. Focus is made into the entrepreneurial environment where the influence of Chemistry and its concepts and practices are the key success factors in a business. Cross references of Chemistry specific topics are made to other Branches of Science such as Biology, Physics, and the Earth Sciences whenever there is relevance and similarities. The following are the outline of the Topics of Chemistry coverage as arranged in the Textbook " Holt Chemistry":

Chapter 1 The Science of Chemistry What is Chemistry What is Matter How is Matter Classified Chapter 2 Matter and Energy Studying Matter and Energy Measurements and Calculations in Chemistry

Chapter 3 Atoms and Moles Substances are Made of Atoms Structure of Atoms Electron Configuration Counting Atoms

Chapter 4 The Periodic Table How are the Elements Organized Touré of the Periodic Table Trends in the Periodic Table Where did the Elements come from

Chapter 5 Ions and Ionic Compounds Simple Ions Ionic Bonding and Salts Names and Formulas of Ionic Compounds

Chapter 6 Covalent Compounds Covalent Compounds Drawing and Naming Molecules Molecular Shapes

Chapter 7 The Mole and Chemical Composition Avogadro's Number and Molar Conversions Relative Atomic Mass and Chemical Formulas and Percentage Composition

Chapter 8 Chemical Equations and Reactions Describing Chemical Reactions Balancing Chemical Equations Classifying Chemical Reactions Writing Net Ionic Equations

Chapter 9 Stoichiometry Calculating Quantities in Reactions Limiting Reactants and Percentage Yield Stoichiometry and Cars

Chapter 10 Causes of Change Energy Transfer Using Enthalpy Changes in Enthalpy during Chemical Reactions

Chapter 11 States of Matter and Intermolecular Forces States and State Changes Intermolecular Forces Energy of State Changes Phase Equilibrium

Chapter 12 Gases Characteristics of Gases the Gas Laws Molecular Composition of Gases

Chapter 13 Solutions What is a Solution Concentration and Molality Solubility and the Dissolving Process Physical Properties of Solutions

Chapter 14 Chemical Equilibrium Reversible Reactions and Equilibrium Systems at Equilibrium Systems and Stress

Chapter 15 Acids and Bases What are Acids and Bases Acidity, Basicity and Ph Neutralization and Titrations Equilibria of Weak Acids and Bases

Chapter 16 Reaction Rates What Affects the Rate of a Reaction How can Reaction Rates be Explained

Chapter 17 Oxidation, Reduction, and Electrochemistry Oxidation- Reduction Reactions Introduction to Electrochemistry Galvanic Cells Electrolytic Cells

Chapter 18 Nuclear Chemistry Atomic Nuclei and Nuclear Stability Nuclear Change Uses of Nuclear Chemistry

Chapter 19 Carbon and Organic Compounds of Carbon Names and Structures of Organic Compounds Organic Reactions

Chapter 20 Biological Chemistry Carbohydrates and Lipids Proteins Nucleic Acids Energy in Living Systems

Knowledge , skills and understanding will be gained through the integration of direct instruction, class discussions, brain storming sessions, concept exposition and demonstration, problem formulation and solving exercises, homework assignments, oral readings, written reports, individual and group presentations, games and contests, modeling and predictive activities, multi-media exposure, research, internet search, field trips, seminars and symposia, scientific inquiry ,discovery and laboratory exercises, individual and group projects and activities and cooperative learning,

Earth Science

Course Description

Course overview:
Earth Science is designed for students to deeply engage in the understanding of the deeply interconnected nature of Earth's place in the universe, its natural processes, resources, and changes due to natural cycles as well as human impact. Students will be encouraged to examine both evidence they obtain from critical thinking and hands-on experimentation as well as evidence gained from the work of scientific researchers working with concepts ranging from the the age of Earth and geologic time to the driving forces of climate change.

Course content:
Maps and Measurement
Sample Unit Overview: *Maps and Measurement*

Students will be introduced to a brief history of the origins of the planet and our place in the universe by exploring the concepts of the Big Bang, the structural components of space (super clusters, galaxies, local groups, solar systems, etc.). Students will be acquainted with units of measure and scale as well as the use of table and models, reading maps (including topographical maps), longitude and latitude, the use of a compass, and finding location. Students will deeply explore the concept of how GPS works to find location.

Sample Student Activity: *Mock Geocaching*

Students will team up and create a geocache on school grounds containing found items, fun items, or donated items and they must keep the contents of them geocache a secret. They must identify the location of them geocache in hours, degrees, minutes, and seconds of latitude and longitude. Students will swap locations, and each team must go and find the cache of another team using only a map and compass.

Dynamic Earth
Sample Unit Overview: *Dynamic Earth*

Students will explore concepts associated with the structure of earth and the movement of Earth's components. Of primary importance is the interrelatedness of Earth's processes including the layers of the Earth (and properties of matter that form those layers, the convection currents active under the crust, volcanism, and the movement of the plates on the surface creating phenomenon such as faults, subduction zones, and earthquakes (and their resulting destruction using the Richter Scale and the creation of Tsunamis).

Sample Student Activity: *Modeling Plate tectonics*

Students will use foam mats, water, and their own human-generated force to create a video demonstration of the following: tectonic movement, subduction zones, strike-slip faults, thrust faults, and tsunamis. Students will narrate their videos, engage in post-production editing, and post their videos to the private YouTube channel of the class.

Sample Unit Overview: *Rocks and Minerals*

The composition of the Earth's crust will be of particular focus in this unit. Students will physically explore the types of rock: igneous, sedimentary, mineral, and metamorphic rocks and be able to describe each in clear terms differentiating each type from the others. Students will also explore the human uses for the rock types, their formation origins, and the human processes used for mining them.

Sample Student Activity: *Rock Collection*

Students will be individually assigned to create a rock collection from stone they find in their community. Several examples of each type of rock must be represented in their collection, along with the location it was found, its classification, and its use. The class will then go to the San Angeles Mountain and pan for gold on a field trip and write an informative essay about the process of panning, the Gold Rush in California, and an explanation for how the gold came to be there.

Land and Water
Sample Unit Overview: *Land and Water*

This unit focuses deeply on the dynamics of the landscape surrounding students and the importance of the water cycle, the carbon cycle, nitrogen cycle, phosphorous cycle. Special emphasis will be placed on the deeply interrelated processes of these cycles. Students will also be able to describe soil formation, porosity, permeability, and types of soil. Students will especially explore the human impact on these cycles with studies in algal blooms from agricultural runoff, soil loss and impoverishment, and the impact of agricultural needs for human experience.

Sample Student Activity: *Algae Blooms*

Students will use populations of bioluminescent algae colonies to demonstrate the effect of fertilizer runoff on the population density of algae in an ecosystem. Student will create control and assigned levels of fertilizer runoff samples (distributed class-wide to create a large array of data). Students will examine population density through a variety of observations: visual inspection of the cloudiness of their samples, microscopic inspection of the concentration of algal colonies, and observations of the increase in bioluminescent intensity of the colonies upon agitation in the dark. Students will write up a comprehensive lab report of their findings, charts and tables, and including the class-wide data.

History of the Earth
Sample Unit Overview: *The History of the Earth*

Now that students have a strong understanding of the processes that shape the planet, they will be introduced to geologic time, fossil formation, stratigraphy, and the process of radioactive dating and radioactive decay. As before, an explicit and deep understanding of the interrelated processes that bring about dramatic, long-term changes on earth is emphasized.

Sample Student Activity: *Very Big History*

Students will be assigned a major era of Earth's history to research deeply as a small team of 2-3 students. Each team must explain when their era occurred, what was happening during their period of Earth's history, what organisms lived during this era, examples of fossils that are unique to their era, if any major events occurred during their era, what would be found in the layers of rock associated with their era, and how scientists have come to infer these pieces of information through data collection and analysis. Students will collectively create a large-scale, colorful, and artistically executed, class-wide infographic representing all their eras.

Insolation
Sample Unit Overview: *Energy and Earth*

Students will examine deeply the science behind the development of seasons, the changing arc of the sun through the year, variations in temperature by latitude, and energy transfers on land, in the oceans, and in the atmosphere. The sun will be identified as the primary source of all energy on earth, and its effects on land, water, and air will be discussed as it related to radiation, convection, and conduction. Concepts like land and ocean breezes, ocean currents, and the global air currents will be examined, explained, and interpreted in reference to human applications.

Sample Student Activity: *Creating Ocean Currents*

Students will model the creation of ocean currents utilizing full outdoor sun, kiddie pools, plastic ribbon, dry ice, thermometers, and black fabric tarp. Students will work in small groups tasked with applying what they've learned about the transfer of energy to innovating a process for creating and proving the presence of a convection current. This is primarily an engineering task, and students will be required to create a comprehensive lab write up including drawings of their design and discussing the scientific principles, their reasoning and process behind their design, data, interpretation, data, and a conclusion of their findings.

Meteorology
Sample Unit Overview: *World of Weather*

Student will apply what they've learned thus far to weather models including describing weather and cloud formations, reading weather maps, predicting weather phenomenon, and explaining the movement of weather around the globe due to air density and energy transfer. Students will engage in highly interactive predictions of weather and discuss how variations in ocean current can cause anomalies in weather patterns (El Nino, La Nina).

Sample Student Activity: *Flash Weather*

Students will engage in a game, each student will be provided with a blank map, on which they must draw a weather prediction based on instructions provided on the back on the map. Once all students have drawn their maps, they pair and share to critique and correct their maps. Then, in a game where the class is split into 2 teams, the teacher will project one student-created weather map at a time on the board, and teams must send up one member to "do the weather" in one minute or less for team points.

Sample Unit Overview: *Climate*

Students will delve deeply into major climate zones in the world, describing each in detail: desert, tropical forest, temperate, taiga, arctic. Students will be asked to discuss what they understand about climate change so that misconceptions can be accounted for and corrected. Students will explore the impact of carbon pollution and human activities on world climate along with the climate zones they've learned about, inferring what will happen to these places as the globe warms. Further students will evaluate scientific evidence that leads researchers to conclude that climate change is affected by human activity.

Sample Student Activity: Carbon dioxide "Blanket" bottles

Using infrared thermometers, 2-liter soda bottles, hair dryers, and their own breath, students will set up 2 control bottles: one control that they fill with ambient air and do not manipulate, one that they fill with ambient air and use in the experiment, and another bottle filled with expelled air from

the team. Students will then use the hairdryer to heat both bottles to the same temperature and use a stopwatch and infrared thermometer to read the temperature of the bottle as it cools, individually. Temperature will be recorded at 30 second intervals until both bottles reach the temperature of the ambient control bottle. An extensive lab report will be required with background information, their hypotheses, methods, data tables and charts, interpretation, and conclusions.

Astronomy

Sample Unit Overview: *Astronomy*

Students will revisit the universe, focusing particularly on our local astronomy. Students will explore the phases of the moon and understand its impact on Earth's oceans and how early navigators used the moon and the starts to circumnavigate the globe, predict the seasons, and build colossal monuments. The nature of our solar system, space travel, and the human quest to colonize Mars will be discussed and described deeply.

Sample Student Activity: *Time in the Stars*

Students will attend a family camping field trip outside the city to eliminate light pollution from the city lights. Students will be required to create their own time lapse videos of the change in location of the stars for a minimum 2-3-hour period. Students will need phones with time-lapse feature or cameras, tripods, a clear view of the night sky. Upon their return, students will share their photos with their teacher, with a reflective piece identifying major constellations in view and explaining why the stars appeared to move. Students will create a 'star gallery' of their individual star videos and invite the public to view their gallery and enjoy our students' presentations of their finding and explanations.

Environmental Science

Course Description

Course overview:
Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study, yet there are several major unifying themes. This course includes a strong laboratory and field investigation component. Experiences both in the laboratory and in the field provide students with opportunities to test concepts and principles that are introduced in the classroom. In this class, students gain a broad awareness of environmental science.

Next Generation Science Standards will guide course content as biological and physical sciences are integrated. Most of the emphasis will be on the domain of Earth and Space Science (ESS); however, the other three (3) domains of Physical Science (PS), Life Science (LS), Engineering, Technology and Applications of Science (ETS) will also be integrated. Common Core State Standards which are connected to the NGSS will also be addressed.

Course content:
Unit 1: Ecological Principles
Ecosystem Structures

Students will be able to describe and explain Ecosystem structure based on an understanding of biological populations, communities, ecological niches, interactions among species, keystone species, species diversity, and major terrestrial and aquatic biomes. Students will identify the key characteristics of a biological population, and how interactions between populations form communities. Students will be able to explain what a species is and how an ecological niche is a species role within any community, and how keystone species play a greater role in a community than others. Students will explain how species diversity plays a key role in the health of an ecosystem, and how diversity preserves a community under changes in the environment. Students will characterize terrestrial and aquatics biomes by abiotic and biotic factors and identify how climate change effects a biome. Students will analyze the how the sun, tilt of the Earth, and its rotation, interact to create the ocean and air currents, which in turn create the planets overall climate, and the seasons.

Energy Flow

Students will describe *Energy flow* through an ecosystem. Students will compare and contrast the processes of photosynthesis and cellular respiration. Students will explain how both processes follow the energy principles of the first and second laws of thermodynamics, and how these processes cycles matter and create energy within ecosystems. Students will illustrate the interactions between organisms through food webs. Using food webs, students will follow the direction energy flows between trophic levels. Students will be able to categorize organisms within a trophic level based on that organism's role as consumer, producer or decomposer. Students will be able to illustrate an ecosystem in terms of ecological pyramids of mass, numbers or energy.

Ecosystem Diversity

Students can describe ecosystem diversity, and measure biodiversity in a given area. Students can explain how the process of natural selection generates biodiversity, through species interactions with the environment. Using ecosystem diversity, students will be able to explain the process of evolution. Students will identify categories of ecosystem services, from a non-economic standpoint.

Natural Ecosystem Change

Students will describe natural ecosystem changes due to climate shifts, and species movement, and ecological succession. Ecological succession will be explained by students through a comparison of primary and secondary succession. Finally, students will compare natural ecosystem changes and the effects of climate change on primary and secondary succession. The movement of Carbon, Nitrogen, Phosphorus, Sulfur, Water, and the Conservation of matter will be used to explain Natural biogeochemical cycles. Students will be able to create diagrams of the movement of nutrients through the earth, and the its ecosystems. Students will describe the way the biogeochemical cycles connect the abiotic and the biotic environments. Students will identify ways human activity is altering the natural cycles of nutrients.

Population Biology Concepts

Population concepts will be defined using the concepts of population biology, population ecology, carrying capacity, reproductive strategies, survivorship, and genetic changes in populations. Students will characterize population biology by measuring growth rates and identifying the limiting factors of growth. Students will explain population ecology in tem1S of the way populations interact with the environment. Individual populations will be described using survivorship curves, reproductive strategies and carrying capacity. Students will describe the causes of genetic changes in a population.

Laboratory, Field Investigations and Projects

Sampling a Plant Community

Summary -- In this investigation, students will use a technique called the quadrate method for estimating the plant populations that inhabit a nearby area. Students will calculate the population density is expressed as the number of individual organisms per unit area. Students will determine the population density of the plant species and calculate what plants are dominant in the area.

Biodiversity: iNaturalist Plant and Animal Identification

Summary -- Students will photograph and identify plants and animals in a quadrate using the iNaturalist website. Once identified, students will analyze the community composition of the area using the Shannon biodiversity index. Students submit a lab report and present their results to their classmates.

Ecosystem Experts

Summary -- Students choose one biome, and do research on the abiotic and biotic characteristics of the biome. Using a rubric, students create a poster according to the following format: Life forms, Ecosystem, Physical Features, Food Web, Location map,

Endangered species, Bibliography. Each group presents and explains their project and findings to their classmates.

Unit 2: Human Population and the Environment
Human Population

Students will identify factors that influence human population dynamics. Students will compare historical population sizes from earliest estimates of human population size, to the present. Students identify the factors that contributed to the first doubling of the population, to subsequent increases for the past two hundred years. Students will analyze the effects of fertility rates on population growth in various countries. Students will compare the growth rates and doubling times between countries. Students can explain the factors that influence the demographic transition countries can move through. Students will use age-structure diagrams to predict which countries have rapidly increasing populations, or slow growth.

Population Size

Students will describe strategies for sustainability. This would include agricultural, economic, social, and cultural sustainability with respect to population size and environmental issues. Students will find examples of countries which have developed these strategies that take the environment into account with land use. National policies will be critiqued and examined.

Impacts of Population Growth

Students will examine the relationship between population size, hunger and farming practices. Students will identify the relationship between increase in human health and population size. The relationship between disease, spread of disease and human population growth will be examined. Students will analyze the economic effects of growing populations and standard of living using various countries and regions. These economic effects will be linked to environmental impacts. As populations increase in different regions, students will identify the impacts on available resources and how the use of resources impact the environment. The increase in human population will then be linked to cases of habitat destruction, in regions where government policies did not address environmental destruction.

<u>Laboratory, Field Investigations and Projects</u>

Calculating 7 Billion

Summary -- Students will be able to develop and implement a strategy for solving geometry problems in a cooperative learning group. Visualize doubling time through a group demonstration and math activity. Use technology to graph a scatter plot and estimate future population growth based on a current trend in simulation.

Survivorship Curves: Using Obituaries to Predict Survivorship

Summary -- Students use obituaries and create a survivorship from the data. Students organize fifty people into age groups. By analyzing the data, and using the curve, they can use the data to predict survivorship in their own community.

Picturing Population Growth: Using Population Data to Create Histograms

Summary -- Students create a population histogram from gender and age population data from several different countries. Students will use spreadsheets to create the charts.

Unit 3: Agriculture and the Environment
Feeding a Growing Population

Students can explain why human nutritional requirements depend on the soil and farming practices. Students can identify different types of agriculture and compare the pros and cons of these types. Students explain how the green revolution used mechanized practices developed to feed very large populations. Students can explain the process of genetic engineering, and its influence on crop production. Students explore how increasing agricultural areas has contributed to deforestation. Students identify the problems from the California drought has on irrigation. Students investigate alternative agricultural methods, that develop sustainable agriculture.

Feeding Controlling Pests

Students identify the types of pesticides used in agriculture. They will also examine the costs and benefits of pesticide use. Alternatives to present agricultural practices will be explored, through investigation the techniques used in Integrated pest management.

Forestry

Old growth forests will be studied, to find out about past and present forest management practices and the role of conservation efforts to protect these forests. Forest management will be investigated to see bow the government uses the nations natural resources. Students will identify the reasons why National forests were created and identify environmental services these areas bring to society.

Rangelands

Overgrazing will be studied; its problems and the main issues with overgrazing in California. Students will make connections between agricultural practices and their effects with regard to deforestation. Land management practices will be investigated, including its role in desertification. Students will identify positive and negative effects of rangeland management, and the consequences to ecosystems.

Federal Rangelands

Students will investigate how the federal government manages the land it owns, and what agencies it is distributed to for management. Students will describe the past and present factors that Jet to urban land development. Planned development will be compared to unplanned development in terms of environmental impact. Students will identify the characteristics of suburban sprawl and urbanization and explore the environmental impacts. They will look for alternative ways for urban planning that considers environmental issues.

Public and Federal Lands

Management of lands will be investigated. Students will define the following: wilderness areas, national parks, wildlife refuges, forests, wetlands. Their ecological services will be evaluated.

Land Conservation Options

Alternative ways to conserve land will be investigated including: Preservation, Remediation, Mitigation, Restoration. Students will explore examples of sustainable land-use strategies.

Fishing

Fishing techniques will be evaluated for sustainable practices. Students will also explore the way they can look for fish products that have been obtained through sustainable practices. Overfishing in the marine environments will be investigated and the environmental consequences will be evaluated. The practice of aquaculture be evaluated for its benefits and negative effects on the environment.

Laboratory, Field Investigations and Projects

What's in My Soil Activities: Examining the Components of Soil

Summary -- Students separate, examine and identify the major components of soil to better understand how these components give soil its unique physical characteristics.

Effects of Soil on Plant Growth

Summary -- Students will explore the differences in plant growth under a number of different nutrient concentrations versus a control. Students will create the procedure for testing plants in potting soil containing different concentrations of nutrients.

Soil Formation Investigation

Summary -- Using a dissecting microscope, students look at a piece of granite and deduce the different minerals that make it up. They then look at sand, and search for those minerals. They can create a pie chart based on the percent make-up of each mineral. They then examine soil and look for those same minerals again. They create another pie chart based on the percentages. They also calculate the percent of organic matter in the soil. Class discussions address weathering and the hardness of the minerals (especially quartz). Under a compound microscope, they measure the finest particles of the soil. They should see sand, silt and clay.

Soil Texture Lab

Summary -- Students put soil in a graduated test tube with water, shake, and let settle. They then calculate the percent sand (settles first), silt and clay. They use the textural triangle to name the soil. They also make ribbons out of soil and use a relative size of the ribbon to name the soil.

Physical Properties of Soil Lab

Summary -- Students calculate the porosity of soil, starting with 50 ml of soil, and adding water until it is saturated. They divide the water volume into the soil volume and calculate porosity. To measure permeability, they run water through a funnel filled with soil. They then calculate the time it takes 100ml of water to flow through the soil, compare properties to that of pure sand, and draw conclusions about what makes for ideal growing conditions.

Chemical Properties of Soil Lab

Summary -- Using a tablet test kit, students measure the NPK and pH of a soil. They make recommendations of the amount of each fertilizer one would need in order to have optimum amounts to grow corn. They also note what would be required to have the optimum pH.

Ecological Service of Trees Lab

Summary -- Students study the ecological benefit of the trees on campus. They measure the light difference using light sensors below a tree and in the open. They measure soil moisture and organic matter below the tree and in the open, then calculate roughly the surface area of leaves and branches of a tree and how it provides food and living space.

Hubbard Brook Clear-cut Analysis

Summary -- Students look at the data from the classic clear-cutting experiment at Hubbard Brook. They then graph the change in NPK and rate of runoff before and after the clear cut. Discuss the effects on a stream at the base of a hill that has been clear-cut.

Water Quality Lab

Summary -- Using test tabs, students conduct a water quality test of different sources of water at the school (drinking fountains or sinks). They test for copper, hardness, chlorine, nitrates, phosphates, pH. They look at the EPA levels based on the Safe Water Drinking Act and plot the school's numbers on a graph of the given range by EPA.

Unit 4: Pollution of the Environment
Air pollution

Components of the atmosphere will be characterized. Categories of pollutants will be identified. Students will investigate the sources of primary and secondary pollutants. Controlling air pollution and the Jaws will be explored using the EPA web resources. The causes of acid precipitation will be researched, and the effects to structures, terrestrial ecosystems and aquatic ecosystems will be identified. Indoor air pollution, and sources of it will be explored by students. Students will investigate how the Clean Air Act and other laws contribute to mitigation of air pollution.

Water Pollution

Issues concerning the availability and use of clean water and sources for Californians will be explored. Types and sources of water pollution will be identified by students. Causes and effects of water pollution will be explained by students. Topics will include: cultural eutrophication, groundwater pollution, maintaining water quality, water purification, sewage treatment/septic systems. Students will identify the benefits to people from the Clean Water Act and other relevant laws.

Solid Waste

Student will identify the kinds of solid waste generated by people. Students will explain the methods of solid waste disposal, reduction, and recycling. Students will find ways to employ the 4 Rs (Reuse, Reduce, Recycle, and Rot) into their own personal behavior. Students will investigate the impact of plastics on the environment.

Hazardous Chemicals in the Environment

Impacts on the environment and human health from hazardous waste will be investigated. Students will characterize hazardous and toxic materials. Students will explain some chemical hazards to human health. Students will explain environmental risk analysis. Students will identify acute and

chronic effects from hazardous chemicals. Students will explore dose-response relationships. Methods of hazardous waste treatment, disposal, and recycling will be analyzed. Students will locate superfund sites in California that are contaminated and in need of cleanup. Biomagnification will be explained in terms of its effects on organisms including humans.

Laboratory, Field Investigations and Projects

Biodiversity and Ecosystems Effects on Temperature

Summary -- Students will compare the diversity and temperature of a man-made area, and a natural area. Students will examine how biodiversity affects an environment's temperature. Students will determine how plant and animal diversity changes in different environments. Students will create a poster that displays their observations, data and findings.

The Effects of Pollutants on Pond Water

Summary -- Students explore the effects of nitrogen and phosphates on pond water. sources of nitrogen and phosphate compounds are added to pond water to test their effects. Solutions of phosphate and nitrates will be added in varying concentrations, then using water test kits, students analyze the effects compared to a control.

Effects of Acid Precipitation on Plants

Summary -- Students perform and investigation of the effects of acid precipitation on plants. Using potting soil, leaves of coleus, begonia, or African violet, students will change the amount of an acidic solution added to the potting soil. The effects of acidic water versus tap water, will be tested with pH paper to observe the changes that occur in the soil and in the plants.

Bioremediation: Bacteria Lab Experiment

Summary -- During this activity students will place a small number of oil-consuming bacteria in a flask with nutrients and water. Students will provide oxygen and a constant temperature to allow the bacteria to grow and multiply for a few days. Students will test the bacteria's ability to use different oils as a food source.

Eutrophication Experiments

Summary -- In these experiments, pond water samples are enriched with varying levels of inorganic nutrients and are cultured in the classroom under fluorescent lights. By looking at such parameters as time of day, turbidity, pH, and dissolved gases, the dynamics of eutrophic systems may be better understood.

Tropospheric Ozone Lab

Summary -- Students will prepare and use chemically reactive paper to measure the concentration of ground-level (tropospheric) ozone. Students will create the paper, then use the Schoenlein paper. Students will hang it, in air, out of direct sunlight, for 1-2 hours which will allow a chemical reaction to take place. If there is ozone in the air, Schoenlein paper takes advantage of its high reactivity. Ozone in the air will oxidize the potassium iodide on the Schoenlein paper to produce iodine. The iodine reacts with the starch to produce a purple color. The shade of purple on exposed Schoenlein paper correlates with the concentration of ozone present in the air at the test site.

Salinization Lab: Determining LD5O

Summary -- The purpose of this lab is to study how a bioassay is used to determine the toxicity of a chemical. Students will determine the LD50 of salt on the growth of radish seeds.

Oil Spill Cleanup Model

Summary -- Students create a model of an ocean spill in a large bowl and 10 ml of vegetable oil. They make observations, and then devise a plan to clean up the spill. They have tools at their disposal, such as straws for booms. They attempt to recapture the l O ml of oil. The best teams will present their results.

Local Hazardous Waste Investigation

Summary -- Students look up the Superfund sites in their school district and make a table of the different pollutants found in each and the clean-up plan.

Sewage Treatment Model

Summary -- Students use a 3-step process to clean raw "sewage" that they create in the classroom. The sewage does not include any real sewage. The first stage starts with a settling tank. Then in the second stage, students add yeast and an air pump and measure the decrease in waste (sugar) over time. In the third stage, students add one last filter. A drop of chlorine is added to mimic the tertiary process. Students make observations and measure turbidity at each stage. They graph the amount of sugar over time using glucose strips and a stopwatch. The write-up includes a comparison of a real sewage treatment plant to the model and discusses the limitations of the model.

Unit 5: Energy and the Environment
Energy Concepts

Students will characterize and identify energy forms. Students will investigate types of energy transformations. Students will explore the way energy is used and consumed.

Non-renewable Energy

Students will identify the major energy sources. They will identify resources and reserves. Fossil fuels will be investigated -- its formation, the types, and the issues around their use. Students will explain what nuclear power is and characterize the costs and benefits of its use.

Renewable Energy

The following major types of renewable energy will be explored: hydroelectric, solar, hydrogen, biomass, wind, ocean, and geothermal. Students will investigate hydroelectric energy, and issues concerning the effects on freshwater environments. Students will describe solar energy, and some of the difficulties with wide spread implementation. Students will explain the process to convert biomass into energy. Students will explore the development of wind energy as an alternative source of energy, and its pros and cons. Students will investigate ways in which the ocean can provide alternative energy. Students will give examples of geothermal energy, and when and where it can be used. The limitations of all of these alternative sources of energy will be discussed.

Global Change

Students will analyze stratospheric ozone, its benefits to life, human activities that destroy it, and actions to protect it. Students will be able explain how humans are causing global climate change. Greenhouse gases will be identified by students. Students will explain what the greenhouse effect, and how it differs from global warming. Students will identify the impacts and consequences of global warming. Reducing climate change will be investigated by students. Examples of how relevant laws and treaties have help mitigate climate change will be explored. Loss of biodiversity due to climate change will be investigated. Topics students will investigate will include: habitat loss, and overuse. Pollutions effect on climate change will be investigated. Introduced species in1pact on the environment and their impact on endangered will be explored.

Laboratory, Field Investigations and Projects

Fuel Efficiency and Weight

Summary -- Students will calculate the fuel efficiency with the curb weight of five commercially available vehicles.

Using Watt Meters to Measure Power Usage

Summary -- The purpose of this activity is to test the power consumed and estimate the energy consumed by several household appliances. Using Watt meters, students can compare the rating of the electrical appliance to the measured amount of energy.

Biofuels Lab Investigation

Summary -- This investigation provides an in-depth instruction about cellobiose, one of the enzymes used for the production of ethanol from cellulose for use as a transportation fuel. Using cellobiose and a colorimetric substrate, students investigate the enzyme's ability to increase the reaction rate and determine the effect of factors such as pH, temperature, substrate concentration, and enzyme concentration on enzymatic activity and reaction rates. Students will decide what the characteristics of a good method to produce biofuel would be based on this activity.

Energy Flow Investigation

Summary -- While holding a copper pipe, using a temperature sensor student measure the difference between the temperature below the pipe and the temperature above the pipe. They collect and record the data, then attempt to explain the phenomenon. They then follow the energy backwards and make a flow chart: air above pipe, pipe, hand, body, plant, sun. For each link, they describe the type of heat transfer: conduction, convection, or radiation, and label the types of reactions: fusion, photosynthesis, and respiration. They also make an efficiency calculation.

Passive Solar Energy Investigation

Summary -- Students fill a device made with black tubing on a black background with a known amount of water and calculate the amount of heat energy the water absorbs using before and after temperatures. Heat energy equals specific heat times mass times change in temperature.

Hydrogen Fuel Cell Investigation

Summary -- Students learn to split water into hydrogen and oxygen with a solar panel. The hydrogen can then be used to power a fuel cell. Students measure the output of energy using a voltmeter and compare that output to the power that was needing to power the solar panel. They can then calculate the efficiency of the system. The class then discusses the advantages and disadvantages of fuel cells.

Photovoltaic to Electric Car Calculation

Summary -- Students, using information based on the kwh required to drive the average American commute, will calculate how many solar panels it would take to make the system sustainable. The class calculates the payback time for the solar panels relative to the gas one would need to drive those same miles.

4-Terawatt Solution

Summary -- Students calculate how many alternative energy sources would be required to generate 4 terawatts worth of power (the amount the US requires). Students can use solar, wind, small hydro, geothermal and tidal, but are given upper limits on the amounts of each, so they have to acquire power from all the sources. They can subtract an efficiency upgrade from the 4 terawatts before they do their calculations.

Fuel Comparisons

Summary -- Students are given these sources of fuel: a small piece of coal, a small tube of oil, a can of natural gas, a piece of wood, and a marshmallow for comparison purposes. They make observations of the different properties of each item, and how these properties relate to energy production. In a small group, they are then asked to hypothetically rate the fuels in various categories based on their observations. The categories are energy density, ignition, lowest levels of contaminants, output/input, longest burning, availability and location, origin, amount of processing, and level of danger.

Spanish 1

Course Description

Course overview:
Spanish, I emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition. The minimum performance objectives after two years of high school study includes the following: • The ability to sustain a brief conversation on simple everyday topics demonstrating good use of the whole sound system (good pronunciation), and the basic structural patterns in the present, past, and future tenses, the subjunctive, and commands • Summarize orally and in writing the main points of a relatively simple reading passage not involving specialized vocabulary. Spanish 1 is an introductory course for student to learn a foreign language. The course objectives include: (1) students will comprehend a basic core vocabulary in context when listening to the language as it might occur in Spanish speaking countries. (2) Students will recognize a basic core of reading vocabulary and will read sentences and identify the main ideas of authentic language. (3) Students will write dictations of materials they have studied and learned orally and will write simple paragraphs. (4) Students will communicate on everyday topics with short responses and in simple question/answer form. (5) Students will demonstrate an understanding of common courtesies in speaking and custom specific to Spanish-speaking cultures.

Spanish I introduce students to the language and cultures of countries who use Spanish as their primary language. The goal is to develop basic listening, speaking, reading and writing abilities of Spanish and to understand the customs and life in Spanish speaking countries. The course goals and/or major student outcomes: (1) To develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts. (2) To develop the ability to understand and respond to the language demands of transactional and social contacts. (3) to provide a sound linguistic base for further study, work and leisure. (4) To offer students insights into the Spanish and Latin American cultures while providing effective ways to integrate comprehension and productive skills with the teaching of culture. (5) To provide an opportunity for enjoyment, creativity and intellectual stimulation in the study of a foreign language.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Student work Review of student work by teacher Written examinations Student demonstrations, reviewed by selected panel Student applied concept projects Portfolios Recording of reading logs

COURSE OUTLINE-SPANISH 1 Unit 1 Language Topic Greetings, introductions, numbers, time, body parts, weather & seasons, nouns, singular definite articles and plural commands Cultural Topic Appropriate behavior when greeting someone, the Aztecs and the Aztec calendar, the Maya and glyphs, holidays, reversed seasons in the Northern & Southern hemispheres Unit 2 Language Topic Infinitives, making negative statements, expressing agreement or disagreement, adjectives, definite & indefinite articles and word order: placement of adjectives Cultural Topic Favorite activities of teens, opinions about what makes a good friend, Pablo Picasso, outdoor cafés and music and dances Unit 3 Language Topic Subject pronouns, present tense of –ar verbs, the verb estar and the plurals of nouns and articles Cultural Topic Fernando Botero, Romans in Spain, Latin influence on Spanish, The Maya, the 24-hour clock, facts about Costa Rica, soccer fan chants, sports, school uniforms, cultural perspectives on school and facts about Central America

Unit 4 Language Topic Present tense of –er and –ir verbs, use of me gusta(n), me encanta(n), plural adjectives and the verb ser Cultural Topic Typical breakfast in Spanish-speaking countries, fruits and vegetables from the Americas, Diego Rivera, Los mercados, la Tomatina, soccer and the World Cup, herbal remedies and facts about South America Unit 5 Language Topic The verb –ir, interrogative words, ir+a+infinitive and the verb jugar Cultural Topic Francisco de Goya, la plaza, Andean music, chants and songs, fiestas, Rebecca Lobo and leisure activities Unit 6 Language Topic The verb tener, possessive adjectives, the verb venir and the verbs ser and estar Cultural Topic Family celebrations, Carmen Lomas Garza, papel picado, Spanish royal family, Spanish birthday card, quinceañera traditions and getting a server's attention Unit 7 Language Topic Comparatives and superlatives, stem-changing verbs: poder and dormir, affirmative tú commands and the present progressive tense Cultural Topic Latin Grammy awards, Flags of the Spanish-speaking world, la siesta, Salvador Dalí, arpilleras and the story of Cinderella Unit 8 Language Topic The verbs pensar, querer and preferir, demonstrative adjectives, preterite of –ar verbs, preterite of verbs ending in –car and –gar and direct object pronouns Cultural Topic Currencies of the Spanish-speaking world, Carolina Herrera, traditional clothing of Panamá, artesanías andstores in Spanish-speaking countries Unit 9 Language Topic The preterite of –er and –ir verbs, the preterite of ir, the personal a, the verb decir, indirect object pronouns andthe preterite of hacer and dar Cultural Topic Song "Cielito Lindo", Places in Mexico City, public transportation, geographic facts about the Americas, Machu Picchu, conservation efforts in Puerto Rico andHabitat for Humanity Unit 10 Language Topic Use of acabar de+ infinitive, gustar and similar verbs, the present tense of pedir and server, saber and conocer Cultural Topic Telenovelas, Sábado Gigante, influence of Arabic on Spansih, gestures and Real Academia de la Lengua Española

Key assignments will include students making a clock, Latin America Travel Brochure, Virtual Mercado, Autobiographical letter, Internet resources, textbook support, library, and other such reference materials.

1. Diarios/despachos- daily warm-up exercises 2. Paired/group activities/cooperative learning/communicative activities such as: puzzles, games, projects, interviews, polls 3. Role playing in skits and dialogue 4. Grammar and vocabulary drills 5. Reading for understanding 6. Listening for understanding 7. Lectures 8. Movies- in Spanish about Spanish-speaking countries/topics 9. Spanish music.

Spanish 2

Course Description

Course overview:
The purpose of Spanish II is for students to develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts. Along with the following goals and/or major student outcomes: 1. To develop the ability to understand and respond to the language demands of transactional and social contacts. 2. To provide a sound linguistic base for further study, work and leisure. 3. To offer students insights into the Spanish and Latin American cultures while providing effective ways to integrate comprehension and productive skills with the teaching of culture. 4. To provide an opportunity for enjoyment, creativity and intellectual stimulation in the study of a foreign language.

This course is designed to teach students to communicate in Spanish. Instruction will emphasize listening, speaking, reading, and writing skills in preparation for advanced work. Students will be able to express themselves at a basic level in present and past tenses. Additional emphasis will be focused on reading comprehension in the target language.

Course content:
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1. Diarios/despachos- daily warm-up exercises 2. Paired/group activities/cooperative learning/communicative activities such as: puzzles, games, projects, interviews, polls 3. Role playing in skits and dialogue 4. Grammar and vocabulary drills 5. Reading for understanding 6. Listening for understanding 7. Lectures 8. Movies- in Spanish about Spanish-speaking countries/topics 9. Spanish music

Diarios (Written Warm Ups) Tareas (Homework) Examenes (Exams) Quizzes Proyectors (Projects) Review of work by teachers Written examinations Student demonstrations, reviewed by selected panel Student applied concept projects Portfolios

-Spanish Video Review/Activity -Travel Diary-Write a fictional travel diary -Monster Drawing-Students draw a monster. They will describe the monster in Spanish to a class mate who then draws the monster according to Spanish description. -Cooking Show-Groups of students building vocabulary -New Broadcast-Groups of four students write a script for a news broadcast. -They videotape their broadcast using prescribed tenses and vocabulary

Unit 1 Language Topic Adjectives, The Verb SER, and Present Tense of Regular Verbs Cultural Topic Latin American countries Unit 2 Language Topic Stem-changing verbs, affirmative and negative commands, the verb ir, comparatives, saber vs. conocer and hace+time expressions Cultural Topic Private schools in Spain and extracurricular activities Unit 3 Language Topic Verbs with infinitives, reflexive verbs, ser vs. estar, possessive adjectives, cardinal numbers, preterite of regular verbs, demonstrative adjectives and using adjectives as nouns Cultural Topic Parades, San Blas Islands and the Kuna Indians Unit 4 Language Topic Telling time, direct object pronouns, preterite of ir and ser, affirmative tú commands and present progressive: irregular forms Cultural Topic The Internet y Argentina Unit 5 Language Topic Imperfect tense of regular verbs, imperfect tense of irregular verbs and indirect object pronouns, imperfect tense: describing a situation and reciprocal actions Cultural Topic Indigenous games and the Dominican Republic Unit 6 Language

Topic Imperfect tense: other uses and imperfect progressive and the preterite Cultural Topic Natural disasters and pharmacies in Argentina Unit 7 Language Topic Verbs like –gustar, preterite of –ir stem changing, other reflexive verbs, verbs that use indirect object pronouns and present perfect tense Cultural Topic Soap operas and the movie Morena Unit 8 Language Topic Verbs with irregular "yo" forms, negative tú commands, the impersonal "se", Ud. and Uds. commands and uses of "por" Cultural Topic Latin American foods and Restaurante La Fogata in Tijuana, Baja California. Unit 9 Language Topic The infinitive in verbal expressions, the present subjunctive, irregular subjunctive verbs, present subjunctive with impersonal expressions and present subjunctive of stem-changing verbs Cultural Topic Travel recommendations and Galicia, España Unit 10 Language Topic The present tense with spell changes, the future tense, the future tense of irregular verbs and the present subjunctive with doubt Cultural Topic Professional careers in Latin America and energy conservation

Spanish 3

Course Description

Course overview:
Students review structures of the language previously learned, concentrating on more complex as well as new aspects of Spanish grammar. Conducted entirely in Spanish, the course introduces students to new vocabulary for usage in situations of everyday living. The course also serves as an introduction to literary works by Spanish and Latin???American writers as well as to the history, geography and cultures of the Spanish speaking world. Students will be required to write short compositions and prepare oral presentations.

The primary goal of the foreign language department is to help the students attain proficiency in the skills of listening, speaking, reading and writing the target language. Upon the completion of three years of language study, each student will, express herself in the target language with native-like pronunciation using a variety of everyday vocabulary, understand native speakers from a wide variety of countries where the language is spoken,??write coherent paragraphs, letters, and essays using a variety of vocabulary and correct grammatical structures,??read and comprehend written material including textbooks, short stories, poetry, magazines, newspapers, and multi-media materials,??understand traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the target culture.??

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

- Use verbal exchanges to share personal data, information, and preferences (e. g., events in one???s life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs). (Content Standard #1)
- ??Use vocabulary and cultural expressions to express the failure to understand the message or to request additional information (e. g., requests that the speaker restate the message, asks appropriate questions for clarification). (Content Standard #1)
- ??Maintain extended conversations. Use appropriate verbal strategies and cues (e. g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate. Be able to use most verb tenses. (Content Standard #1)
- ??Give and follow directions in the target language (for travel, recipes and other tasks) and successfully participate in more challenging conversations. Be able to create with the language. (Content Standard #1)
- Understand routine speech and conversations. (Content Standard #2)
- Understand spoken announcements and messages from peers and adults on a variety of familiar topics (in a variety of verb tenses). (Content Standard #2)
- Understand main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e. g., radio, television, and ability appropriate videos). (Content Standard #2)
- Narrate past, present, and future events, with particular emphasis on the ability to use the preterit, imperfect, and compound tenses. (Content Standard #3)
- Summarize the plot and provide brief descriptions of characters, in selected short stories, and the telenovela ???Destinos???. (Content Standard #3)

- Write in the target language in a variety of forms such as: descriptions, narrations, summaries, correspondence, and personal essays. (Content Standard #3)
- Understand short stories, news, letters and magazine or newspaper articles appropriate for this level. (Content Standard #4)
- Understand the main ideas and basic literary elements (e.g., principal characters, sequence of events, simple themes) in written poems, and stories that are appropriate at this developmental level (Content Standard #4)
- Guess the meaning of words through context, cognates and related words. (Content Standard #4)
- Demonstrate a working knowledge of world geography. (i.e. locates on a world map country where the target language is spoken; names and locates significant geographical features of countries where the language is spoken). (Content Standard #5)
- Demonstrate an understanding of customs, manners and the most common social conventions. (Content Standard #5)
- Identify the artistic, scientific and philosophical contributions of the target culture(s). (Content Standard #5)
- Identify important literary works. (Content Standard #5)

The course begins with a review of essential Spanish I and II skills. Level of instruction assumes a basic knowledge of grammar concepts and vocabulary introduced in Spanish I and II. Emphasis is on communicating in Spanish through speaking, listening, reading, and writing in various aspects of time. Students also study Hispanic culture, geography, and history. Students will participate in individual, paired, and group activities as well as complete written and oral exercises to practice new vocabulary and grammar concepts. Students will also write papers on an assigned topic in Spanish and demonstrate speaking and listening proficiency throughout the year.

- Biography/Album: Students will write about themselves, obstacles, and accomplishments in their lives.
- Persuasive Speech: Students will learn to debate on current topics.
- Informative Speech: Students will choose a topic to inform the audience about.
- Skit Production: Students will be given roles in order to create a skit production. Groups consist of writers, directors, actors/actresses, and camera person.
- Research Paper: Students will base their research on a Latin American Author.
- Poetry Notebook/portfolio: Students will choose a Latin American poet and?? create a portfolio including background information about the poet, their literary works, etc.

Quizzes: In order to assess how??students are??progressing, quizzes will be given frequently on material that has been covered in class.

Tests: A test will be given at the end of each unit. Tests will have a variety of formats including any combination of written, listening, and oral assessment. Oral presentations, written compositions, and/or research projects may also be assigned for a quiz or test grade.

Class Participation: Speaking is an integral part of learning a foreign language. Students will be expected to use Spanish in class as much as possible. Student success is a direct correlation between good attendance and good grades. Students are expected to be present and participate each day.??

Projects: Projects will be used to assess how well students can use the topics/lessons learned in class and apply to the completion of the objective of the project.

Art 1A, Art 1B

Course Description

Course overview:
By the end of the two semester courses, students will have developed the ability to identify and respond to visual characteristics of artworks and their environment. They will gain experience in the foundation techniques to create expressive artworks in a variety of two-dimensional media. Students will understand the role of visual arts throughout history and among world cultures. They will develop skills to analyze and make informed judgments about important artists and their work; as well as their own work and that of their peers. They will gain insight into the integration of art across subject areas and will explore career opportunities available in the visual arts.

Course Description: Art 1A

The first semester course is an introduction to art theory and application in the areas of drawing, conceptual design, painting and color theory. Assignments are created to meet each of the 5 content strands of the Visual Art Standards, with projects that focus on the elements of art and design: line, color, shape/form texture, value and space. Students will develop a portfolio that will include both class work and independent projects outside the classroom. Research in art history will be an integral part of the course of study.

Course Description: Art 1B

This second semester introductory art course is a continuation of art theory and application in the areas of drawing, conceptual design, painting and color theory. Assignments are created to meet each of the 5 content strands of the Visual Art Standards, with projects that focus on the principles of art and design: balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation and unity. Students will continue to develop individual portfolios containing both class and independent projects. Research in art history will again be an integral part of the course of study.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Role and Development of the Visual Arts

3.0 Historical and Cultural Context-Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, relating and writing on human diversity as it relates to the visual arts and artists.

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

Students view samples of art from a variety of time periods and cultures from prehistoric cave paintings to modern social commentary.

Discussion of purposes of various art forms including communication, storytelling, historical documentation, themes, social comment, decoration, ceremony and personal expression.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Students are exposed to art work which relies on technology in its production: printmaking computer generated art, video and auditory art, machine produced "paintings", and environmental art.

Students then produced a series of prints from a mixed media plate. The concept of mass production in art is explored through discussion.

Diversity of the Visual Arts

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Selected periods and art movements are researched and discussed. Students learn to recognize characteristics of art movements and how these trends fit into the greater historical context.

3.4 Discuss the purposes of art in selected contemporary cultures.

Students will use the internet and the library in addition to segments from videos to view artwork of several contemporary cultures (African, Aborigine, Scandinavian, Mexican, European, and Asian) and will discuss the ideas or purposes behind the creation of these arts.

2.0 Creative Expression

Creating, performing and participating in visual arts-students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two-dimensional works of art that reflects refined craftsmanship and technical skills.

Using paint, students mix colors to create a radial design. In planning their composition focus is placed on achieving color and value balance, contrast, arid movement within the design criteria. Each student reviews work completed and saved during the semester, compiles the selected works such as original or photographs for 2D works and prepares an artist's statement as a prologue to the portfolio.

2.3 Review and refine observational drawing skills.

Communication and Expression through Original Works of Art

2.4 Create an expressive composition, focusing on dominance and subordination.

After instruction in several drawing techniques (contour line drawing, gesture drawing, perspective) students review techniques before projects requiring drawing skills, improve techniques with weekly assignments and refine; technique in final drawing projects.

1.5 Create a two-dimensional work of art that addresses a social issue.

Students work within a selected element of art with assorted mediums to effectively create a composition which demonstrates dominance of that element and subordination of other elements used.

Students create a collage of mixed media in order to express their own opinion or reaction to a social issue or event that concerns them deeply.

1.0 Artistic Perception

Process, Analyzing and Responding to Sensory Information through the Language and Skills Unique to Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment.

Students will participate in a class critique, using (visual art) vocabulary of elements and principles of design, to critique their own free-hand, 2-point perspective drawings of the campus.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Art work is displayed as the class discusses the principles of design apparent in each piece. Instructional focus is placed upon how each of the elements in the compositions works to hold a primary or secondary role in the artworks.

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

Students will choose a artist and write an essay that investigates how the artist's individual style and the artist's use of the elements and principles of design affects the meaning of the artwork.

1.4 Analyze and describe how the composition of a work of art is affected using a principle of design.

Students choose a master artist's print that has been discussed in class to write about specific principles of design and its function in the artist's composition.

Impact of Media Choice

1.5 Analyze the materials used by a given artist and describe how its use influences the meaning of the work.

Characterizes of other art media, students will discuss how the use of one media over another affects the look, style, and meaning of an artwork.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

After viewing artwork created with electronic media (i.e. computer-generated art, animation, special FX), students will write a compare and contrast essay discussing the similarities and differences between that media and more traditional media used in the fine arts.

2.0 Creative Expression

Creating, performing and participating in visual arts-students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two-dimensional works of art that reflects refined craftsmanship and technical skills.

Using paint, students mix colors to create a radial design. In planning their composition focus is placed on achieving color and value balance, contrast, arid movement within the design criteria. Each student reviews work completed and saved during the semester, compiles the selected works such as original or photographs for 2D works and prepares an artist's statement as a prologue to the portfolio.

2.3 Review and refine observational drawing skills.

Communication and Expression through Original Works of Art

2.4 Create an expressive composition, focusing on dominance and subordination.

After instruction in several drawing techniques (contour line drawing, gesture drawing, perspective) students review techniques before projects requiring drawing skills, improve techniques with weekly assignments and refine; technique in final drawing projects.

2.5 Create a two-dimensional work of art that addresses a social issue.

Students work within a selected element of art with assorted mediums to effectively create a composition which demonstrates dominance of that element and subordination of other elements used.

Students create a collage of mixed media in order to express their own opinion or reaction to a social issue or event that concerns them deeply.

Role and Development of the Visual Arts

3.0 Historical and Cultural Context-Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, relating and writing on human diversity as it relates to the visual arts and artists.

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

Students view samples of art from a variety of time periods and cultures from prehistoric cave paintings to modern social commentary.

Discussion of purposes of various art forms including communication, storytelling, historical documentation, themes, social comment, decoration, ceremony and personal expression.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Students are exposed to art work which relies on technology in its production: printmaking computer generated art, video and auditory art, machine produced "paintings", and environmental art.

Students then produced a series of prints from a mixed media plate. The concept of mass production in art is explored through discussion.

Diversity of the Visual Arts

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Selected periods and art movements are researched and discussed. Students learn to recognize characteristics of art movements and how these trends fit into the greater historical context.

3.4 Discuss the purposes of art in selected contemporary cultures.

Students will use the internet and the library in addition to segments from videos to view artwork of several contemporary cultures (African, Aborigine, Scandinavian, Mexican, European, and Asian) and will discuss the ideas or purposes behind the creation of these arts.

4.0 Aesthetic Valuing

Responding to Analyzing and Making Judgment about works in the Visual Arts Students analyze, assess, and derive meaning from works of art including their own work according to elements of art, principles of design, and aesthetic qualities.

Derive Meaning

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

Through individual, oral presentation, research projects students will discuss how artworks and their meanings may vary as a result of differing traditions or political/socio-economical contexts.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

In small groups students will investigate the role of time and place and how it affects the meaning of specific works of art Manet's Luncheon on the Grass.

Make Informed Judgments

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

In small groups students will formulate opinions on "Modern" artworks. Then students will change or defend their opinions after studying and identifying rationales for Modern Art theory.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

Through both teacher and peer critiques students will explain and share the processes and rationales for reworking their artworks.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

Using both masterpiece artworks as well as their own students will write critical essays demonstrating their understanding of the four steps of describing, analyzing, interpreting and judging process.

5.0 Connections, Relationships, Applications

Connecting and applying what is learned in visual arts to other art forms and subject areas and careers. Students will apply what they learned in visual arts across subject areas. They will develop competencies and creative skills in problem solving, communication, management of time and resources that contribute to lifelong learning and career skills. They also will learn about careers in and related to visual arts.

5.1 Design an advertising campaign for a theatre or dance production held at our school, creating images that represent character s and major events in the production.

Students are assigned a poster design based on several criteria that fully advertises a theatre arts production. Interviews with the Theatre Arts teacher will determine "client" needs, including dates, times, names and visual images that must be included in the poster design.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Students will design a multimedia artwork based upon the research and visual examples of Aboriginal X-Ray style painting.

Visual Literacy

5.3 Compare and contrast the ways in which different media such as; television, newspapers, and magazines cover the same art exhibition.

Students bring in any articles of critiques of openings, gallery exhibitions, for any of the closest museums. Any media write-up, art news reviews/magazine articles will be compared.

Career and Career-Related Skills

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art gallery owner, and philosopher of art (aesthetician).

Students break into small groups and present to the class a "character portrait" of the skills required to be an artist, art critic, art historian, art collector, art gallery owner and philosopher of art.

- Teacher lectures/presentations/slide and PowerPoint shows/films with student discussion including analysis, aesthetic valuing and identification
- Class and/or individual review with teacher of assigned artwork and reviews.
- Student developed Portfolio
- Assigned independent reading, research, Internet searches
- Shared personal interests-independent research-art experiences in class and/or individually with teacher
- Project based studio work with oversight and individual feedback by teacher
- Field trips
- Guest speakers

1.0 Artistic Perception

Process, Analyzing and Responding to Sensory Information through the Language and Skills Unique to Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment.

Students will participate in a class critique, using (visual art) vocabulary of elements and principles of design, to critique their own free-hand, 2-point perspective drawings of the campus.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Art work is displayed as the class discusses the principles of design apparent in each piece. Instructional focus is placed upon how each of the elements in the compositions works to hold a primary or secondary role in the artworks.

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

Students will choose a particular artist and write an essay that investigates how the artist's individual style and the artist's use of the elements and principles of design affects the meaning of the artwork.

1.4 Analyze and describe how the composition of a work of art is affected using a particular principle of design.

Students choose a master artist's print that has been discussed in class to write about specific principles of design and its function in the artist's composition.

Impact of Media Choice

1.5 Analyze the materials used by a given artist and describe how its use influences the meaning of the work.

Characterizes of other art media, students will discuss how the use of one media over another affects the look, style, and meaning of an artwork.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

After viewing artwork created with electronic media (i.e. computer-generated art, animation, special FX), students will write a compare and contrast essay discussing the similarities and differences between that media and more traditional media used in the fine arts.

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- Classroom participation and artistic attitude
- Student Portfolio
- Critique by instructor and peers
- Evaluation of artwork by teacher
- Visual arts assessment rubric
- Written and verbal test
- Participation in public display

A. Artistic Perception

1. Introduction to Art

a. where is it art, when is it art?

b. vocabulary of art terms

c. elements and principles of art and design

2. State standards for the visual arts

3. Methods of critique

a. the four steps of criticism

b. self-assessment

c. small group critiques

d. using a rubric

4. Using art research rubric/worksheet

B. Creative Expression - Elements

1. Line

a. types and applications

b. contour line

c. expressive line: line quality

2. Shape

a. positive vs. negative

b. geometric vs. organic

c. basic shapes as image components

3. Color

a. The attributes of color

b. color theory

c. color schemes

d. color mixing

e. psychology of color

4. Value

a. shading

b. creating contrast-using the gray scale

c. techniques for creating value

1. hatching/crossing hatching

2. blending

3. stippling

5. Texture

a. actual vs. visual

b. simulated vs. visual

c. techniques with various media

6. Space

a. creating the illusion of space in 2D works

1. aerial perspective

2. linear perspective

3. size, placement, overlapping, recession

b. positive and negative

c. space in and around form

7. Form

a. creating the illusion of 2D objects

b. Geometric vs. organic

8. Composition

a. organizing elements effectively

b. dominance and subordination

c. balance

d. foreground, middle ground, background

e. abstract vs. representational

9. Media

a. drawing

1. pencil (graphite and colored), charcoal, pastel, ink, markers

b. painting

1. tempera, watercolor

c. mixed media

1. papers: construction, tissue, novelty

2. metal foil

3. found objects

4. clay

C. Creative Expression - Principles

1. Balance

a. symmetrical, asymmetrical, radial

b. positive and negative space

c. using the elements to achieve balance

2. Contrast

a. using the laments to achieve contrast

b. high and low contrast

c. variety versus homogeneity

3. Dominance

a. creating dominance

b. the importance of dominance in a composition

4. Emphasis

a. creating a focal point-color dominance and visual emphasis

b. focusing on specific elements to create emphasis

5. Movement

a. achieving action in a composition

b. using repetition and pattern to create movement

6. Repetition

a. effects of repetition

b. pattern-planned, random, and radial

c. motifs

7. Rhythm

a. regular, irregular, and progressive

b. using repetition and variety to create rhythm

c. rhythm in realism versus abstraction

8. Subordination

a. background elements

b. use of negative space

9. Variation

a. combination elements in different ways to create interest

b. thinking "outside of the box"

10. Unity

a. achieving harmony and balance

b. interaction of elements in a composition

D. Historical and Cultural Context

1. Art history

a. vocabulary - subject matter, medium, stole and techniques, movements and periods

c. historical relevance of developments in art and modern applications

d. research related to specific artists and movements

2. Art of other cultures

a. purposes of art

b. selected cultures

1. African

2. Aboriginal

3. European

4. Greek and Roman

5. Asian

6. Native American

7. Mexican

8. Pre-Columbian

A. Aesthetic Valuing

1. Critical methods

a. describing

b. analyzing

c. interpreting

d. judging

2. Communication of ideas

a. personal beliefs

b. cultural traditions

c. social political context

3. Assessment: self and peer

a. classroom critiques

b. self-evaluations

Spanish Theatre

Course Description

Course overview:
Students enrolled in Spanish Theater read and analyze plays and other theatrical materials, create scripts, and perform theatre pieces, written by native Spanish speakers in the original Spanish. Additionally, students learn to conceive and compose scenic designs, develop acting skills, and learn the management of a theater production in Spanish. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, create their own theater production for the community, and recognize the responsibilities and the importance of individual theatre patrons, multiple roles in the development of theater, the cultural and social context of theater in Spanish speaking culture, and engage in cross-over learning presented by approaching theater through an alternative cultural lens from the dominant narrative.

Course content:
Historical and Cultural Importance of Storytelling
Unit Overview: *The Origins of Theater Through Storytelling*

Students will examine the roots of theater by studying the origins of storytelling by reading "The Cultural Evolution of Storytelling and Fairy Tales" by M. Conner, engaging in reflective discussion around the essential elements of storytelling and the human drive to create stories. Students will identify common threads, sequence and organization, and oratory technique in story telling by listening to recordings of traditional Spanish folk tales and watching contemporary Spanish storytellers while creating a reflective narrative for each.

Sample Unit Assignment: *Storytelling Project*

After studying these exemplars, students will craft their own stories. Their pieces will be developed through an iterative draft process, rehearsed, and presented in their own Spanish storytelling performances. Students will be engaged in the storytelling of their work using the style and syntax of storytelling examples, in a community exhibition of Spanish storytelling for children.

Spanish Theater History
Unit Overview: *Spanish Theater History*

Students will deeply explore the origins, historical complexity, and current cultural and social relevance of Spanish-language theater in the United States. Special emphasis will be placed on understanding the context of Spanish-language theater in the region where students live (Los Angeles). Students will learn about major movements in Spanish-language theater over time and its importance as a valid and important co-occurring expression of community through the theater arts.

Sample Unit Assignment: *Hispanic Theater Traditions and Historic Cultural Change*

After learning about the development of Spanish-language theater over time, students will self-select a period in Spanish-language theater history, research and explore the works from that period as well as the socio-political and cultural implications of the expression of a marginalized community through theater arts at that time in history. Students will then be asked to complete a 3-5-page essay comparing and contrasting the Hispanic theater traditions and changes in those traditions as they relate to the changes in culture and society using evidence from their research.

Acting and Writing in Spanish Theater
Sample Unit Overview: *Acting in Spanish Theater*

Students will be acquainted with the style of acting used in Spanish-language theater by reading plays and complete scene studies by Hispanic writers, attending at least one play presented by a Spanish-language theater company in Los Angeles, and beginning the process of writing their own collaborative scenes/plays to be performed in a class or school-wide setting. Students will also engage in a wide variety of observational, mimic, warm-up, improv and other acting exercises to develop their ability to emote, commit to character, and practice the style of Spanish-language stage actors through the course of the year.

Sample Unit Assignment: *Small Team Scene Writing and Performances*

In groups of 3-4, students are tasked with writing a Spanish-language theatrical scene demonstrating the development of a main character using one of several possible prompts (Your character has just lost someone important, your character has just won the lottery, your character has just fallen in love, your character is seeking revenge, etc.). These prompts can be selected or assigned at random. Student groups will engage in the creative process and write their scene collaboratively, acquire the simple props needed to perform their scene, rehearse and memorize their lines, and perform it for the class.

Scene and Composition
Sample Unit Overview: *Scene and Composition*

Students will engage in the process of creating their own Spanish-language plays. Students will learn about how to create a pitch, story outline, and how to manage workflow collaboratively through the drafting process. Students will define, discuss, and utilize the concepts of setting, theme, tone, and character development. Student will explore existing Spanish-language works to develop an understanding of style.

Sample Unit Assignment: *Student Plays*

Students will work in collaborative groups of 2-4 to draft scripts for their own Spanish-language plays. Students will be instructed to emphasize proper formatting, setting, theme, tone, and character development. Students will engage in 2 rounds of constructive feedback on other group plays and finalize their own drafts, incorporating feedback.

Sets and Staging
Sample Unit Overview: *Sets and Staging*

Students will be introduced to concepts of stage direction: set development, props, staging, and scene blocking. Stage direction and nomenclature will be demonstrated and discussed. Students will engage in the process of understanding how these elements can be used to promote the audience's engagement with the content and experience of the play.

Sample Unit Assignment: *Stage Direction Game*

Student will join teams and utilize a physical space with a set of items (chair, platform, boxes, table, etc.). Teams will create stage directions for other teams to follow in selected scenes from their student-generated plays. The stage directions must use proper terminology and teams are required to perform their scenes using the other team's stage direction. The class will collectively critique the use of stage direction in each scene, focused upon how well the use of stage direction completed the scene to maximize the impact on the audience. Special emphasis will be placed on

how this applies specifically to the cultural experience and expectations of Spanish-language theater audiences.

Costume Design
Sample Unit Overview: *Costume Design for Spanish-language Theater*

Students will deeply explore the use of costume in Hispanic theater traditions including regional and temporal differentiation. Students will also examine the use of costuming to convey character, tone, and mood. In the process, students will compare costuming for period pieces vs. contemporary pieces as well as examining the distinction between costuming for Spanish-language theater vs. mainstream American theater.

Sample Student Activity: *Designing for Character*

Students will work collaboratively to design costuming for the characters they've created for their individual group plays and provide sketches of the costumes created. Students will research appropriate costume styles for period and setting and write a constructive discussion regarding their rationale for the costuming they've chosen to design and how it conveys character. Students will then begin the process of creating the physical costumes.

Theater Production
Sample Unit Overview: *The Business of Theater*

Students will become familiar with the operational needs of producing a theater production including fundraising, venue management, marketing, ticket sales, and staffing. Students will have opportunities for real-life hands-on experiences in the operation of a theater production with an emphasis on the vibrant Hispanic Theater community in the Los Angeles community.

Sample Student Activity: *Production Planning*

Students will complete a research project intended to project all costs and needs required to put on their group plays in a public venue. Students must reach out to real venues, create an operating budget and price tickets. Students must also create promotional materials and a marketing plan to promote their play.

Theatre/Drama

Course Description

Course overview:
This class is designed to meet the California State Standards for Visual and Performing Arts: Theater. These standards include artistic perception, creative expression, historical and cultural context, aesthetic valuing, making connections, seeing relationships, and applying concepts. Students in this class are required to read and comprehend a variety of dramatic/theatrical texts. Assignments consists of responding to, analyzing, and critiquing theatrical experiences, connecting and applying what is learned, understanding historical contributions and cultural aspects of theatre, and lastly, creating, performing, and participating in theatre. Students in this Drama course will develop their artistic perception, creative expression, aesthetic valuing, knowledge of theater in historical and/or cultural context, and their ability to connect and apply what is learned in drama to other art forms, subjects, and careers by addressing the broad areas of acting, production, and technical theatre through study of text, class discussion, active participation, and conscious analysis of key aspects of the dramatic art in the following areas: 1. Students will learn and apply theater vocabulary. 2. Students will develop vocal and physical expression. 3. Students will analyze and interpret roles for performance. 4. Students will explore their own imagination and self-expression to create a role. 5. Students will collaborate as an ensemble in acting and several technical aspects of theater to create scenes and full-length productions

This course is designed to give the student an introduction to drama including appropriate theater terminology for stage, voice, movement, improvisation, acting, directing, technical aspects of production, historical theater, and theatrical careers. The study of drama will be approached through study of text, active participation in projects, research, discussion, interaction with professionals in the field, and classroom and public performance.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Students' academic grade will be comprised of the following: Projects / Major Performances/Assessments 35% Class Work (In class assignments / Group work/performances) 30% Participation (Attendance / Effort) 35% Students will be given assessments to evaluate knowledge gained/retained (quizzes, essay responses, short written responses, multiple choice) Grading Rubrics will accompany all major assignments Students will model elements seen in theater/drama by creating critiquing theatrical/drama experiences, generating scripts/plays, and engaging in dramatic expression/performances. 1. Students will demonstrate knowledge and application of specialized theatrical vocabulary through discussion, essays, and critiques. 2. Students will be graded on effort and improvement. 3. Students will keep a notebook of their work, including notes taken in class, critiques, designs, research, and reflections. 4. Students will participate in all assigned activities. 5. Backstage and onstage etiquette and manners will count in assessment. 6. Student initiative and self-discipline will be considered when assessing a student's overall work. 7. Every assignment will have a rubric by which students will be graded.

Key elements of any course involve making connections, identifying relationships, and seeing where and how information applies to other areas of study/life. The connection between the genres of theater/drama and the genres of literature is made. The genre of SciFi (Science Fiction) is discussed and highlights the use of science in theater/drama. The class will also receive visitors who are employed in the theatre/drama industry. Visitors will discuss aspects of theater, their career in theater, as well as the other possible careers stemming from a further study of theater.

Students will study genres of theater/drama that depict and identify specific historical and cultural occurrences / importance's. The students will see this specifics genre's connection to the Civil Rights movement of the 1970's. The students will also make connections and recognize how popular (pop) culture dictates / influences what is produced and seen by the general public. Students will make cultural and historical connections when critiquing all theater/drama works viewed.

The following topics will be covered: - Dramatic Mediums Theater/Drama Genres - Technical Elements of drama/theater (Lighting/Staging/Job Titles & Descriptions, etc) - Current Events in drama - Important/Historical Moments in theater (i.e. Civil Rights) - Critiquing theater - Script Writing I Performance Basics A. Warm-up B. Observation C. Improvisation II Elements of Acting A. Movement B. Stage Directions C. Voice Production III Creating a Character A. Character Analysis B. Character Development C. Dramatic Roles D. Comic Roles IV Play Production A. The Playwright B. The Director and Producer C. Blocking D. Attend a Play V Technical Theater A. Set Design and Construction B. Lighting C. Sound D. Costumes E. Makeup F. Props VI Theater and Its Counterparts A. Stage to Film B. Movies C. Television D. Critique a Performance VII Theater History Different periods of history will be integrated into the above areas of study. These will include: Greek Theater; Roman Theater; Chinese Theater; Japanese Theater, Medieval Theater, Renaissance Theater; Elizabethan Theater and American Theater from the 1800's to the Present.

1. Lecture 2. Discussion 3. Collaborative Learning 4. Guest Speakers 5. Attendance at Live Theater Performances 6. Video (by master acting teachers and of classic plays) 7. Project presentations 8. Oral/written tests 9. Internet

Opportunities for creative expression occur daily. Students will create plays from folk tales / fairy tales, taking stories in one format and transferring them into another format, thus, creating something fresh and new. Students will model the stage angles/stage entrances, exits and positioning used in theatre by physically recreating them. Students will participate in theatre excursions where they will view contemporary works of art. They will be immersed in the art form and participate by using critiquing tools acquired during instruction. By evaluating the produced art students inject themselves in the integral interplay between artist and critic, thus promoting the creative process inherent to the generation of all artistic works.

Students will receive all tools necessary to process, analyze, and respond to sensory information contained within theater/drama art form. They will use their knowledge of genre, theatre technical aspects, history of theatre, critiquing techniques, etc. to aid them in attending to the processes. They will use their critiquing techniques to analyze the themes, plots, and other elements present in theatre viewed. They will respond to theatrical art holistically and completely Theater/Drama Response Sheets (critiques), Journal Entries, and Guided Class Discussions.

Students will be instructed on how to properly respond to and critique a theater/drama presentation. They will view a particular piece of art (theater) and attend to it by employing the provided critiquing techniques. The students will engage in discussions, like Socratic Seminars, so they can

generate a holistic and complete response to the art form presented before them. Students, therefore, make qualitative and quantitative evaluations of works of art.

Journals: Students will respond to a wide array of items/documents/notions surrounding theater/drama daily through written responses. Discussion: Students will engage in discussions pertaining to content presented in class, especially topics developed further by student response / journaling. Theatrical Critiques: Students will view write/present weekly using various genres and critique them based on a set criterion. Group Work: Students will engage in group work that will demand that they exemplify the skills and knowledge they accrue during class instruction (i.e. Transfer stories into workable scripts/plays, write professional theater critiques, Construct and perform dramatic presentations). UNIT OF STUDY: OBSERVATION ARTISTIC Write a one-page monologue in which a character uses observation and recall describing a specific PERCEPTION moment in his or her past and perform it for the class. CREATIVE Give a one- to three-minute description of an object including (if applicable) how it looks, feels, tastes, EXPRESSION and sounds, what it reminds you of and why it is important to you. HISTORICAL/ In a two to three-page research paper, compare the Stanislavski acting system with either CULTURAL ancient Greek theatre; Japanese Noh; Kabuki, or Classical European acting styles. CONTEXT AESTHETIC Watch an actor in a movie or from television, such as The Glass Menagerie Charlie Chaplin's The Kid, VALUING or an episode of I Love Lucy, and describe how the actor related to specific objects. CONNECTIONS read descriptions of Gardner's Seven Intelligences for a description of each one and write an explanation RELATIONSHIPS, of 1) how you use each one in your life; 2) how you could use each one to observe a person or an object. APPLICATIONS UNIT OF STUDY: VOICE PRODUCTION AND ARTICULATION ARTISTIC Make a detailed drawing of the areas of the body needed for voice production and label each part. Explain the PERCEPTION function of each part. CREATIVE Perform an exercise for the voice that can be used as a daily vocal practice or warmup. Provide a written EXPRESSION description of your exercise. HISTORICAL/ Research and report on how storytelling may have been an early precursor to theatre. Include explanations CULTURAL of people's early purposes for storytelling and the way it was done. CONTEXT AESTHETIC Record three different voiceover performances. Make your own voiceover VALUING emulating the voiceover artists. CONNECTIONS, take positions throughout the auditorium or an open field, call out the name of a person who is a fair distance RELATIONSHIPS, from you and speak a line that is audible to him/her accompanied by a sweeping gesture. Make yourself APPLICATIONS understood so that he/she can repeat it correctly. UNIT OF STUDY: CHARACTER ANALYSIS ARTISTIC For a scene that you will perform with a partner, analyze your character using the character PERCEPTION analysis questions which include key character analysis vocabulary. CREATIVE Work with a partner to write a high stakes scenario in which two characters come into conflict over EXPRESSION a physical object. Decide where the conflict takes place, what your character's internal and external traits are, your motivations, objectives, and outcomes. Present this scene with improvised dialogue within a three- to five-minute time frame. HISTORICAL/ Read a scene from The Marriage Proposal by Anton Chekhov. Choose a part and read the scene with CULTURAL a partner. As you read, take notes on lines and stage directions that indicate to you what the character's CONTEXT motivation, obstacles, and stakes are. AESTHETIC Watch a scene from Death of a Salesman or House of Sand and Fog. Describe the conflict, obstacles, and VALUING stakes presented in the scene and what the actors did to convey them. CONNECTIONS, Journal: Go to a public place such as a park, mall, or city street. Sit on a bench and observe people walking RELATIONSHIPS-Notice how they walk, talk, and make facial expressions. Select one of the passersby and write an APPLICATIONS imaginary history of this person based on what you see and on your own imagination. UNIT OF STUDY: PLAY PRODUCTION—DIRECTOR AND

PRODUCER ARTISTIC Select a play you might like to direct and read it carefully. Analyze the play and, in writing, name the PERCEPTION protagonist and antagonist. Explain the plot and the conflict. Describe the theme; list two or more symbols from the play that are related to the theme and explain why you would want to direct this play. CREATIVE Direct a classmate in a performance of a monologue. Instruct your classmate to read the script several times EXPRESSION silently. When he or she presents the monologue to you, coach him or her on the physical and vocal aspects of his or her presentation. HISTORICAL/ Select a full-length period play to research. Then focus on a wide-ranging issue in this play, such as the politics CULTURAL of the time or a social issue that may be embedded in this play. Write a paper stating your findings and how CONTEXT these issues might be applied dramatically in the same play produced today. AESTHETIC Watch a live play and bring back a description of production elements of the play, including set design, props, VALUING and costumes worn, lighting, sound effects, makeup, publicity, program design and tickets. Describe and critique the production as to the effectiveness and cohesiveness of all these elements. CONNECTIONS Use the internet, interviews or periodicals to research a small element of a play such as the occupation of one RELATIONSHIPS, of the characters, a pastime of one of the characters or some other everyday life occurrence in the play. APPLICATIONS Research it and write a short description of it based on your research. UNIT OF STUDY: SET DESIGN AND CONSTRUCTION ARTISTIC Watch a musical of the 1950's like Oklahoma, and document how production elements in the set PERCEPTION contribute to the mood of the musical. CREATIVE Create a two-dimensional design and three-dimensional model for a set of a one-act play or scene. The two- EXPRESSION dimensional plan may be hand-drawn or computer-generated. Present your design and model to the class, explaining the purpose of every detail of your set in a five- to ten-minute talk. HISTORICAL/ Research an accomplished set designer such as G.W. "Skip" Mercier, Boris Aronson, Edward Gordon Craig, or. CULTURAL Ming Cho Lee. Determine how he/she came into the art of set design and what techniques were unique and CONTEXT successful for this set designer. AESTHETIC See an older and newer version of Othello, Macbeth, or Taming of the Shrew on dvd. Compare the set in the VALUING older version to the set in the newer version. CONNECTIONS Write a schedule for the completion of each facet of set-design and construction for the spring play. Note RELATIONSHIPS, materials needed for each facet. Check off each task as it is completed. APPLICATIONS UNIT OF STUDY: LIGHTING ARTISTIC Using the textbook and a theatrical lighting catalogue as reference, identify the types of lighting used in our PERCEPTION school theatre and the scope of use for each light. In addition, make recommendations for three additional types of lights that would enhance our system. Explain the benefits of each of these recommended, additional lights to our stage. CREATIVE Design a light plot for and execute the lighting of a scene that is to be performed by two of your classmates. EXPRESSION You should have one or two light changes in the scene. Cues for light changes should be noted in the script and on a lighting cue chart. The plan should reflect the mood of the scene. HISTORICAL/ Trace the types of lighting used in history, from ancient Greece to the nineteen hundred in Europe and CULTURAL America. Find at least five different methods used during these years. Illustrate them and describe them CONTEXT including who originated them and what the effect of each form of lighting was like for the audience. AESTHETIC See a live play. Note and analyze the way lighting was used. Explain how the lighting affects the mood of the VALUING play and what it brings attention to. Draw a rough light plot of the lighting used at this play. CONNECTIONS Plan the lighting for a one-act of a classic play and program a computerized dimmer for changes in the lighting RELATIONSHIPS, of one of the scenes of that act. Demonstrate the programming to the class with oral rationalization for APPLICATIONS each of your lighting choices. UNIT OF STUDY: SOUND ARTISTIC For the current play under production, make a sound cue sheet. For each sound cue, fill in the cue number, PERCEPTION the number of the page where it appears in the script, the sound cue and the tape

recorders counter number, or CD track number, volume level and cue for the end of the sound. CREATIVE Choose a scene from an existing video, turn off the sound and rescore the scene with your own sounds. You EXPRESSION can work with a partner on this project. HISTORICAL/ Using the Internet, research music that was popular in the 1600's, 1890's, 1920's, 1940's, 1950's, 1960's, etc. CULTURAL What instruments predominated? Download and bring a composite of examples of music associated with your CONTEXT time period. AESTHETIC Research and report on the types of sound effects used in Commedia dell'arte, Punch and Judy or The Three VALUING Stooges. Find out how some of the sounds in these productions were created and present them to the class. CONNECTIONS Interview a sound technician or sound designer at a local theatre. Ask about the various pros and cons of the RELATIONSHIPS, job. Tape your interview. Play it for the class. APPLICATIONS UNIT OF STUDY: COSTUMES ARTISTIC Draw and color a set for a one-act play. Then design costumes that will both represent the personality and style PERCEPTION of the characters and theme of the play and that will complement the colors of the set. Present your plan with Rationale to the class in a three- to five-minute time limit. CREATIVE Draw three to five costumes for one character in a play. Give a five- to ten-minute presentation to the class in EXPRESSION which you summarize the play, describe the character and explain why you designed the costumes as you did. HISTORICAL/ Research and report on the type of costumes used in one of the following: Ancient Greek Theatre; Noh Drama; CULTURAL Commedia dell 'arte; 17th Century Theater; 18th Century Theater; 19th Century Theater, American theatre of the CONTEXT 1920's, 1930's, 1940's, 1950's. Include drawings and descriptions. AESTHETIC Watch a movie for which the costume designer won an Academy Award. Analyze and discuss the interplay VALUING and impact of color, design, character and movie theme inherent in the costume design for this movie. How did the color and design represent the character? CONNECTIONS, Research the career qualifications for theatrical costume designing by 1) interviewing a costume RELATIONSHIPS, designer at a nearby theater or university theater; 2) researching the Internet; and 3) gathering APPLICATIONS information at the career placement center of your local community college or university. Determine courses you would need to take to meet these qualifications in your first year of preparation for this career.

Animation

Course Description

Course overview:
In Animation, students will focus their attention of the origins and development of animation, styles, and historical context of the art form. Students will also explore the degrees, skills, and personal qualities needed to establish employment in the field. Students will become familiar with digital citizenship, the hardware and software needed to create digital animation, and produce their own characters and animated shorts in hands-on, real-life and interactive skill building.

Course content:
Technical Foundation
Sample Unit Overview: *Introduction to Technical Foundation*

Students will become acquainted with the basics of digital arts with an emphasis on growing comfortable and *familiar* with the hardware, including the computer, drivers, and peripherals in animation. Students will discover simple software associated with animation as well as the digital storage requirements and units of measure used in digital animation.

Sample Student Activity: *File Storage Protocol*

Students will be required to create a simple digital .png using the mouse and hardware, save it to a flash drive and upload it to google drive. At that time, students will be instructed to share the .png with the instructor along with a narrative describing the protocol for file save, transfer, and submission.

The History of Animation
Sample Unit Overview: *The History of Animation*

Students will understand the evolution of animation from simple flip books and nickelodeon theaters in the 1800 and 1900's to the use of complex digital animation in the 2000's. The curriculum will emphasize how technology has changed animation and how animation reflects the symbolism of different cultures. Further, students will be given the opportunity to examine how animation is reflexive to style and changes based upon time period.

Sample Student Activity: *Time and Context*

Students will view Disney and Warner Brothers cartoon shorts from the period of WWII and write a 2-3-page essay discussing the contrast between these cartoon shorts and more contemporary cartoons (for example, Pixar shorts). Students shall reference historical and current context and discuss the purpose of the WWII cartoons, cite their sources, and provide a works cited page.

Digital Citizenship

Student will learn and exhibit appropriate and ethical conduct related to their work, others' work, and their interaction with others including client confidentiality, giving credit for work, copyright laws including work made for hire. Students will discuss and model intellectual property rights and proper etiquette. Additionally, students will discuss animation through the lens of social justice and analyze the impact of the animation industry on society through entertainment and marketing.

Sample Student Activity: *Copyright Law Case Studies*

Students will be grouped in small teams, and each team with be provided with one side of a case study conflict regarding intellectual property rights. Students will not know who has the opposing side in their case study and will research their position vigorously and prepare to present their side of the case study against the team assigned the other side. Students will then come together in whole case study groups to come to share their information and come to an accord. All students will complete a reflection essay summarizing their position, the collaborative decision on their case study, and their own perspective on how this situation might apply to their professional development.

Being Employable
Sample Unit Overview: *Gaining Employment in Animation*

Students will identify the and seek participation in training, education, or certification programs in the animation industry. Students will learn about the certifications available and college programs designed to prepare students to demonstrate the professional competencies to work in the field and identify the viability of current offerings in animation. Students will learn to exemplify positive work behaviors and begin to create and document their work in a portfolio.

Sample Student Activity: *Creating a Portfolio*

Students will establish the file system necessary for a digital portfolio using the syllabus list of assignments for the course. Students will create a Google pages webpage to feature their work files and begin to upload already completed project work with narratives describing the work, the intended impact of the work, and the student's personal connection to the work.

Mathematics in Animation
Sample Unit Overview: *Using Math in Animation*

Students will be able to identify and use whole numbers, decimals, fractions, measurement and scale, and using mathematical reasoning to complete tasks in animation. Students will work independently and collaboratively to learn the skills to transform existing graphic design and animation files, building skills in the animation software, and then apply them to their own work in their portfolios with narratives regarding the use of the strategy.

Sample Student Activity: *Transformation*

Students will be provided with a simple graphic file to which they must apply the following changes: 1/4 reduction, 75% increase, 45 degree right x,y rotation. 100 degree x,z rotation. Students will save each iteration as an independent file, save them to their portfolio in the matching file, and share the portfolio link with their instructor.

Visual Information
Sample Unit Overview: *Design Principles*

Students will become acquainted with the principles of design and the creation and use of typography. Students will learn the skills to combine graphics, images, and sound; applying design principles of composition; referencing technical documentation, editing work products, and developing various styles of animation.

Sample Student Activity:

Students will be tasked with creating a student-selected marketing project that incorporates their own created font for the typography and translate it into 4 different styles of the student's choice. Each file will be uploaded to the student portfolio with a narrative and shared with the instructor.

Elements of Design
Sample Unit Overview: *Applying Animation Principles*

Students will initiate the process of creating their own animated shorts. Students will be given instruction and exposure to script writing, character design, storyboarding, and audio incorporation. Students will be able to use and describe cell, stop motion, inbetweening/tweening, motion paths, masking, looping, scripting/programming, rendering, and interactivity. Students will become familiar with describing and executing lighting and camera angles and be able to describe the processes of using flip books, Claymation, and cutouts.

Sample Student Activity: *Storyboarding*

Students will complete the storyboards for their animated short using their existing, student-written scripts. Students will complete their storyboards using pencil and paper (with subsequent uploading) or digital drafting. Students will submit their storyboards to their digital portfolio with a narrative about the process of the storyboarding, the techniques they plan to use to execute the work, and their perspective on how their ideas have evolved through the process. The link will be provided to the instructor.

Animation Continuation
Sample Unit Overview: *Project Development*

Students will learn how to identify a target audience, the aesthetic of their work, and how to pitch their storyline. Students will be able to present their developing work and adapting their language to audience, purpose, and situation. Students will be able to integrate meaningful feedback into their work product. Students will learn leadership, presentation, and public relations skills.

Sample Student Activity: *Project Pitch*

Students will be further along in the product of their work. They will prepare and present a pitch for their peers, animation professionals, and their teacher that includes the following: images of their character development and storyboards, clips of their current animation process, in an interactive multimedia presentation that includes a thoroughly prepared discussion of the process of the work, the pitch of the storyline, and a description of the aesthetic choices made by the author including sources of inspiration. Student presentations will be recorded and uploaded to student digital portfolios along with a reflective narrative regarding the presentation discussing strengths and areas of growth evident their presentation.

Finishing
Sample Unit Overview: *Post Production*

Students will engage in the completion of their animated shorts and will be guided through the process of film editing, sound editing, and the use of typography in titles and credits. Students will gain competency in completing a project and packaging it for consumption. The class will present their animated shorts to the community in an animation festival. Students will engage in real-life hands-on learning regarding marketing, promotion, and presentation of their work to a public audience.

Sample Student Activity: *Exhibition*

Students will create promotional fliers for their own animated shorts being featured in the school's animation festival. They will use their typography and graphic design skills to work to create a flier that is consistent with the style and theme of their animated short. Students will upload

their fliers to their digital portfolios with a reflective narrative describing how this flier is consistent with their animated short and share the link with their instructor.

College and Careers 12

Course Description

Course overview:
College and Career Development is designed to prepare students for life after high school, be that community college, college, or the job force. Through a variety of modules, students research colleges and career paths, formulating a plan and purpose for after graduation. Through research, job simulations, speeches, projects, and diverse writing tasks, students analyze their strengths, passions, skills, and academic interests, articulating why their plan for after high school suits those characteristics. Students learn MLA format, catalog organization and study strategies, engage with college and job search tools, and develop public speaking and interview skills.

Course content:
Unit 1: What's Next? Thinking About Life After High Schol
As the opening module and considering college applications are usually due in October or November, this module focuses on establishing foundational attitudes toward college and adult-life language practices. Students will be asked to use reading, writing, and research to identify their post-high school goals, evaluate their readiness for such plans, and then effectively represent themselves to the community they wish to join. Through a variety of non-fiction texts (see below) students discuss the value of college, and the plan that makes the most sense for their goals.

Readings:

Graff, Gerald. "Hidden Intellectualism." *They Say/I Say: The Moves that Matter in Academic Writing.* Ed. Gerald Graff, and Cathy Birkenstein. 2nd ed. New York: W. W. Norton, 2010. 198-205. Print.

Hansen, Rick. "FAQ Guide for College or Work." 2012.

Hansen, Rick. "Web Site Resources." 2012.

Pérez, Angel B. "Want to Get into College, Learn to Fail." *Education Week* 31.19 (2012): 23. Print.

Rodriguez, Joe. "10 Rules for Going to College When Nobody Really Expected You To." *Student Sites.* Sunshine Web Enterprise, 4 June 2012. Web. Mar. 2013. <http://studentsites.net/10-rules-for-going-to-college-when-nobody-really-expected-you-to/>.

"The 10 Most Common Excuses for Not Going to College and Why They're All Wrong." *everycircle.com,* n.d. Web. 1 Aug. 2012. <https://everycircle.com/ec/articles/tenexcuses.htm>.

University of North Texas. "Why Go to College?" *How 2 Choose.* University of North Texas, 23 Mar. 2010. Web. 18 Aug. 2012. <http://www.unt.edu/pais/howtochoose/why.htm>.

<u>Major Unit 1 Assessment:</u>

Sample Assignment: Personal Statement

All students brainstorm, draft, edit, and perfect a personal statement for a college of interest. In writing their story, students explore structure, diction, and tone and analyze the way that they can

tell their stories from a variety of angles. Students think critically about their life experiences, selecting one that helps them express who they are.

Unit 2: Consumer and Workplace Documents
Students learn and create at each step of this unit in order to build, update, and refine a working portfolio of real-world documents. Students complete college applications and research scholarships to find one for which they qualify. Students apply for at least one scholarship, drafting forms and tailoring personal statements appropriately. Students reflect on potential challenges with the college application process and brainstorm solutions. Students review sample resumes and update the ones they began in English classes. Students review sample cover letters and update their own generic templates, making them specific to jobs they are interested in obtaining. Students use professional job sites to gain competence in the search process and identify important requirements of higher-level jobs (college education, work experience, etc.).

Reading: Sample Resumes, Business Letters, Friendly Letters, Cover Letters, Job Applications, Scholarship Applications, College Applications, How-To Documents

Major Unit 2 Assessments:

Sample Assignment 1: College/Scholarship Applications

Students print an application to a college or university of interest to them. Students fill out the application and identify/reflect upon the required fields. Through structured short answer questions, students identify potential challenges that they will face when they apply and engage in a discussion of how to be best prepared to apply.

Next, students do an Internet research to find at least one scholarship for which they qualify. Students tailor their personal statements (written in a past unit) and apply for at least one scholarship. Students write a paragraph describing how to find scholarships.

Sample Assignment 2: Resume

Students review resume samples and discuss the successful characteristics of various selections. Next, students write and format their own resumes in GoogleDocs. Students edit the resumes in order to best communicate work experience, extracurricular involvement, and skills.

Sample Assignment 3: Cover Letter

Students review cover letter samples and discuss the successful characteristics of various selections. Next, students write their own cover letters in GoogleDocs. In this assignment, students expand upon work experience, extracurricular involvement, and information not communicated on the resume. Students also refresh the style of the cover letters, learn about proper paper to use for printing, and make edits to avoid common pitfalls on cover letters.

Sample Assignment 4: Analysis of Structure and Function

Students read different types of functional documents and write/discuss the purpose of each document and how that purpose relates to the style. Students identify and analyze the role of the target audience for the document. Specifically, students analyze professional thank you notes and how to write effective post-interview communications.

Unit 3: The Art of War -- Strategies for Life
Primary Reading: Sun Tzu's *The Art of War*

Selected Articles on Business Strategy, Corporate Success Stories, and Modern Ethical Issues in Political and Personal Conduct

The Art of War serves as a cohesive text for the College and Career Development course. Students read and analyze the text chapter by chapter over the course of the entire year and relate the ancient militant tactics and strategies to modern interactions, academic articles, and historical content. Students develop higher level thinking as they interpret the ancient guide in the context of their own lives and critique the validity with a breadth of evidence.

Since students are pulling information from a variety of sources, they utilize proper academic citations in written defenses of their points-of-view. Students reflect upon *The Art of War*, and synthesize information over the course of the year, in order to write their own chapters to add to the tactical guide. In writing "The Art of _____", students internalize the ancient content, infuse personal ethical views, and intelligently articulate strategies for personal or professional success. *The Art of War* is woven throughout the entire course in order to provide continuity and connect content to the ideas Sun Tzu proffers.

Students write about, and discuss, the ethics of personal and professional interactions and their own responsibilities as future citizens.

Major Unit 3 Assessments:

Sample Assignment 1: Connections Journal

Since the Art of War serves as the cohesive text for the entire year of College and Career Development, students maintain a Connections Journal throughout the year. In this journal, students summarize the main points of each chapter, analyze important quotes and symbols within each chapter, make personal connections to the text, and make literary and cross-curricular connections. Students use critical thinking skills to translate the ancient militant strategies and tactics into strategies for life, business, and navigating diverse relationships. Students use The Art of War to analyze effective and ineffective leaders throughout the year; additionally, students use Sun Tzu's teachings to evaluate current events and to intelligently discuss pivotal points in history. In this way, The Art of War contextualizes the entire year, launches rich discussions, and connects history and ELA content.

Sample Assignment 2: "The Art of _____"

As a summation of the year, students write their own chapter to "add" to the tactical guide. Students complete the title chapter, "The Art of _____," and model Sun Tzu's style to communicate personal ethical views and articulate strategies for personal or professional success. Each student edits and perfects his or her chapter and then all student work is typed and compiled into a book. Students take turns presenting their respective chapters to the College and Career Development class, demonstrating speaking competence after practice throughout the year.

Unit 4: College and Career Mondays

Within the first month of school, each student signs up for two presentation dates on Mondays from the end of September-June. Each student selects a college major to research and present to the class; students give informative speeches with coinciding multimedia supports (Google Presentation, video clips, audio, etc.). Each student will also select a career of interest for the second semester presentation. Thus, every Monday from October-June will feature a different

college major presentation and career presentation in order to cultivate future-focused learners with a bigger-picture context for their learning.

Major Unit 4 Assessments:

College Major Presentation

Within the first month of school, each student signs up for a Monday date in October-January to do a 15-minute presentation about a different college major. The presentation must include a Google Presentation (PowerPoint) that describes the types of classes that students take in this major, the types of career paths available upon graduation, post-graduate work that follows the major, and which colleges have exemplary programs. Students are instructed to add slides to incorporate pictures and break apart slides with too much information jammed in. They are reminded to, stick to short bullet points and discuss research with the class rather than reading text from a slide. Students must address peer questions at the end of their presentations and include an MLA formatted bibliography slide.

Career Presentation

Each student signs up for a different Monday date in February-June to do a 7-10-minute presentation about a career path of interest to them. For this presentation, students have the option of supplementing the presentation with a Google Presentation and/or with other visual aids (i.e. short video clips, interview transcripts from people within that field, etc.) Each student must identify the education and qualifications needed to pursue the career path he or she researched. A specific individual who thrives at that career must be described, and the attributes a person needs to succeed in that field must be articulated. Students must address peer questions at the end of their presentations and cite sources using proper MLA format.

College and Career Log

Students build a college and career log throughout the year. Each Monday from October to June, a different student will present information about a college major and another peer will present information about a career path. Students take Cornell Notes on each peer presentation, listening to the research, reading the material delivered by each presenter's visual aide(s), forming critical questions, and writing reflections. Students speak up about pressing questions they have after each presentation.

Culminating Expository Essay

After all college and career presentations have been delivered, students reflect on their logs and write an expository essay that answers the following prompt:

"In a 1000-1200-word essay, describe a career path of interest to you; explain why the career path is attractive to you and identify the attributes that make you suited for the selected career path. Be sure to include a discussion of how this college and career path fits with the results from your Myers Briggs Personality Test results, Pace Palette Survey, and career studies."

Unit 5: Self Exploration -- Who Am I?
Students explore their identities and personality traits in this module, articulating their natural tendencies, strengths, and passions and how those inform their goals after high school.
Major Unit 5 Assessments:

Sample Assignment 1: Myers Briggs Personality Test Analysis

Before reflecting upon opportunities in specific career fields, students take Myers Briggs Personality Tests to learn more about themselves. After scoring the tests and learning how to interpret the results, each student writes a 2-page reflection on their individual findings. Students articulate their strengths, note career aptitudes indicated by the test, and reflect on the accuracy of the results. In a subsequent discussion, students share information that was surprising, or that confirmed what they already knew about themselves, and listen thoughtfully to see which peers are similarly classified according to the Myers Briggs. Students articulate the ways that they can thrive within the context of their own personalities and strengths. This learning is also included in the final expository essay assignment.

Sample Assignment 2: Pace Palette Survey

Students build off of the information learned in the Myers Briggs Personality Test to see which careers align with their personality profiles. The Pace Palette Survey helps them articulate the qualities that are most important in a job and analyze how their innate abilities can transfer professionally.

Unit 6: The Power of Words

In this public speaking unit, students explore iconic and impactful speeches in order to analyze the way that people use words to inform, motivate, inspire, and excite an audience. Students analyze pacing, structure, tone of voice, projection, body language, pauses, and rhythm to discuss the way that words can be strategically used according to an individual's purpose for speaking. Students also interpret ethos, pathos, and logos and the way these persuasive appeals are used by effective speakers, and effective leaders.

Resources:

John F. Kennedy, Inaugural Address, 1961

Steve Jobs, Stanford Commencement, 2005

Dr. Martin Luther King, Jr., I Have a Dream, 1963

Barrack Obama, Don't Tell Me Words Don't Matter, 2008

Major Unit 6 Assessments:

Sample Assignment 1: Speech Journal and Socratic Seminar

Students listen to four iconic speeches, twice. After each one, students write a half page reflection in a journal. Once all four speeches have been watched and reflected upon, students engage in a Socratic seminar to discuss the following:

- Which speech was most effective and why?
- Which individual seemed most convincing? Why?
- What did all of the speakers have in common?

- What about these speeches makes them compelling to listen to today?
- How important is it to consider the audience when speaking?
- How do great speakers use words to their advantage?

Sample Assignment 2: Exemplary Speech Presentation

In small groups, students browse videos of speeches by politicians, athletes accepting awards (or making public apologies or announcements), entertainers accepting awards (or making public

apologies or announcements), etc. Each group selects a speech that they find to be exemplary and writes 5 reasons to justify their selection. Each group presents the speech on YouTube after explaining their selection rationale. The class votes on the overall, best speech after debating the positive characteristics of each and criticisms that may surface. These speeches are referenced throughout the unit to reinforce the characteristics of a high-level speech and how great speaking can translate into great leadership.

Sample Assignment 3: Student Written Speech

Each student applies the learning from the speaking unit in a culminating assignment where students write their own 5-minute speeches about themselves. Students outline, draft, and edit speeches that include biographical information, reflection about the personality and career surveys from the last unit, and future goals. Students do peer reviews based on public speaking rubrics, analyzing peer use of a hook, pacing, eye contact, and tone.

Unit 7: Navigating the Interview Process
Building onto the public speaking unit, students delve into the interview process, exploring the pitfalls of interviews and brainstorming ways to stand out in a positive way. Guest speakers who are on the forefront of the hiring process will engage with students, sharing advice and offering insight into how students can best market themselves.
Major Unit 7 Assessments:

Sample Assignment 1: A Look at Entrepreneurship

Before guest speakers, local entrepreneurs, come to the classroom each student will research the startup company that the entrepreneur began and draft 5-10 interview questions to ask of the speaker. Students will ask the unanswered interview questions after each presentation, engaging with speakers and the reality of the entrepreneurship world. After all speakers have come through the classroom, students will write a 2-page MLA reflection about what they learned about leadership in business; students will explain if/why they feel suited for such a future career.

Sample Assignment 2: Mock Interviews

Students explore a list of common interview questions, crafting responses and brainstorming ways to anticipate and address employer concerns. After preparing, students do two mock interviews with teachers who have been prepared to simulate an interview in the field that each student identified interest in during their speech unit. Students write a reflection afterwards, identifying effective strategies and areas where improvement is needed.

Unit 8: Financial Planning
This unit gives students an overview of taxes, insurance, Fico scores, loans/interest rates, credit vs. debit cards and budgeting. Students analyze risk and build a working document of guidelines to prepare for real-world scenarios.
Major Unit 8 Assessment:

Sample Assignment 1: The Game of Life

Students play a budgeting game where they have to make life decisions based on changing scenarios. Each student is given a different set of initial playing cards that start him or her with a job and salary, savings amount, and initial description of any debt they have. This scenario changes every class as students add a new playing card to their lives. Students reflect at the end of each day, creating a working GoogleDoc of information, broken into practical financial categories.

College Prep 11

Course Description

Course overview:
Students in College Prep 11 will be guided through self-exploration, career exploration, essential study skills and strategies, college preparation strategies, stress management, social-emotional coaching, and life skills. Students will work independently and in collaborative groups to develop multiple work flow styles. Special emphasis will be placed on SAT Prep, preparing for standardized testing, and readiness for independence.

Course content:
Groundwork
Sample Unit Overview: *Groundwork*

Students will evaluate multiple source materials and engage in deep reflection around the essential question: What does it take to be successful in High School. Students will examine the student handbook and explore issues of time management, metacognitive awareness, and goal setting.

Sample Student Activity: *Time Management Study*

The class will engage in a collaborative analysis of time management by opening a discussion of what time management means. Share these graphics with students via projector http://twentytwowords.com/mozart-dickens-historys-biggest-thinkers-managed-time/ Have students analyze trends in the graphics. With particular emphasis on what they see as trends with these very accomplished people? Further, students must reflect on what of their routines could be incorporated into students' regular everyday activities? Students must then engage in monitoring their time use and creating their own time management graphics reflecting their regular patterns. A written assessment comparing their time use to that of one of the luminaries described in the graphics will be required.

Exploration
Sample Unit Overview: *Self-exploration*

Students will focus their attention on understanding themselves in the context of their families, their communities, their schools, and their own futures. Students will be able to clearly set SMART goals that reflect both where they are, as well as the future they envision for themselves. Students will recognize the limited nature of the time they have as high school junors to make the moves necessary to grow into the fully realized adults they want to become.

Sample Student Activity: *Internal Consistency*

Students will write a narrative for the dialogue 'overheard' at their own imaginary retirement party. Students will create a fully-realized picture of the work they will have done, what their work and personal lives were like, and what the people they have worked with would say about them. Students will then use their SMART goals created in the last unit and write an analysis focused on how well their current SMART goals align with their far future vision. Students will be instructed to discuss any adjustments they'd like to make in their current SMART goals to better align their goals with the future they want.

Professional Exploration
Sample Unit Overview: *Professional Exploration*

Students will become acquainted with their preferred future professional goals, explore their personal reasons for why they want to pursue this profession, and realistically assess the real-life experience of attaining this professional goal, what's it's like to work this job, and what plan should be followed to achieve this goal with a concurring reflection and assessment of current SMART goals.

Sample Student Activity: *Life Map*

Students will create a life map chronicling the path they will follow to achieve their professional goal. The map will be hand-drawn and include drawings and narratives explaining the most important milestones on their map. Students will address degree programs, skills needed for the job, certifications required, years of experience, and opportunities for advancement over time. Student life maps will be displayed in the class and students will reflect in writing and align their SMART goals with their life map.

Choosing A College Major
Sample Unit Overview: *Choosing a Major*

Students will become acquainted with the majors that are consistent with their 'dream jobs' and learning about the opportunities to pursue their goal. Students will explore college options including universities and their offerings as well as the majors they have an interest in pursuing.

Sample Student Activity: *Majors Power Point*

Students will complete the majors project, where they will deeply research 3 majors and 5 colleges where those majors are offered. Students will focus their attention on the courses required for graduation, the general education requirements, the campus features of the 5 colleges, as well as their apparent suitability for student professional life goals. Students will create a Power Point presentation detailing their research.

SAT Prep
Sample Unit Overview: Engaging in SAT Prep

Students will reacquaint themselves with the effectiveness of SAT Prep programs on SAT scores and achievement. Students will be coached on effect test-taking strategies, begin practice of SAT questions, and engage in data-driven preparation for the exams. Students will develop metacognitive skills in reference to their testing preparation and readiness.

Sample Student Activity: Khan Academy

Students will log into their SAT Prep account on Khan Academy (www.khanacademy.com) and select their preferred testing date when prompted. Students will complete the diagnostic tests in order to have their starting point and areas of growth. Once they have completed the diagnostics and read the results, students will write a single page reflection identifying where they, personally, feel they need the most growth in terms of their test prep and how their current level of preparation compares to the previous year.

College Trip Planning
Sample Unit Overview: Visit the Future

Students will explore college options and select colleges to visit based upon family availability and college trips offered by the school. Students will become comfortable with using soft skills to organize college trips with universities and prepare for their college trips. Students will be able to visualize their potential attendance at a university.

Sample Student Activity: College Tour Questionnaire

Students will have completed a list of colleges they will visit through the semester and create a google spreadsheet with a row for each university and a column for each of the 10 most important criteria they look for in a college experience. Students will seek answers for their spreadsheet via research as well as in person on their college tours. Students will use their spreadsheet to narrow down their choices to the most appealing and write a reflection of their perspectives before and after compiling data about their colleges of interest.

Grit and Flow
Sample Unit Overview: Grit and Flow

Students will revisit the theory presented by the concept of grit in reference to student performance and perseverance. Students will press more deeply into a nuanced understanding and perspective associated with the part of the growth process that require more tenacity and determination. Students will also be revisiting the concept of flow, or peak experience, and how their personal and professional pursuits can create the feeling of flow. Students will be encouraged to critique the importance of achieving their goals by balancing grit and flow experiences.

Sample Student Activity: Defining Flow

Students will utilize the texts "Flow" and "Grit" to write a 2-3-page comprehensive analysis of the unique position that each of the concepts occupy in the pursuit of success. Students must utilize the source material to support the argument and support their positions with anecdotal stories from their high school experience that illustrate the two concepts.

Planning A Senior Year
Sample Unit Overview: Planning

Students will be given a preview of 12th grade experiences, including an in-depth discussion of the process for scheduling, GPA calculation, and upcoming college prep class content ideas. Students will be introduced to the schedule for college admissions tasks and advised regarding their current standing for graduation. Students will have the opportunity to reflect on their 11th grade experience, examine their SMART goals, and reflect on their journey at this point.

Sample Student Activity: College Readiness Evaluation

Students will be presented with their current graduation progress, including credits earned and current GPA. Students will compare this with their SMART goals and their life map to evaluate their progress. Students will be required to write a 2-3-page reflection that references all three items as they discuss their 11th grade experience, and speculate on their expected 12th grade experience and developing goals.

College Prep 10

Course Description

Course overview:
Students in College Prep 10 will be guided through self-exploration, career exploration, essential study skills and strategies, college preparation strategies, stress management, social-emotional coaching, and life skills. Students will work independently and in collaborative groups to develop multiple work flow styles. Special emphasis will be placed on SAT Prep and preparing for standardized testing.

Course content:
Groundwork
Sample Unit Overview: *Groundwork*

Students will evaluate multiple source materials and engage in deep reflection around the essential question: What does it take to be successful in High School. Students will examine the student handbook and explore issues of time management, metacognitive awareness, and goal setting.

Sample Student Activity: *Time Management Study*

The class will engage in a collaborative analysis of time management by opening a discussion of what time management means. Share these graphics with students via projector http://twentytwowords.com/mozart-dickens-historys-biggest-thinkers-managed-time/ Have students analyze trends in the graphics. With particular emphasis on what they see as trends with these very accomplished people? Further, students must reflect on what of their routines could be incorporated into students' regular everyday activities? Students must then engage in monitoring their time use and creating their own time management graphics reflecting their regular patterns. A written assessment comparing their time use to that of one of the luminaries described in the graphics will be required.

Exploration
Sample Unit Overview: Self-exploration

Students will focus their attention on understanding themselves in the context of their families, their communities, their schools, and their own futures. Students will be able to clearly set SMART goals that reflect both where they are, as well as the future they envision for themselves. Students will recognize the scope of the next 2 years of school as they make plans for their current and future intentions.

Sample Student Activity: Internal Consistency

Students will write a narrative for the dialogue 'overheard' at their own imaginary retirement party. Students will create a fully-realized picture of the work they will have done, what their work and personal lives were like, and what the people they have worked with would say about them. Students will then use their SMART goals created in the last unit and write an analysis focused on how well their current SMART goals align with their far future vision. Students will be instructed to discuss any adjustments they'd like to make in their current SMART goals to better align their goals with the future they want.

Professional Exploration

Students will become acquainted with their preferred future professional goals, explore their personal reasons for why they want to pursue this profession, and realistically assess the real-life experience of attaining this professional goal, what's it's like to work this job, and what plan should be followed to achieve this goal with a concurring reflection and assessment of current SMART goals.

Sample Student Activity: *Life Map*

Students will create a life map chronicling the path they will follow to achieve their professional goal. The map will be hand-drawn and include drawings and narratives explaining the most important milestones on their map. Students will address degree programs, skills needed for the job, certifications required, years of experience, and opportunities for advancement over time. Student life maps will be displayed in the class and students will reflect in writing and align their SMART goals with their life map.

Choosing a Major
Sample Unit Overview: Choosing a Major

Students will become acquainted with the majors that are consistent with their 'dream jobs' and learning about the opportunities to pursue their goal. Students will explore college options including universities and their offerings as well as the majors they have an interest in pursuing.

Sample Student Activity: Majors Power Point

Students will complete the majors project, where they will deeply research 3 majors and 5 colleges where those majors are offered. Students will focus their attention on the courses required for graduation, the general education requirements, the campus features of the 5 colleges, as well as their apparent suitability for student professional life goals. Students will create a Power Point presentation detailing their research.

SAT Prep
Sample Unit Overview: Engaging in SAT Prep

Students will explore the effectiveness of SAT Prep programs on SAT scores and achievement. Students will be coached on effect test-taking strategies, begin practice of SAT questions, and engage in data-driven preparation for the exams. Students will develop metacognitive skills in reference to their testing preparation and readiness.

Sample Student Activity: Khan Academy

Students will set up an SAT Prep account on Khan Academy (www.khanacademy.com) and select a "future testing date" when prompted. Students will complete the diagnostic tests in order to have their starting point and areas of growth. Once they have completed the diagnostics and read the results, students will write a single page reflection identifying where they, personally, feel they need the most growth in terms of their test prep.

Introduction to the Work World
Sample Unit Overview:

Students will have the opportunity to explore the soft and hard skills required for their first entrance into the work world. Students will practice phone skills, interview skills, and have the opportunity to rationalize and work through what it means to have a strong work ethic. Students will explore jobs and demonstrate an understanding of child labor laws and work permits.

Students will complete mock job applications and participate in mock interviews with professionals working in the field. Students will provide the professionals with their completed resumes, applications, engage in the interview process and practice soft skills like proper introduction, handshakes, eye contact, a strong close. Students will write a reflection of their experience with a particular emphasis on their own focus on self-growth through the process.

Interpersonal Relationships
Sample Unit Overview: Interpersonal Relationships

Students will revisit the importance of developing and promoting positive interpersonal relationships with friends, family members, mentors, and teachers. Students will explore the relationship between emotional health, opportunities, and pro-social relationships. Students will develop reflective practices around their own key relationships.

Sample Unit Activity: How to Be My Friend.

Students will engage in deep self-reflection and create a list entitled "15 Tips to Be My Friend". On the list, provide 15 things that you look for in a good friend. The class will collectively combine all student lists in an effort to curate a single 15 item list for the class. Students will reflect on the process of creating a class list, does it reflect their personal philosophy of friendship.

Exploring Grit and Flow
Sample Unit Overview: Grit and Flow

Students will explore the theory presented by the concept of grit in reference to student performance and perseverance. Students will gain an understanding and perspective associated with the part of the growth process that require more tenacity and determination. Students will also be introduced to the concept of flow, or peak experience, and how their personal and professional pursuits can create the feeling of flow. Emphasis will be placed on the importance of achieving their goals by balancing grit and flow experiences.

Sample Student Activity: Defining Flow

Students will create an art piece that represents the tension between grit and flow. Students are encouraged to develop a unique representation of their experience attempting to find balance between the two states. Students are required to write a deep narrative of their artistic process, the selection of materials and subject, and explain how the composition of the piece represents their personal perspective.

Planning
Sample Unit Overview: Planning

Students will be given a preview of 11th grade experiences, including an in-depth discussion of the process for scheduling, GPA calculation, and upcoming college prep class content ideas. Students will have the opportunity to reflect on their 10th grade experience, examine their SMART goals, and reflect on their journey at this point.

Sample Student Activity: College Readiness Evaluation

Students will be presented with their current graduation progress, including credits earned and current GPA. Students will compare this with their SMART goals and their life map to evaluate their progress. Students will be required to write a 2-3-page reflection that references all three items as they discuss their 10th grade experience, and speculate on their expected 11th grade experience and developing goals.

College Prep 9

Course Description

Course overview:
Students in College Prep 9 will be guided through self-exploration, career exploration, essential study skills and strategies, college preparation strategies, stress management, social-emotional coaching, and life skills. Students will work independently and in collaborative groups to develop multiple work flow styles. Special emphasis will be placed on research skills, reflective writing, and composition.

Course content:
Groundwork
Sample Unit Overview: *Groundwork*

Students will evaluate multiple source materials and engage in deep reflection around the essential question: What does it take to be successful in High School. Students will examine the student handbook and explore issues of time management, metacognitive awareness, and goal setting.

Sample Student Activity: *Time Management Study*

The class will engage in a collaborative analysis of time management by opening a discussion of what time management means. Share these graphics with students via projector http://twentytwowords.com/mozart-dickens-historys-biggest-thinkers-managed-time/ Have students analyze trends in the graphics. With emphasis on what they see as trends with these very accomplished people? Further, students must reflect on what of their routines could be incorporated into students' regular everyday activities? Students must then engage in monitoring their time use and creating their own time management graphics reflecting their regular patterns. A written assessment comparing their time use to that of one of the luminaries described in the graphics will be required.

Exploration
Sample Unit Overview: Self-exploration

Students will focus their attention on understanding themselves in the context of their families, their communities, their schools, and their own futures. Students will be able to clearly set SMART goals that reflect both where they are, as well as the future they envision for themselves. Students will recognize that their goals for their freshman year will impact their performance over the remaining three years of their high school experience.

Sample Student Activity: Internal Consistency

Students will write a narrative for the dialogue 'overheard' at their own imaginary retirement party. Students will create a fully-realized picture of the work they will have done, what their work and personal lives were like, and what the people they have worked with would say about them. Students will then use their SMART goals created in the last unit and write an analysis focused on how well their current SMART goals align with their far future vision. Students will be instructed to discuss any adjustments they'd like to make in their current SMART goals to better align their goals with the future they want.

Professional Exploration
Sample Unit Overview: *Professional Exploration*

Students will become acquainted with their preferred future professional goals, explore their personal reasons for why they want to pursue this profession, and realistically assess the real-life experience of attaining this professional goal, what's it's like to work this job, and what plan should be followed to achieve this goal with a concurring reflection and assessment of current SMART goals.

Sample Student Activity: *Life Map*

Students will create a life map chronicling the path they will follow to achieve their professional goal. The map will be hand-drawn and include drawings and narratives explaining the most important milestones on their map. Students will address degree programs, skills needed for the job, certifications required, years of experience, and opportunities for advancement over time. Student life maps will be displayed in the class and students will reflect in writing and align their SMART goals with their life map.

Choose A Major
Sample Unit Overview: Choosing a Major

Students will become acquainted with the majors that are consistent with their 'dream jobs' and learning about the opportunities to pursue their goal. Students will explore college options including universities and their offerings as well as the majors they have an interest in pursuing.

Sample Student Activity: Majors Power Point

Students will complete the majors project, where they will deeply research 3 majors and 5 colleges where those majors are offered. Students will focus their attention on the courses required for graduation, the general education requirements, the campus features of the 5 colleges, as well as their apparent suitability for student professional life goals. Students will create a Power Point presentation detailing their research.

Organization and Study Skills
Sample Unit Overview

Students will research and implement an organizational plan and institute research-based study skills. With guidance students will explore a variety of organizational systems that are already recommended and implement their preferred organization plan.

Sample Student Activity: Selling Organization

In small collaborate groups, students will select a an organizational system, and give an "exciting" and dynamic presentation "selling" this organizational system to the class. Instruct them to sell its features and benefits and make it look as useful and awesome as possible. Students will then bring all of their materials to class and implement one of the organizational strategies they were sold on. By the end of the class. Students should have a planner populated with assignments and dates, an organizational system that is clear and concise for their materials and notes, and a system of study. Students will also write a reflection on their efforts.

Personal Hygiene
Sample Unit Overview: Personal Care

Students will explore issues of hygiene unique to high school student experiences, including managing the expectation of dressing out for PE classes, personal odor, regular bathing, and skin care. Students will be provided with the opportunity to create a list of personal care items they need for day-to-day personal hygiene.

Sample Student Activity:

Small student groups will research a randomly assigned hygiene issue, locate the best and healthiest way to approach personal care via research, then student groups will create vignette videos demonstrating the "wrong way" and the "right way" to approach hygiene and are encouraged to make the videos light and somewhat silly to diffuse the potential embarrassment of addressing personal care.

Stress Relief
Sample Unit Overview: Stress Relief

Students will learn about the mind-body connection that makes stress a psychological and physical actor in the body. Students will learn to differentiate 'good stress' from 'bad stress' and develop skills to cope with 'bad stress' in the environment. Students will be guided to identify sources of stress in their lives and take active steps to mediate the stress through a variety of possible interventions presented by mindfulness practices.

Sample Student Activity:

Students will deeply research mindfulness techniques with an emphasis on research-based methods for stress relief and mindful engagement. Of the 3 techniques they research, students will select 1 to execute daily for a period of 2 weeks and record their mood, engagement, and stress level, each on a scale of 1-5 (1 being very low, 5 being very high), write a reflection on the experience, and share their results with the class as a collective activity.

Interpersonal Relationships
Sample Unit Overview: Interpersonal Relationships

Students will become acquainted with the importance of developing and promoting positive interpersonal relationships with friends, family members, mentors, and teachers. Students will explore the relationship between emotional health, opportunities, and pro-social relationships. Students will develop reflective practices around their own key relationships.

Sample Unit Activity: What makes a good relationship?

Students will explore the psychologically promoted qualities of a positive relationship using research skills. Students will then select 3 scenes from a favorite television show, internet video, or film that features a set of friends. Students will write a one-page critique of the friendship demonstrated in each of the media scenes they've selected vs. the criteria they've established.

Exploring Grit and Flow
Sample Unit Overview: Grit and Flow

Sample Student Activity: Defining Flow

Students will read an excerpt from "Flow: The psychology of optimal experiences" by Mihaly Csikszentmihalyi and write a 2-3-page response to the piece in which they agree or disagree and

provide rationale and supporting evidence from a secondary source of student choice to justify their position.

Next Year Plan
Sample Unit Overview: Planning

Students will be given a preview of 10th grade experiences, including an in-depth discussion of the process for scheduling, GPA calculation, and upcoming college prep class content ideas. Students will have the opportunity to reflect on their 9th grade experience, examine their SMART goals, and reflect on their journey at this point.

Sample Student Activity: College Readiness Evaluation

Students will be presented with their current graduation progress, including credits earned and current GPA. Students will compare this with their SMART goals and their life map to evaluate their progress. Students will be required to write a 2-3-page reflection that references all three items as they discuss their 9th grade experience and speculate on their expected 10th grade experience and developing goals.

AP Macroeconomics

Course Description

This course is adopted from **The College Board Advanced Placement Program**. Please refer to their course list for a full course description.

Course Materials

This course is adopted from **The College Board Advanced Placement Program**. Please refer to their course list for a full course description.

Economics

Course Description

Course overview:
Students will demonstrate the ability to think critically, learn autonomously, and to solve problems by successfully completing challenging group and individual assignments and projects, which they helped develop. Through the application of historical and social science analysis skills, students will enhance their intellectual, reasoning, reflective and research skills.

As students take on an active role in their education, they will learn and understand how American society, political systems, and the economy function within a historical context; understand and appreciate the diversity in the United States and the world community; will be able to engage the community, participate in community activities, participate in the economy, and take-on the responsibilities of a consumer with a deeper understanding and respect of the dynamics of the market.

The purpose of this course is to investigate, challenge, debate, and critically analyze events, trends, and issues that present theoretical and logistical contentions of American society and the design of the Constitution. This course is both standards-based and student-centered. Students will work to demonstrate highly proficient or advanced mastery of state standards and simultaneously reflect critically on your own education and learning. The content of this course will be both rigorous and relevant to their life and the lives of people like them.

In this course, students will explore key elements of economic theory, critical analyze the dynamics of the market, and evaluate the free enterprise/capitalist system of the United States, and the world. Major topics will include economic systems, American free enterprise, markets, supply and demand, business and labor, money, banking and finance, measuring economic performance, government and the economy, and the global economy. Student will gain the tools to analyze, evaluate, and apply the economic principles that are fundamental for consumers, workers, savers, wage-earners, and investors. Graphs, charts, and illustrations will help the student to visualize economic principles. Case studies will demonstrate economic principles at work.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

This course will cover the California Framework for one-semester course. Following the guidelines of the State's Standards, this course focuses the concept of scarcity and the need for choices; the concept of opportunity cost and marginal benefit and marginal cost; the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources; the Law of Supply and its corresponding incentives; the Law of Demand and its corresponding incentives; the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products; the roles of property rights, competition, and profit in a market economy; the process by which competition among buyers and sellers determines a market price; domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products; the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights; the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels; the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance; wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity; the distinction between nominal and real data; the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth; the distinction between short-term and long-term interest rates and explain their relative significance; the ongoing changes of the global economy; key economic principles and recognize those principle's action in the real world.

Students will:

- ☐ Master a broad body of historical and conceptual knowledge
- ☐ Demonstrate an understanding of historical chronology, political philosophy, and rational behavior
- ☐ Use data to support an argument or position
- ☐ Interpret and apply data from primary and secondary sources, including statistics, theoretical claims, letters, and cartoons
- ☐ Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- ☐ Work effectively with others to produce products and solve problems
- ☐ Be productive, self-directed learners
- ☐ Enhance their reading, writing, communication, technology, and analysis skills through assignments and projects.

Course Outline

- ☐ **Unit 1:** Introduction to Economics
  - What is Economics? (Scarcity and Factors of production, opportunity cost, production possibilities curves)
  - Introduction to capitalism/free enterprise principals

- Economic Systems (Answering the three economic questions, the free market, centrally planned economies, modern economies)
- Competing economic systems
- American Free Enterprise (Benefits of free enterprise, promoting growth and stability, providing public goods, providing a safety net)

Major Assignments and Assessments:

• Analytic Comparison: In this assignment, students create a chart that compares the economics of Milton Freedman and Adam Smith.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, research, etc.) and design a persuasive presentation of Freedman or Smith economic model.
• Essay: In this assignment, students critically analyze and investigate the concept of scarcity as it relates to cost and pricing. They will select one of the following topics: oil, food, housing, gold, steel, water, silver, fashion, and qualified personnel. This assignment is a 3-5-page paper with a minimum of 3 scholarly sources.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 2:** Introducing Microeconomics: How Markets Work

- Demand (Understanding demand, shifts on the demand curve, elasticity of demand)
- Supply (Understanding supply, costs of production, changes in supply)
- Dynamics of equilibrium
- Prices (Combining supply and demand, changes in market equilibrium, the role of prices)
- Market Structures (Perfect competition, monopoly, monopolistic competition and oligopoly, regulation and deregulation)

Major Assignments and Assessments:

• Analytic Comparison: In this assignment, students create a chart that compares the economic preference and principles of capitalism/free enterprise and centralized control/communism.
• Supply and Demand Charts: Based on several hypothetical scenarios, students will predict market forces by applying economic principles to supply and demand exercises.
• Essay: In this assignment, students critically analyze and evaluate both the law of supply and the law of demand. They will be asked to evaluate the concept of supply-side economics and argue whether it works or not. This assignment is a 4-5-page paper with a minimum of 3 scholarly sources.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 3:** Business and Labor

- Business Organizations (Sole proprietorships; partnerships; corporations, mergers, and multinationals; other organizations)
- Labor (Labor market trends, labor and wages, organized labor)
- Commodities, price mechanism
- Taxes, and regulations

Major Assignments and Assessments:

• Analytic Comparison: In this assignment, students will critically analyze and evaluate commercial advertisements. Based on the marketing models, students will be asked to determine the following: goal, target audience, appeal, niche, effectiveness, approach, and public opinion.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, research, etc.) and design a joint presentation on their analysis of ads, which they reviewed in the Analytic Comparison activity.
• Essay: In this assignment, students critical analyze the role of taxes in our society. They will be asked to defend the need for taxes and a specific community program or service that funded by taxes.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 4:** Money, Banking, and Finance

- Money and Banking (Money, the history of American banking, banking today)
- The gold standard, currency exchange

- Financial Markets (Saving and investing, bonds and other financial assets, the Stock Market)
- Interest rates, long-term loans, and short-term loans (credit cards)

Major Assignments and Assessments:
• Analytic Comparison: In this assignment, students create a chart that compares several types of loans, investments, and money accounts.
• My Checkbook: This activity is a three week simulation where students are given a budget. They keep track of their expenses and produce an expense report, which will be used to develop a cost management plan.
• Cost Management Plan: In this assignment, students critical evaluate their current expenses and their future expenses (i.e. college, family, transportation, etc.). Based on their findings, they will produce a qualitative report that produces an action plan to meet their goals financially.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 5:** Introducing Macroeconomics and the Global Economy

- International Trade (Why nations trade, trade barriers and agreements, measuring trade)
- Measuring Economic Performance
- Economic Development and Transition (Levels of development, issues in development, financing development, transitions to free enterprise

- Gross Domestic Product and Growth (Gross domestic product, business cycles, economic growth)
- Globalization, outsourcing, and Foreign investment
- Currency exchange, the dollar standard

- Economic Challenges (Unemployment, inflation, poverty)
- Government revenue and public services
- Infrastructure (invisible investments), the public good

Major Assignments and Assessments:
• Case Study Analysis: In this assignment, students will learn about Globalization, its Pros and Cons, and the consequences of such a global transformation. With this in mind, students will

critical analyze the effects of globalization on a specific country or region or cultural group. This assignment is a 5-7-page paper with a minimum of 5 scholarly sources.
• Case Study Analysis Presentation: While working in groups of three, students will collaborate (share notes, research, etc.) and design a joint persuasive presentation on globalization.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 6:** Government and the Economy

- Taxes and Government Spending (What are taxes? federal taxes; federal spending; state and local taxes and spending)
- State budgeting and expenses
- Local revenues and services
- Federal role in the economy
- Monetary policy and the federal reserve bank

Major Assignments and Assessments:
• Federalism Profiles: In this assignment, students create a chart that compares and contrasts the role and responsibilities of local, state, and federal government. Specifically, they will differentiate programs, budgets, and expenses.
• Essay: In this assignment, students critical analyze and evaluate the role of the federal reserve and its system of regulation.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 7:** Consumerism and Credit

- Role and function of Credit
- Credit Cards and Interest rates
- Family Vacation Project (Comprehensive Cost Analysis)

Major Assignments and Assessments:
• Comprehensive Cost Analysis: In this assignment, students are asked to conduct an extensive researched report about the cost of a family vacation for a family of four. Students will be given a budget. They need to stay within budget and determine the nature of their trip while taking into consideration all costs. They will be asked to consider every cost associated with a 7-day trip.
• Comprehensive Cost Analysis Presentation: Students will create a Power Point presentation of their Comprehensive Cost Analysis.
• The Wonderful World of Credit Campaign: Students will participate in a community awareness campaign about the advantages credit cards and the troubles that misuse or irresponsible practices can create for consumers. They will inform they local community and write a 3-4-page reflection about their experience.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response
• Review of work by teacher • Written examinations • Student demonstrations, reviewed by selected panel • Student work • Student applied concept projects • Portfolios • Learning Logs

- Students will answer questions at the end of each unit. Writing assignments will include responses to critical thinking questions, Supply and Demand scenarios, primary documents, case studies, etc.
- Written exams
  - Multiple Choice
  - Short Response
  - Extended Response
- Key vocabulary
- Students will create and present a comprehensive cost analysis of a typical family vacation (family of four). This project is equivalent to a term paper. In this project, students will use the economic terminology, apply learned concepts, and provide solid evidence to present their data findings of the comprehensive cost analysis. Students will be required to create a power point and a written synopsis.

Major Writing Assignments and Assessments:

• Analytic Comparison: In this assignment, students create a chart that compares the economics of Milton Freedman and Adam Smith.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, research, etc.) and design a persuasive presentation of Freedman or Smith economic model.
• Essay: In this assignment, students critically analyze and investigate the concept of scarcity as it relates to cost and pricing. They will select one of the following topics: oil, food, housing, gold, steel, water, silver, fashion, and qualified personnel. This assignment is a 3-5-page paper with a minimum of 3 scholarly sources.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Major Writing Assignments and Assessments:

• Analytic Comparison: In this assignment, students create a chart that compares the economic preference and principles of capitalism/free enterprise and centralized control/communism.
• Supply and Demand Charts: Based on several hypothetical scenarios, students will predict market forces by applying economic principles to supply and demand exercises.
• Essay: In this assignment, students critically analyze and evaluate both the law of supply and the law of demand. They will be asked to evaluate the concept of supply-side economics and argue whether it works or not. This assignment is a 4-5-page paper with a minimum of 3 scholarly sources.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

Unit 3: Business and Labor

Major Writing Assignments and Assessments:

• Analytic Comparison: In this assignment, students will critically analyze and evaluate commercial advertisements. Based on the marketing models, students will be asked to determine the following: goal, target audience, appeal, niche, effectiveness, approach, and public opinion.
• Group Work/Presentation: While working in groups of three, students will collaborate (share notes, research, etc.) and design a joint presentation on their analysis of ads, which they reviewed in the Analytic Comparison activity.

• Essay: In this assignment, students critical analyze the role of taxes in our society. They will be asked to defend the need for taxes and a specific community program or service that funded by taxes.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 4:** Money, Banking, and Finance

Major Writing Assignments and Assessments:
• Analytic Comparison: In this assignment, students create a chart that compares several types of loans, investments, and money accounts.
• My Checkbook: This activity is a three-week simulation where students are given a budget. They keep track of their expenses and produce an expense report, which will be used to develop a cost management plan.
• Cost Management Plan: In this assignment, students critical evaluate their current expenses and their future expenses (i.e. college, family, transportation, etc.). Based on their findings, they will produce a qualitative report that produces an action plan to meet their goals financially.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 5:** Introducing Macroeconomics and the Global Economy

Major Writing Assignments and Assessments:
• Case Study Analysis: In this assignment, students will learn about Globalization, its Pros and Cons, and the consequences of such a global transformation. With this in mind, students will critical analyze the effects of globalization on a specific country or region or cultural group. This assignment is a 5-7-page paper with a minimum of 5 scholarly sources.

• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 6:** Government and the Economy
Major Writing Assignments and Assessments:
• Federalism Profiles: In this assignment, students create a chart that compares and contrasts the role and responsibilities of local, state, and federal government. Specifically, they will differentiate programs, budgets, and expenses.
• Essay: In this assignment, students critical analyze and evaluate the role of the federal reserve and its system of regulation.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

☐ **Unit 7:** Consumerism and Credit

Major Writing Assignments and Assessments:
• Comprehensive Cost Analysis: In this assignment, students are asked to conduct an extensive researched report about the cost of a family vacation for a family of four. Students will be given a budget. They need to stay within budget and determine the nature of their trip while taking into consideration all costs. They will be asked to consider every cost associated with a 7-day trip.
• Comprehensive Cost Analysis Presentation: Students will create a Power Point presentation of their Comprehensive Cost Analysis.

• The Wonderful World of Credit Campaign: Students will participate in a community awareness campaign about the advantages credit cards and the troubles that misuse or irresponsible practices can create for consumers. They will inform they local community and write a 3-4-page reflection about their experience.
• Unit Test: Multiple Choice, Matching, True or False, Short Response, and Extended Response

In addition:

- Students will write responses to end-of-chapter/ end-of-unit questions/ activities from the required textbook. - Students will complete Personal Financial Plans with consideration of, but not limited to, the following: creating a budget, opening and managing a checking account, saving and investing, financial institutions and services, credit and debt, paying for education, buying a car, renting an apartment, buying insurance, getting a job, and paying taxes. - Students will complete the Debating Current Issues activities as the end of each Unit. Topics include: Health-Care Costs, Oil and Energy Dependence, Minimum Wage, Regulating Financial Markets, Easy Credit, Internet Taxation, and Tariffs and Trade. - Students will complete a minimum of one text-based Case Study per Unit. Topics include: Safety at Any Cost?; Russia in Crisis; Government and the Interstate Highway system; What makes a Person an Entrepreneur?; Are baseball players paid too much?; Government and the Market for Milk; Regulating Cable Television; Business and Ethics; The Paterson Silk Strike of 1913; Big Banks and Small; The Fate of the Dot-Coms; How Has Technology Affected Productivity?; Unemployment in a Changing Economy; The Bush Tax Cuts; Will Social Security Survive?; Banking, Monetary Policy, and the Great Depression; NAFTA: Is Free Trade a Good Idea?; The World Bank and Economic Assistance.

• Differentiate instruction • Direct instruction • Project group work • Individualized student work and support • Direct Instruction • Teacher demonstration • Lecture • Guided practice • Discussion • Multimedia presentation • Videos • Student/Peer Presentations

Graphic Design

Course Description

Course overview:
This class is designed to provide the student with a working understanding of publication design and preparing artwork for printing. Students will have an understanding of major printing methods, color separation, application of computer programs and typical problems encountered in the field. The student will be able to demonstrate proficiency in the use of various tools, materials and graphic design computer programs. Accuracy in preparing pre-press files will be stressed. These new skills can be used to achieve future goals in the graphic design field.

Course content:
Introduction to Visual Communications
Sample Unit Overview: *Introduction*

Students will learn how graphic design influence society, the use of marketing techniques and the training requirements to become a graphic artist. Students will explore the various positions available in the field of graphic design and digital arts. In the process, students will become familiar with the career opportunities currently available in the field, their requirements, and compensation. Students will also become be able to define the training requirements for the profession.

Sample Student Activity: *Professional Map*

Students will deeply research career opportunities in digital arts and select a current, listed position on a job search website. Students will then create a professional map as though they will be applying for this job in the future. Students will list and explain each step in the process of achieving this goal, as well as discussing any roadblocks or problems that could arise in the process. Students will upload this work to their student website portfolios and share the link with their instructor.

Computer Operations
Sample Unit Overview: *Computer Skills*

Students will learn the basics of using the computer to produce the files and documents needed for the industry. Students will engage in active learning around basic computer systems, creating file formats and file management systems, handling network operations, and storage, backup, and work output. In the process of learning these items, students will create and organize their digital portfolio websites on Google Pages.

Sample Student Activity: *Portfolio Setup*

Students will create their own google pages website with folders organized to represent each assignment on the course syllabus. Students will determine the style of the webpage and create an introduction that describes their goals in graphic design, their interests, style, and personal motivation. Students will share the link to their portfolio website with their instructor.

Graphic Design Work Habits and Ethics

Students will learn professional career behaviors using simulations and practicing the skills needed for successful employment. Students will engage in panels and discussions with graphic design professionals, current publications about graphic design, and the conditions of successful employment that are widely accepted in the field. Students will learn about work ethic, intellectual property rights, work made for hire, and leadership skills. Students will begin to understand the concepts of work flow and how to achieve work products.

Sample Student Activity: *Panel Prep*

Students will research the skills, information, and certifications necessary to work in th field of graphic design. Students will individually create 10 questions to present to a panel of actively working graphic design artists and post them to the proper file on their portfolio page. The class will come together and share all the questions generated by the class, eliminate duplicates, and collectively brainstorm additional questions to present to the panel. Students will present their questions to the panel and write reflections on their perspectives to the answers to those questions with an emphasis on discussing how this conversation has changed their understanding of graphic design careers.

Measurement Systems
Sample Unit Overview: *Measurement*

Students will use the measuring methods used in the graphic arts and printing industries, including picas, points, and agates, halftones measurements, scaling, aspect ratio, and pagination, in-position. Students will be able to physically manipulate these qualities of an image in graphic design software.

Sample Student Activity: *Transformations*

Students will be provided with a graphic file that includes text and shapes. Students are responsible for changing the image through scaling and aspect ratio and writing a narrative describing the changes they made, how they made them, and the rationale behind why they changed the image in the way that they chose to. The modified file and the narrative must be posted to the student portfolio webpage and the link provided to the instructor.

Graphic Design Application
Sample Unit Overview: *Graphic Design Production*

Students will engage in deep development, critical thinking, design, and problem solving to create a variety of graphic design outputs. This large unit includes works created in hands-on application in use of thumbnail and full-size concept layouts, the use of commercial and institutional graphics, publication design, charts and graphs, and logo design.

Sample Student Activity: *Advertising and Marketing Design*

Students will team up with the business classes to provide a client design experience completing a logo, product packaging design, and print advertising specific to the client's needs. Students must maintain a comprehensive set of notes of each meeting with their clients, provide mock-ups, take constructive feedback, make changes, and provide a finished, polished set of files for their branding and marketing use. Students will also submit their notes, personal reflections on the process, logo, product packaging, and print advertising pieces to their portfolio webpages and provide the link to their instructor.

Illustration
Sample Unit Overview: Illustration

Students will learn the use of illustrations in design work and how to select the most effective styles. Students will be guided through the hands-on process of planning and working up rough concept drawings before executing the cleaned up their final pieces. Students will work with illustration software to work through the process of composition, blocking, fleshing out their pieces, digital sketching, and special effects in the creation of vector-based illustrations and poster-style graphics.

Sample Student Activity: Figures in Motion

Students will work with a model to create a series of digital illustrations of the model creating a series of poses that demonstrate the key poses of an animation series. Students will create the stages of the process (composition, blocking, fleshing out, sketching, and special effects) of each of the 4 poses individually and post their examples of each stage to their corresponding files in their portfolio webpages and share the link to their instructor.

Digital Imaging
Sample Unit Plan: *Digital Image Manipulation*

Students will learn how to capture digital images and make the necessary adjustments for use in publication work. Students will learn to download, correct, manage, and work with multi-image compositions. Students will learn how to repair severely damaged photographs. Students will engage in community outreach by collaborating with the local historical society to help digitally restore historical photos of local relevance and share them with the community.

Sample Student Activity: *Photoshop Funnies*

Students will be given a series of 3-5 digital photos chosen at random, they must use Photoshop to compose those photos into a humorous composite. Students will collectively vote for the funniest composite which will win a small class prize. Students will create a narrative of the step-by-step process they used to create their composite image. Composite images and narratives are to be posted to their portfolio webpages and the link shared with their instructor.

Post Production
Sample Unit Overview: Post Production

Student will learn the process of reproducing layouts from concept to publication. Students will design documents within production guidelines using production flow, pre-press and PDF creation, press operations, and binding & finishing. Students will engage in the process of layout of a physical portfolio of their own work.

Sample Student Activity: Culmination Portfolio

Students will engage in the multi-page layout process of creating a physical catalog of their work from the class, demonstrating the products of the efforts, their reflections and narratives, a final culminating reflection, and clearly demonstrate the flow of each project from idea to final product. Students will send their portfolio for printing via the process outlined by their instructor and post the entire file to their portfolio website along with a final reflection regarding the experience.

Introduction to Business

Course Description

Course overview:

The major purpose of this year course is to provide students the skills needed to effectively organize, develop, create, and manage their own business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation.

Students will learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. They will learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business. The course is aligned with the 2016 *California History-Social Science Framework*, the California 2016 Common Core State Standards, and the California English Language Development Standards.

Through the study of entrepreneurship, students will learn the importance of the role of entrepreneurship in the market economy, opportunity recognition, communication in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research, and cost/benefit analysis, adverting and marketing products, business financials including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice connecting history/social studies to their daily lives.

Major Summative Assessments Include, But Are Not Limited to:

Interactive Student Notebooks

Interactive student notebooks contain all of the notes, classwork, homework, experiential activities, and developing standard business plan worksheets that students complete throughout the year. Each day, students will start an entry with the date and a warm up (essential question). When the students take notes in class, they will use the Cornell-style note taking. The notebook is interactive because students will write comments or questions to the teacher, and the teacher will respond back to the students in their notebook. Interactive notebooks are collected on a regular basis and are randomly checked. The intent of this assignment is not only for students to use the notebook throughout the course, but to also use the information as reference for their actual business plan they will submit during the end of the spring semester.

Standard Business Plan

The ability for students to prepare a Standard Business Plan is an important learning objective in this course. Students will begin their business plan immediately in the course. By the end of second semester, students will have created a standard business plan. The Standard Business Plan has four parts: Opportunity Recognition and Business Structure, Market Research, Promotion and Sales, and Financial Information and Operations.

Case Study

At the end of each unit is a case study that develops through the entire textbook. The case study involved is a fictitious17-year-old entrepreneur, Eva Tan, beginning when she was a high school student in Westerville, Ohio. Students will watch Eva as she starts her business, makes mistakes (as well as her successes), grows her business, and eventually leaves it. The continuing case study tells the story of Eva Tan as she starts a new business and grows it over the course of eight years. The "What Would You Have Done?" activity asks students to put themselves in Eva's position. Each student is asked to think about what Eva Tan did in the case study and then consider whether they would have done what she did during the evolution of her business. Students will analyze what a business plan looks like and interpret the importance of developing the critical skills of financial strategies, organizational structures, and legal structures from the Standard Business Plans.

Course content:
The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Unit 6: Starting Your Own Business
This unit introduces such concepts as financing, recordkeeping and accounting, and insurance -- all critical elements of when starting a business.

Major Topics:

- Start-up Investment
- Obtaining Financing
- Recordkeeping
- Accounting Systems

Goals for Unit 6:

A. Describe start-up investment and explain how payback is calculated
B. Explain bootstrapping strategies
C. Identify the advantages and disadvantages of debt financing
D. Identify the advantages and disadvantages of equity financing
E. Describe some specialized sources of financing
F. Describe how debt and equity financing affect the balance sheet

Major Assessments for Unit 6:

1. Do I Need Financing? Students will form 2 teams. One team plans for a business that sells donuts while the other team plans a business that sells umbrellas. Both businesses make the product at another location and are purchased wholesale. Each team will determine the business's required start-up investments and research costs on the Internet. Each team will present its analysis to the class.
2. Group Presentation: Working in groups of 3 students, each group will investigate a different Small Business Investment Company or Minority Enterprise Small Business Investment Company. Topics to be report on include the kinds of investments being sought, if the company offers equity financing or debt financing, and qualifications for financing.

3. Do I Need Financing? Using their own business, students will build their start-up investment plan and financing strategy, build the beginning balance sheet. They will build their data on an Excel spreadsheet using the formant and organization of Eva's Business Plan.
4. Business Ethics: Students will be presented with a fictitious hardware store. They have become friends with the accounting clerk who wants to create a fictitious vendor and write checks to that vendor (student's sister-in-law). Students must answer the question: "What Would You Do?"

Unit 5: Analyzing Finances
This is an integral part of the course of study. Students are introduced to the basics of business finances, including essential documents and ratios. They use these tools to determine whether or not they could expect their business to make a profit.

Major Topics:

- Discuss the differences between fixed and variable expenses
- Define economics of sale
- Define a unit of sale
- Calculate the economics of one unit of sale
- Importance of an income statement and how to prepare one
- Understand how cash flow affects entrepreneurs
- Demonstrate a burn-rate calculation
- Importance of a balance and how to prepare one
- Analyze a balance sheet
- Explain a financial ratio
- Explain how income statements are used for financial analysis
- Compare operating ratios and return on sale ratios
- Develop ratios by using balance sheets
- Importance of return on investment
- Importance of breakeven point
- Perform break even analysis

Goals for Unit 5:

A. Define and provide examples of fixed expenses
B. Explain how variable expenses are calculated
C. Define economies of sale
D. Explain the importance of income statements
E. Identify the parts of an income statement
F. Prepare income statements
G. Understand how cash flow affects entrepreneurs
H. Demonstrate a burn rate calculation
I. Identify the purpose and components of a balance sheet
J. Explain how balance sheets ar prepared
K. Provide two methods used to analyze balance sheets
L. Explain a financial ratio
M. Describe how income statements are used for financial analysis
N. Compare operating ratios and return on sales ratios

O. Describe the ratios developed by using balance sheets
P. Explain the importance of return on investments
Q. Explain the importance of the breakeven point
R. Perform a break-even analysis

Major Assessments for Unit 5:

1. Calculating Percentages for Fixed and Variable Expenses: In groups of 3 or 4, students will use the Internet to develop a list of variable and fixed expenses for a specific kind of business: restaurant, manufacturing plan, retail store, etc. They will use the information to convert the individual variable expense to a percentage of the Total Variable Expenses. They will also show the Total Cost of Goods Sold and the Total Other Variable Expenses as percentages of the Total Variable Expense.
2. Entrepreneur Profile: Provide with a fictitious high school entrepreneurs version of some of the difficulties in starting a business, students will explain the difficulties he had in pricing his product and determining the cost of labor. Using the lessons learned, the student will evaluate their own business to determine if they are charging a competitive price and if procrastination will hurt their business.
3. Written Report: Students will prepare a written report for starting a business selling pretzels from a booth at the annual community festival. They will briefly summarize their concept, provide a list of fixed expenses, and an Economics of One Unit that show their contribution margin.
4. Critical Thinking - Applying Concepts: Students will calculate the income statement for Joan Barry Hair Styles in a month when she had 70 fewer jobs, with a reduction in revenue of $1,750.

Unit 4: Marketing Plan and Sales
This unit will focus on students learning how to develop a marketing plan and how to promote their product. In addition, they will learn the principles of successful selling and how to estimate sales.

Major Topics:

- Identify the components of a marketing plan
- Describe various types of product strategies
- Determine place (distribution) strategies
- Methods used in developing price strategies
- Promotion: summarize basic principles of promotion, define elements in a promotional plan, ways to budget for promotion
- Importance of personal selling, characteristics of successful salespeople, main components of the selling process, key documents, and forms used in selling
- Costs related to a sales force, methods used to estimate sales

Goals for Unit 4:

A. Identify the components of a marketing plan
B. Describe various types of product strategies
C. Specify ways to apply place (distribution) strategies
D. Explain methods used in developing price strategies

E. Summarize the basic principles of promotion
F. Define the elements in a promotional mix
G. Examine what is included in a promotional plan
H. Discuss ways to budget for promotion
I. Explain the importance of personal goal setting
J. List the characteristics of successful salespeople
K. Describe the main parts of the selling process
L. Understand the key documents and forms used in selling
M. Consider who may be needed in a sales force
N. Identify costs related to a sales force
O. Explore methods used to estimate sales

Major Assessments for Unit 4:

1. Distribution Strategy: Working in pairs, students will research the advantages and disadvantages of one distribution strategy (exclusive, intensive, or selective). They will assemble their research to display on a poster.
2. Sales Force: Students will pretend they are opening a retail drug store. They will need sales of $250,00 by the end of the first year to make a profit. They will be provided with the pertinent demographics of the region and will determine whether they will meet their annual sales projection in that location.
3. Life Cycle of a Product: Students will research some products' life cycles. They they will pick one product and identify the sate of its life cycle. They will support their view by assembling advertisement on a poster board and make a short presentation.

Unit 3: Opportunity Recognition and Market Analysis
Students will begin the real work of starting a business. The first thing they will learn is how to write a business plan. This unit also identifies how to identify a business opportunity and how to organize market research to evaluate whether an opportunity has sufficient potential for success.

Major Topics:

- Business Plan: identify the seven parts of a business plan, and how to put it all together
- Business Opportunities: ways to recognize opportunities using creative thinking to generate ideas and methods to evaluate a proposed project
- Market Research: the purpose of conducting a market research, important factors in targeting a market, conducts a market research
- Competitors: identify and determine competitive advantage, steps in market research

Goals for Unit 3:

A. Explain the purpose of a business plan
B. Describe the types of business plans
C. Identify the parts of a business plan
D. Understand how to put together a business plan
E. Identify ways to recognize business opportunities
F. Explain how to use creative thinking to generate ideas
G. Compare various types of business opportunities
H. Describe methods used to evaluate business opportunities

I. Explain why market research is so important
J. Consider important factors when targeting a market
K. Identify market research methods
L. Learn how to identify competitors
M. Determine your competitive advantage
N. Identify the steps in researching a market.

Major Assessments for Unit 3:

1. Critical Thinking: Students will research three business plans: manufacturing, retail and service. They will record the parts of the plans and the order in which they are presented and then compare the plans to the outline presented in the textbook. They will note similarities and differences, describe the tone of the business plans, and decide if they would invest in any of the businesses.
2. Business Opportunity: Students will research real-life stories of how entrepreneurs recognized business opportunity. Students will create a presentation about their findings.
3. Market Research: Students will generate a market research survey to ask potential customers about a chocolate bar. In groups of 4-5 students will conduct the research. The class will develop a list of their data findings and draw conclusions regarding key results. They will design a new chocolate bar and market strategy (brand name, log, and slogan) based on survey results. In groups, students will create a commercial and present their product to a panel that will decide if it should be funded.

Unit 2: Preparing for Business
To succeed as an entrepreneur, students will develop their communication and negotiation skills. In addition, they will be presented with and understand business ethics while considering the relationship between business and social responsibility. This unit will help students learn these important skills, as well as special features on time management and goal setting.

Major Topics:

- Communication: when and how to use effective communication in business
- Negotiation: preparation, positive techniques, benefits and values, and how to negotiate with people from other cultures
- Ethics: relate values, describe the benefits of practicing business ethics, and suggest solutions to ethical problems
- Social Responsibility: define an entrepreneur's responsibilities to individuals, environment, and community

Goals for Unit 2:

A. Understand how to communicate in business
B. Use business letters, memos, emails and faxes
C. Understand when to use telephone calls, conference calls, and video conferences
D. Understand how to use instant messaging
E. Demonstrate active listening
F. Explain why negotiation is important in business
G. Describe ways to prepare to negotiate
H. Demonstrate positive techniques for conducting negotiations

I. Understand how values relate to negotiations
J. Understand how to negotiate with people from other cultures
K. Define ethics
L. Explain entrepreneur's responsibilities to individuals
M. Analyze ethical behavior and business practices
N. Investigate the means to create an ethical workplace
O. Understand ethical issues concerning licensing and copywriting
P. Define corporate social responsibility
Q. Describe entrepreneur's environmental responsibilities
R. Identify entrepreneur's community responsibilities

Major Assessments for Unit 2:

1. Negotiation: Students will work in groups of four to create an eight-page booklet giving pointers and practical advice on how to negotiate. They will use pictures and written text.
2. Etiquette and Culture: Students will choose a foreign county that interest them and learn about one area of etiquette in that country that would useful such as dress, greetings, or eating a restaurant. They will demonstrate what they have learn in a class presentation.
3. Social Responsibility: Students will research and write a paper on companies that make their favorite food or clothing. They will explain how the company contributes to social causes and solutions.

Unit 1: What Is an Entrepreneur?
After an introduction to entrepreneurship, students will examine the characteristics of an entrepreneur and be introduced to the role entrepreneurship plays in the economy. Students will also learn about the different types of businesses (such as retail and manufacturing) and the different types of business ownership (sole proprietorship, partnership, corporation, and cooperative).

Major Topics:

- Define what it means to be an entrepreneur and debate whether the reward of entrepreneurships outweigh the risks.
- Identify the key characteristics of an entrepreneur by researching and reporting on a famous entrepreneur of their choice.
- Explore ways to build your business potential by creating a product.
- Describe an economic system and examine how supply and demand relationships affect the price of their products.
- Explore the role of competition in a market economy and the role it plays in the price and quality of them of their goods.
- Describe the profit motive as a either a good or evil force in society.
- Define the importance of global economy and the effects on the production of their product/service.

- Describe the influence that relationships between the global economy and the local economy have toward the choice of consumer buying habits.
- Identify and explore the four main types of business based upon their primary function and the kinds of products they sell.
- Examine trends in business start-ups in recent decades.

- Explore growth expectations for business by researching recent data to determine if a business will dominate the US economy.
- Define liability and its legal obligation from entrepreneurs.

Goals for Unit 1:

A. Describe what it means to become an entrepreneur
B. Compare the pros and cons of being an entrepreneur
C. Investigate successful entrepreneurs and their achievements
D. Describe who becomes an entrepreneur
E. List the key characteristics of an entrepreneur
F. Explore ways to build business potential
G. Articulate the value of learning about entrepreneurship
H. Describe and identify different economic systems
I. Examine supply and demand relationships
J. Explore the role of competition in a market economy
K. Analyze the profit motive

M. Define the global economy
N. Identify the factors that affect entrepreneurs in international trade
O. Describe the relationships between the global economy and the local economy
P. Identify the four main types of businesses
Q. Examine trends in business start-ups
R. Explore growth expectations for business
S. Define liability
T. Examine sole proprietorships
U. Learn about partnerships
V. Examine corporations
W. Understand cooperatives

Major Assessments for Unit 1:

1. Critical Thinking: Applying and Relating Concepts; Analyzing Information -- In a written report, students research an entrepreneur from the past and describe their characteristics as an entrepreneur, outline the risk and rewards in that business, and determine whether the entrepreneur made life better in some way with the product or service.
2. Experiential Project: Product Innovation and Trade Games -- Students create an innovative product as well as participate in a trade game. Using everyday household items, students create a product in a small group. In trade games, students receive a bag with small items and must trade and exchange items to acquire items that make them happy.
3. Supply and Demand: Using supply and demand data for a cake business student draw a

A Look at...

Sixth Grade

Course Descriptions

and the
Common Core State Standards

ADOPTED BY: CALIFORNIA DEPARTMENT OF EDUCATION

LOS ANGELES INTERNATIONAL CHARTER SCHOOL 2019-2014

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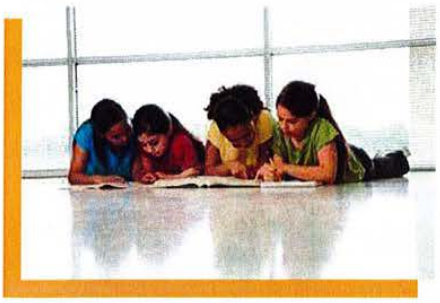
Sixth-Grade Curriculum



What will my child learn in sixth grade?

I've been teaching second grade, and this year I've been reassigned to sixth grade. What does the sixth-grade curriculum look like?

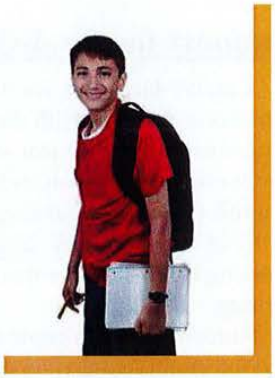
I'm the principal of a small private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?

In August 2010, the state adopted the Common Core State Standards for English language arts and mathematics. How will the new standards enhance sixth-grade curriculum?

This chapter is organized by sections for each subject, describing what students should know and be able to do by the end of sixth grade. Each section includes a brief overview of what the student should have learned before entering sixth grade, followed by a description of the sixth-grade standards. Each subject concludes with a list of the sixth-grade standards for that content area. The English language arts and mathematics sections include the new Common Core State Standards (CCSS), with California additions.

For a more in-depth discussion of each subject, please consult the state-adopted curriculum frameworks for kindergarten through grade twelve. The frameworks are posted on the CDE Curriculum and Instruction Web page at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

What Students Learn in Sixth Grade



Students read and analyze a wide range of literature from different times and cultures, with an increasing emphasis on analyzing informational text on grade-level topics in all sixth-grade subject areas. The emphasis in sixth grade is on students' comprehension of complex narrative and informational texts. Students read two or more texts on a topic and use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their analysis skills deepen, students can identify key individual events and details and use them as evidence to support their analysis and to distinguish claims that are supported by an author from those that are not. Additional analysis skills call for students to compare one author's presentation of events with another interpretation. They learn academic language and domain-specific vocabulary through their reading and use it in their writing and speaking.

In their writing, students in sixth grade develop more sophisticated skills, such as using evidence from a variety of sources to support their purpose or conclusion. They revise, edit, and rewrite their compositions and learn to try new approaches and use technology to improve their writing product. Students conduct research projects that provide them with practice in gathering information, using print and digital sources, and paraphrasing or summarizing information. Integrating reading and writing across the different content areas is emphasized through the addition of the standards for literacy in history/social studies, science, and technical subjects.

Students engage effectively in collaborative discussions with diverse partners and in different groupings on sixth-grade topics and texts. They can identify and analyze logical fallacies in speakers' presentations or from media sources. They learn to present an argument and support it with a logical sequence of evidence. They also learn to use expression and nonverbal elements for effect and to engage the audience. To support their writing and speaking, they learn conventions of standard English grammar and usage, capitalization, spelling, and punctuation, such as using commas to set off parenthetical clauses. In sixth grade, the proper use of pronouns is emphasized. Developing academic as well as domain-specific vocabulary is highlighted. Students learn to distinguish between words with similar meanings and to use common affixes and roots as clues to the meaning of words. They also use the relationships between certain words (e.g., cause/effect or part/whole) to help understand each word.

Support for English Learners

English-language development (ELD) is a critical component of the language arts program for English learners and comes with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners should be planned according to the students' assessed level of literacy (reading and writing) in English and their primary language as well as their proficiency in English (listening, speaking, reading, and writing). Students with strong literacy skills in their primary language are at an advantage: They can concentrate on learning English rather than on receiving initial instruction in reading and writing.

Students in sixth grade are expected to conduct deep analysis of literature and informational text on grade-level topics in all subject areas. English learners benefit from reteaching as they learn how to analyze the structure of informational text and how text features contribute to the development of the ideas in text. With guided instruction, students will also learn how to cite evidence to support their statements in their analysis of text.

When provided with differentiated instruction using informational text, English learners can acquire and practice using academic language as well as domain-specific words in different content areas.

As English learners participate and engage in collaborative discussions, they are given ample opportunities to hear vocabulary acquired from their reading. They can practice using this vocabulary by expressing themselves during one-on-one, small group, or teacher-led discussions.

As English learners participate and engage in collaborative discussions, they are given ample opportunities to hear vocabulary acquired from their reading. They can practice using this vocabulary by expressing themselves during one-on-one, small group, or teacher-led discussions.

Providing explicit writing instruction, as well as models of research reports, on how to write research reports will expand English learners writing skills. Students develop as writers by receiving close guidance in organization, searching for appropriate reference materials, incorporating and correctly using quotations and citations, and revising their research reports. Because English learners are still developing proficiency in English, students benefit from positive and corrective feedback from teachers on writing and grammatical errors. English learners may need additional time and practice in writing for a variety of purposes and audiences to further their writing abilities.

English learners develop oral and written language through formal linguistic instruction that includes learning common phrases, idiomatic expressions, and language patterns, as well as phonological, morphological, syntactical, and semantic structures of English.

Explicit instruction on the rules of grammar and functions of pronouns help students use pronouns correctly, including intensive pronouns (e.g., *myself, ourselves*). Students may need additional instructional support to recognize and correct their own errors in pronoun use. They are provided with multiple opportunities to practice these skills both in speaking and writing and receive corrective teacher feedback. (For a more extensive list of grammatical conventions, refer to the "Transition to the Common Core State Standards with California Additions: Planning ELD Instruction" chart that follows.)

For those students whose academic achievement is two or more years below grade level, placement in an Intensive Intervention Program for English Learners should be considered. These intensive, stand-alone, accelerated programs are designed for English learners in grades four through eight whose academic achievement is two or more years below grade level. (For additional information on state-adopted intensive intervention programs for English Learners, see Chapter 9 of the *Reading/Language Arts Framework for California Public Schools* [California Department of Education 2007b]) and the list of adopted instructional materials on the CDE Reading/Language Arts Web page at http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp.)

Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/. The CDE has published an excellent resource, *Improving Education for English Learners: Research-Based Approaches* (2010b), that provides the most comprehensive and up-to-date strategies to serve English learners. Guidelines for using ELD and SDAIE strategies, as well as recommended instructional practices, are provided. Information on the publication is available through the CDE Press Web page at http://www.cde.ca.gov/re/pn/rc/.

English learners need additional time for appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS for English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

Transition to the Common Core State Standards with California Additions Planning ELD Instruction: Sixth Grade	
Reading Standards for Literature	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4-6 for additional expectations.)** 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

	9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Standards for Informational Text	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4-6 for additional expectations.)** 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **a.Analyze the use of text features (e.g., graphics, headers, captions) in popular media.** 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing Standards	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic **or thesis statement**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

	(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 4. Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.** 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use **all pronouns, including** intensive pronouns (e.g., *myself, ourselves*), **correctly**. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note: California additions are in bold typeface and underlined.

The Standards

The CCSS, with California additions, that follow are the prepublication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 15, 2010. Content that is unique to California and was added by California to the multistate common core standards is in **bold typeface and underlined**. The SCOE document is available online at http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf (Outside Source). The grade-six CCSS for English Language Arts and Literacy in History/Social Studies, Science and Technical Education were adopted by the California State Board of Education on August 2, 2010. The CCSS College and Career Readiness (CCR) Anchor Standards (Appendix A) define the literacy expectations for students entering college and careers and provide the foundation for the K–12 English language arts standards. Although the CCR Anchor Standards were not part of the State Board of Education action in August, they are essential to understanding the structure and cohesive nature of the CCSS.

A complete list of the grade-six 1997 California English language arts standards is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf.

Common Core State Standards with California Additions English Language Arts: Grade Six	
Key Ideas and Details	
1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4-6 for additional expectations.)**
5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
7.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

8.	(Not applicable to literature)
9.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Reading Standards for Informational Text
Key Ideas and Details	
1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4-6 for additional expectations.)**
5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.**
6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

	Writing Standards
Text Types and Purposes	
1.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic **or thesis statement**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Research to Build and Present Knowledge	
7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
Range of Writing	
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	
1.	

	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	
4.	Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.**
5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
Language Standards **Conventions of Standard English**	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use **all pronouns, including** intensive pronouns (e.g., *myself, ourselves*), **correctly**.

	c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.
Knowledge of Language	
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. * b. Maintain consistency in style and tone. *
Vocabulary Acquisition and Use	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.

* The following skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See "Language Progress Skills Chart, by Grade" on page 47 in CCSS.

	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards With California Additions Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades Six: Eight	
Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	
1.	Cite specific textual evidence to support analysis of primary and secondary sources.
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3.	
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	
7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8.	Distinguish among fact, opinion, and reasoned judgment in a text.
9.	Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity	
10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Reading Standards for Literacy in Science and Technical Subjects	
Key Ideas and Details	
1.	Cite specific textual evidence to support analysis of science and technical texts.
2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	
4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6.	
Integration of Knowledge and Ideas	
7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity	
10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Text Types and Purposes	
1.	Write arguments focused on *discipline-specific content*.

	a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3.	(See note;* not applicable as a separate requirement)

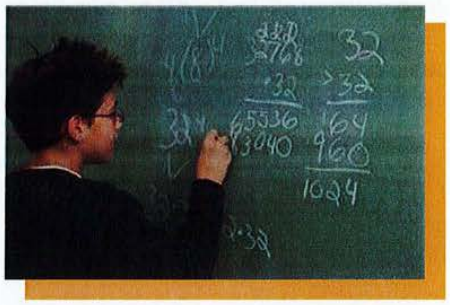
* **Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.	Gather relevant information from multiple print and digital sources **(primary and secondary),** using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9.	Draw evidence from informational texts to support analysis reflection, and research.
Range of Writing	
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: California additions are in bold typeface and underlined.

Mathematics

Overview



Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundations built in the early grades.

In August 2010, California adopted new standards in mathematics: the Common Core State Standards (CCSS), with California additions. The CCSS comprise standards developed by the state-led CCSS Initiative and material taken from the 1997 California mathematics standards. The new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California mathematics standards, but there are also a few noteworthy differences. For instance, the CCSS are organized by "domains" that add grade-level focus and vary slightly by grade. The domains for sixth grade are Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability. Furthermore, the CCSS do not include "key standards" as in the 1997 California mathematics standards. Instead, the CCSS are designed to have a greater focus at each grade and to develop mathematics topics in depth. In the early grades, the CCSS continue to emphasize concepts necessary for the study of more advanced mathematics in later years. To ensure that students have adequate time to achieve mastery, some of the 1997 California mathematics standards familiar to California's sixth-grade teachers will be taught in different grades after the CCSS are fully implemented.

This section provides an overview of the new CCSS for sixth-grade mathematics, including some highlights of how the sixth-grade curriculum, based on the 1997 California mathematics standards, changes with the implementation of the new CCSS. It includes a review of the important mathematical concepts and skills from fifth grade (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners. A complete list of the sixth-grade CCSS for mathematics can be found at the end of this section. A complete list of the sixth-grade 1997 California mathematics standards is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf.

What Sixth-Grade Students Should Know

Students entering sixth grade who have met the fifth-grade CCSS for mathematics are able to write and evaluate simple numerical expressions including those that contain parentheses, brackets, or braces. Students are able to express whole numbers in the range 2–50 as a product of its prime factors. They can form ordered pairs from numerical patterns generated from given rules and graph the ordered pairs on a coordinate plane.

By the start of sixth grade, students can fluently calculate multi-digit addition, subtraction, multiplication, and division of positive whole numbers. Students can find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. They demonstrate an understanding of operations with decimals

as they accurately add, subtract, multiply, and divide decimals to hundredths. Students entering sixth grade can use whole-number exponents to denote powers of 10.

Students understand equivalent fractions and can add and subtract fractions with unlike denominators and multiply a fraction or whole number by a fraction. They interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$) and can divide unit fractions by whole numbers and whole numbers by unit fractions.

While in fifth grade, students learned to convert among different-sized standard measurement units within a given measurement system and solve related problems. They displayed data in graphs and interpreted the meaning of the data to solve problems.

Students entering grade six understand the relationship between the formulas for the area of a triangle, parallelogram, and rectangle and can use these formulas to solve problems. They can apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms with whole-number edge lengths. Students can solve problems related to the sum of the angles of a triangle or a quadrilateral. They are able to graph points in the first quadrant of the coordinate plane to solve real-world and mathematical problems.

What Students Learn in Sixth Grade

Sixth-grade students develop an understanding of the concept of a ratio and use ratio reasoning to solve a variety of real-world and mathematical problems, including those involving unit pricing and constant speed.

Students extend their understanding of operations with fractions to include dividing fractions by fractions.

Students extend their understanding of operations with fractions to include dividing fractions by fractions. Sixth-graders compute fluently with multi-digit numbers and decimals and find the greatest common factor and least common multiples of certain whole numbers.

Students expand their scope of numbers to the system of rational numbers, which includes negative rational numbers and integers. They locate rational numbers on a number line, add and subtract negative numbers, and graph points in all four quadrants of the coordinate plane. Students write expressions and equations with variables and apply the properties of operations to generate equivalent expressions.

Students begin to think statistically as they summarize numerical data sets by quantitative measures of center and variability. They build upon the foundation of area to determine area and volume of more complex shapes.

Ratios and Proportional Relationships

In both the 1997 California mathematics standards and the CCSS, sixth-grade students develop an understanding of ratio concepts and use ratio reasoning to solve problems. They use ratio language to describe a relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." Students use appropriate language to associate a unit rate a/b with a ratio $a:b$ with $b \neq 0$ (b not equal to zero). For example, "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (Expectations for unit rates in this grade are limited to noncomplex fractions.)

Students use tables and graphs to compare ratios and solve problems involving rates and proportions, including problems about unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

With full implementation of the CCSS, some concepts in the 1997 California standards will be covered at different grades. For example, in the sixth-grade CCSS, students find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity) and solve problems using ratios and rates, a topic found at fifth grade in the 1997 California standards. However, solving problems involving discounts, interest,

and tips and representing proportional relationships with equations, which is a sixth-grade 1997 standard, will be covered in seventh grade in the CCSS.

The Number System

Conceptual understanding and fluency with operations involving whole numbers, fractions, and decimals are critical for students' success in mathematics at later grades. In both the 1997 California mathematics standards and the CCSS, sixth-grade students relate previous knowledge about multiplication and division to explain and compute problems involving division of fractions by fractions. They find the greatest common factor (or greatest common divisor) and the least common multiple of two whole numbers, concepts that play a role in the teaching of fractions. Division of a fraction by a fraction is introduced at grade five in the 1997 California standards.

In both the 1997 California mathematics standards and the CCSS, sixth-grade students use the standard algorithms to fluently add, subtract, multiply, and divide multi-digit numbers and decimals.

In both the 1997 California mathematics standards and the CCSS, sixth-grade students use the standard algorithms to fluently add, subtract, multiply, and divide multi-digit numbers and decimals. In the CCSS, sixth-grade students apply and extend their previous understanding of numbers to the system of rational numbers, which includes negative numbers. Students reason about the order of rational numbers and use numbers to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level). Students find and position rational numbers on a number line and plot points in the coordinate plane with negative number coordinates. Students also analyze the relative position of two numbers on a number line to interpret statements of inequality. In the 1997 California standards, negative integers are introduced in fourth grade and developed in fifth grade in a similar way.

Sixth-graders apply properties of operations to add and subtract rational numbers. They understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction, depending on whether q is positive or negative. Students show that a number and its opposite have a sum of 0 (are additive inverses) and they understand subtraction of rational numbers as adding the additive inverse.

With full implementation of the CCSS, some topics covered at other grades in the 1997 California standards will be addressed at sixth grade: for example, addition and subtraction with negative numbers and graphing points in all four quadrants of the coordinate plane (both topics from grade five) and the absolute value of a rational number (a topic from grade seven). In addition, multiplication and division with negative integers, covered in sixth grade in the 1997 California standards, will move to seventh grade in the CCSS.

Expressions and Equations

In the CCSS, students apply and extend their previous understandings of arithmetic to algebraic expressions as they evaluate numerical expressions with whole-number exponents and write, read, and evaluate expressions in which letters stand for numbers. Both concepts are introduced in fifth grade in the 1997 California standards. Sixth-grade students identify parts of an expression using mathematical terminology (e.g., *coefficient* and *term*)—a concept covered in seventh grade in the 1997 California standards. In addition, students apply the properties of operations to generate equivalent expressions. For example, students apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; and they apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$. The use of the distributive property in expressions with variables is covered in fifth grade in the 1997 California standards.

Students in sixth grade solve equations and inequalities using substitution to determine whether a given number makes an equation or inequality true. Solving inequalities is covered at grade seven in the 1997 California standards. Students also write and solve equations in the form $x + p = q$ and $px = q$ for cases in which

p, *q*, and *x* are all nonnegative rational numbers. The concept of writing and solving equations involving linear functions is introduced at grade five in the 1997 California standards.

In both the 1997 California standards and the CCSS, students represent two quantities in a real-world problem that change in relationship to one another as they write an equation to express one quantity (dependent variable) in terms of the other quantity (independent variable). Students use graphs and tables to analyze the relationship between dependent and independent variables and relate these to the equation. With full implementation of the CCSS, students will solve problems using the four operations with positive and negative integers, in seventh grade—a concept covered in sixth grade in the 1997 California standards.

Geometry

In the CCSS, sixth-grade students solve problems involving area, surface area, and volume. They know and use the formulas for the area and circumference of a circle. Students find the areas of triangles, special quadrilaterals, and polygons by composing shapes into rectangles or decomposing shapes into triangles and other shapes. Students reason about the volume of a right rectangular prism with fractional edge lengths and then apply the formulas V = *l* x *w x h* and V = *b* x *h* to solve related problems. Sixth-grade students use nets made up of rectangles and triangles to find the surface areas of three-dimensional figures. Students prepare for work on scale drawings in later grades by drawing polygons in the coordinate plane when given coordinates for the vertices. Students also draw geometric shapes with given conditions (such as triangles from three measures of angles).

With full implementation of the CCSS, some sixth-grade topics in the 1997 California standards will be covered at different grades: for example, the volume of triangular prisms (will be addressed in seventh grade) and the volume of cylinders (will be covered in eighth grade). Similarly, some topics addressed at other grades in the 1997 California standards will move to sixth grade in the CCSS: for example, the concept of radius and diameter of a circle (a fourth-grade topic), and how to calculate the surface area of three-dimensional objects (a fifth-grade topic).

Statistics and Probability

Sixth-grade students begin to develop their ability to think statistically. They understand that a set of data (collected to answer a question) will have a distribution, which can be described by its center, spread, and shape. Students calculate the median, mean, and variability of a set of data and relate these to the overall shape of the distribution. Students display, summarize and describe numerical data sets, considering the context in which the data were collected. In the CCSS, students use number lines, dot plots, histograms, and box plots to display numerical data. In the 1997 California standards, students in grade five calculate the median and mean and use histograms to display data, and in grade seven they use box plots to display data.

With full implementation of the CCSS, several sixth-grade topics in the 1997 California standards will be covered in seventh grade. Some examples include the use of random sampling to collect information about a given population and the use of theoretical and experimental probabilities to make predictions about events.

Support for English Learners

Students need to develop knowledge of mathematics as a language. However, the academic language of mathematics instruction and the specialized vocabulary of mathematics can create challenges for English learners.

The language of mathematics is precise compared with the English used in common discourse. English learners need opportunities to develop their knowledge of the features of language that are used to teach mathematics, such as *semantics* (how to translate the words of a problem into a symbolic representation), *syntax* (the order of words and phrases), and *mathematical discourse* (writing or talking about mathematical terms, concepts, and so on). The specialized vocabulary of mathematics should be explicitly taught and reinforced throughout the year.

The following points address areas that may pose special challenges for English learners in the early grades:

- At an early stage, students may have difficulty with English words such as *first, second, last*, *before*, *every*, *each*, *more*, and *equal*. Students may be unfamiliar with *sum, difference, solve, length*, and *value*.
- The different meanings of multiple-meaning words should be explicitly taught. These words may have a meaning in common discourse that is different from the meaning in mathematics—such as *table* or *face* (as in the *face* of a clock).
- The place value of some numbers between 10 and 20 is not obvious from their names (e.g., the number 16 is called *sixteen* in English, but "ten plus six" in other languages).
- The narrative descriptions of a word problem may require language skills that students have not yet mastered, particularly when the language of a word problem is ambiguous or includes idioms (e.g., *a dime a dozen*), comparatives (*greater than, less than, most often, least often*), or position words (*behind, below, in front of, to the right* or *left of*).
- Students may have learned different symbols and procedures that may result in the same answer. In some countries, students are expected to do most steps mentally instead of writing out each step.

Instruction in mathematics, along with critical-thinking skills, should be promoted despite low literacy or limited proficiency in the English language. Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/.

Use of Calculators

Although not discussed in the CCSS, the use of calculators plays a special role in mathematics teaching and learning. Initially, it is important that students in the early grades develop a facility with basic arithmetic skills without reliance on calculators. In later grades, when students are ready to use calculators to their advantage, calculators can provide a very useful tool not only for solving problems in various contexts but also for broadening students' mathematical horizons.

The Standards

The CCSS, with California additions, that follow are the prepublication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 18, 2010. Content that is unique to California and was added to the multistate common core standards is in **bold typeface and underlined**. The SCOE document is available online at http://www.scoe.net/castandards/agenda/2010/math_ccs_recommendations.pdf (Outside Source). These grade-six CCSS for mathematics were adopted by the California State Board of Education on August 2, 2010.

A complete list of the grade-six 1997 California mathematics standards is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf.

Common Core State Standards with California Additions Mathematics: Grade Six	
Ratios and Proportional Relationships (6.RP)	
Understand ratio concepts and use ratio reasoning to solve problems.	
1.	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2.	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1]
3.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. *b.* Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

[1] Expectations for unit rates in this grade are limited to non-complex fractions.

The Number System (6. NS)	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
1.	Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*
Compute fluently with multi-digit numbers and find common factors and multiples.	
2.	Fluently divide multi-digit numbers using the standard algorithm.
3.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*
Apply and extend previous understandings of numbers to the system of rational numbers.	
5.	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
	Understand ordering and absolute value of rational numbers.

	a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* *b.* Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.* *c.* Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* *d.* Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*
7.1	**Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. (Common Core Standard 7NS-1)** **a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* (Common Core Standard 7NS-1a)** **b. Understand *p + q* as the number located a distance |*q*| from *p*, in the positive or negative direction depending on whether *q* is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. (Common Core Standard 7NS-1b)** **c. Understand subtraction of rational numbers as adding the additive inverse, *p – q = p + (–q)*. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. (Common Core Standard 7NS-1c)** **d. Apply properties of operations as strategies to add and subtract rational numbers. (Common Core Standard 7NS-1d)**
8.	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
	Expressions and Equations (6.EE) **Apply and extend previous understandings of arithmetic to algebraic expressions.**
1.	Write and evaluate numerical expressions involving whole-number exponents.

2.	Write, read, and evaluate expressions in which letters stand for numbers. *a.* Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* *b.* Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* *c.* Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas* $V = s^3$ *and* $A = 6\ s^2$ *to find the volume and surface area of a cube with sides of length* $s = 1/2$.
3.	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*
4.	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
Reason about and solve one-variable equations and inequalities.	
5.	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7.	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
8.	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.	
9.	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the

	dependent and independent variables using graphs and tables and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*
Geometry (6.G)	
Solve real-world and mathematical problems involving area, surface area, and volume.	
1.	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2.	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = *l* x *w* x *h* and V = *b* x *h* to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3.	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4.	Represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
5.	**Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. (Common Core Standard 7G-2)**
6.	**Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (Common Core Standard 7G-4)**
Statistics and Probability (6.SP)	
Develop understanding of statistical variability.	
1.	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2.	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3.	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.	
4.	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5.	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
	Standards for Mathematical Practice 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. The CCSS for Mathematical Practice describe ways in which students of mathematics ought to engage with the subject matter as they grow in mathematical maturity and expertise. For a complete description of the eight Standards for Mathematical Practice, see Appendix B.

CCSS Domains

The CCSS are organized by domains. The following table lists all of the domains that apply to kindergarten through grade eight, and it identifies which domains are addressed in kindergarten through grade six. The shaded row indicates a domain to be covered at later grades.

Domains	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
Counting and Cardinality (CC)	X						
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X	
Number and Operations in Base Ten (NBT)	X	X	X	X	X	X	
Measurement and Data (MD)	X	X	X	X	X	X	
Geometry (G)	X	X	X	X	X	X	X
Number and Operations – Fractions (NF)				X	X	X	
Ratios and Proportional Relationships (RP)							X
The Number System (NS)							X
Expressions and Equations (EE)							X
Statistics and Probability (SP)							X
Functions (F)							

History–Social Science

Overview

Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. Students will study the fundamental aspects of this period:

Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin.

- The movement of early humans across continents and their adaptations to the geography and climate of new regions
- The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing
- The growth of urban societies as well as links with one another through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas
- The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law)
- The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism, Christianity), and changes in societies (social class divisions, slavery, divisions of labor between men and women)

In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.

What Students Learn in Sixth Grade

Early Humankind and the Development of Human Societies

This unit aims to advance student understanding of the broad sweep of history from the beginning of tool making to the appearance of farming.

This unit aims to advance student understanding of the broad sweep of history from the beginning of tool making to the appearance of farming. The knowledge of this long era depends on evidence from material remains, especially from bones and stone tools, and, more recently, on research in human DNA and long-term climatic and geological changes.

For millions of years, the genetic ancestors of humans, known as *hominins* (or *hominids*), used stone tools and lived on foods found by gathering and hunting. Archeological evidence shows students that the earliest forebearers evolved in eastern Africa and that small bands of those ancestors migrated into Eurasia about 1.9 million years ago. Perhaps around 800,000 years ago, early humans discovered how to control fire, which enabled them to cook food, keep away predators, and burn areas of land in order to flush out game.

Homo sapiens, that is, anatomically modern humans, almost certainly evolved in Africa, appearing 200,000 or more years ago. Modern humans adapted well to new environments, developing increasingly diverse stone and bone tools for collecting and processing food. Probably sometime after 100,000 years ago, the human species developed the capacity for language. Once this happened, technological change began to accelerate. People could more readily teach one another complex skills, such as how to make tools or shelters. Language made complex social cooperation easier. People could pass down ideas from one generation to the next and could also talk about their world, the past, the future, and the cosmos. Religious beliefs may well have developed along with language.

Students may trace the routes by which *Homo sapiens* peopled the world. The earliest bands probably first ventured beyond Africa 90,000 to 100,000 years ago. Humans may have reached Australia 60,000 or more years ago and Europe 40,000 years ago. Early humans reached the Americas from Eurasia at least 12,000 years ago, possibly earlier. Teachers may ask students to consider how human bands advanced southward along the western coasts of North and South America as far as Chile. Clearly, human migrants adjusted successfully to many different climatic environments. They continually came up with new ideas for living in unfamiliar climates. For example, they learned to stitch animal skins together to make warm clothing, fashion stone tools with finer cutting blades, and build stronger huts.

Students investigate the dramatic changes that took place when some humans began to settle in one place year-round. Archaeological evidence indicates that in the Middle East, and probably Egypt, foraging bands settled near stands of edible grasses—the genetic ancestors of wheat and other grains. Men and women began to deliberately sow plants that had favorable qualities (for example, varieties that were large, tasty, and easy to cook). In this way, they gradually domesticated those plants. Domesticated plants and animals became increasingly important to human diets regionally and turned people into farmers–that is, *producers* of food rather than simply *collectors* of it. Therefore, they could live in larger settlements and accumulate more material goods than when they foraged for a living. Teachers may emphasize that agriculture involved not only the act of farming but also a new way of life based on food production. On a global scale, however, hunting and gathering remained an important way of making a living for thousands of years.

Students may identify the different parts of the world where agricultural societies appear to have emerged independently of one another between about 12,000 and 5,000 years ago. Early farmers gradually developed more varieties of stone tools (e.g., sickles to cut grain and grinding stones to make flour). They used fire to transform clay into durable pottery. They wove wool, cotton, and linen into textiles. Because the early millennia of agriculture involved more sophisticated stone tools, it is known as the Neolithic, or New Stone Age.

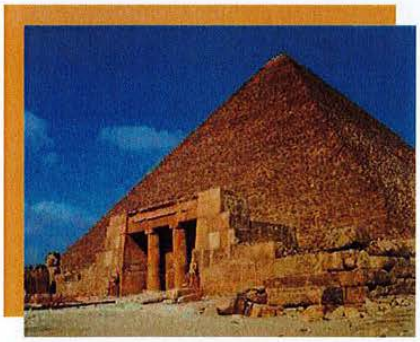
The Early Civilization of Mesopotamia, Egypt, and Kush

Between 10,000 and 4,000 BCE, farming spread widely across Africa and Eurasia. Startling changes began to take place in the valleys of the Tigris and Euphrates (Fertile Crescent) and Nile rivers. In this unit, students learn that people who lived near the banks of those rivers began to use irrigation techniques to control water and extend farming, despite an extremely arid climate. A similar process got under way in the Indus River valley in India and in the Huang He (Yellow) River valley in northern China some centuries later. When communities began to intensify farming with new techniques, they were able to produce surplus food. Students may query the possible relationship between surpluses and rapid population growth and the rise of more complex social, economic, and political systems in those valleys.

The civilizations of Mesopotamia (today Iraq), in the valley of the Euphrates and Tigris rivers, and Egypt, along the Nile River, both arose in the fourth millennium BCE. Kush, a civilization in the upper Nile River region south of Egypt, emerged in the second millennium BCE. All these societies depended on their river locations to build dense agricultural societies. Nevertheless, they took somewhat different courses. Students analyze the geographic factors, such as climate, topography, and flood patterns, which influenced the organization, economies, and belief systems in which those civilizations developed. Map resources can be used to show students the geographic features that affected the development of the Mesopotamian, Egyptian, and Kushan civilizations.

In the third millennium BCE, Mesopotamia was divided most of the time into several kingdoms. Beginning in Sumer, the region of southern Mesopotamia, those early kingdoms were dominated by large walled cities, each enclosing a royal palace and a temple dedicated to the local god, along with densely packed housing for the population. By around 3,000 BCE, a second cluster of cities arose in what is today Syria and in northern Mesopotamia. In both areas, the rulers claimed to possess authority divinely bestowed by their city's god or goddess. The monarchs' wives sometimes controlled their own estates. The city-states of Mesopotamia frequently fought one another over resources, but they also formed alliances. Students may analyze why people in this region-built city with walls around them. Trade was extensive, not only among the Mesopotamian kingdoms, but also between Mesopotamia and surrounding regions.

Students are introduced to Mesopotamia's numerous technological and social innovations, including the wheel, the wooden plow, the seed drill, and improved bronze metallurgy, as well as advances in mathematics, astronomical measurement, and law. Students learn about Mesopotamians' complex legal system and written laws, of which Hammurabi's are the best preserved, though not the earliest. Essential to the functioning of the legal system and of the administrative structure of Mesopotamian kingdoms was the cuneiform writing system, which was written on clay tablets and could be used to phonetically represent many ancient languages, including Sumerian and Akkadian, the languages of Mesopotamia. Students analyze why the Mesopotamians invented and used a writing system.



Students consider why Egypt, in contrast to Mesopotamia, was usually united under a single king during the period from 3000 to 1500. Egyptian kings claimed not only to have divine approval but to be deities themselves. Indeed, the Egyptians built immense tomb pyramids and numerous temples. The Egyptians prized order (*ma'at*) in all aspects of life, emphasizing social rules and even making careful preparations for the afterlife. Students may analyze the Egyptian writing system in comparison with Mesopotamian cuneiform. Both represented the sounds of their languages, but the Egyptians used papyrus and stone as writing surfaces rather than clay tablets. Students may also take account of the daily lives of farmers, artisans, and families reflected in surviving tomb and temple art.

Around 1500 BCE, Egypt entered the era known as the New Kingdom. Kings such as Thutmose III expanded the Egyptian empire far up the Nile River into what is now Sudan, and into the Levant, that is, the

coastal region at the eastern end of the Mediterranean. Teachers may exemplify this period by highlighting Queen Hatshepsut (ca. 1479–1458 BCE) and King Ramses II, also known as Ramses the Great (1279–1212 BCE). During Hatshepsut's reign, as throughout the whole New Kingdom, Egyptian art and architecture flourished, and trade with distant lands brought enormous wealth into Egypt. Ramses II's long reign was a time of great prosperity. He fought battles to maintain the Egyptian Empire and built innumerable temples and monuments throughout Egypt.

Egypt held long trade connections in Eurasia and Africa. Representatives of the king sailed up the Nile to Kush and penetrated the Red Sea coasts to obtain incense, ivory, and ebony wood. To the northeast, they acquired timber from the forests of Lebanon.

The African civilization of Kush lay in the upper Nile Valley, where rainfall was higher and where farm and cattle land stretched far beyond the banks of the river. Students may construct a chronological table of Kush's complex relations with Egypt. In some periods, Egyptian pharaohs dominated Kush, taxing the population and extracting goods, particularly gold. After the New Kingdom faded, Kush reasserted its independence, though it maintained close contacts with Egypt. Merchants of Kush also traded with the Arabian Peninsula, India, and equatorial Africa. Teachers may introduce comparisons between the societies of Kush and Egypt—for example, by using pictorial representations of the two architectural traditions or by highlighting how the kings of Kush built pyramids, although they were smaller than Egypt's structures. In the first millennium BCE, however, Kush developed a distinctive cultural style that included painted pottery, the elephant as an artistic motif, an alphabetic writing system, and a flourishing iron industry. In the eighth century BCE, Kush's ruler took advantage of political weakness in Egypt to conquer it, uniting a huge stretch of the Nile Valley under the twenty-fifth dynasty for nearly a century. The Kush state did not seriously decline until the fourth century CE.

The Ancient Israelites (Hebrews)

The ancient Israelites, also known as the Hebrew people, emerged in the eastern Mediterranean coastal region about the twelfth century BCE. This was a period of turmoil that marked the end of Egypt's New Kingdom empire and that scholars associate with destructive invasions by groups known as "Sea People." The Israelites organized the kingdom of Israel east of the Mediterranean shore by the eleventh century BCE. Founding a capital in the city of Jerusalem, they terraced the hillsides in their land and built up an agricultural economy. Their religion became known as Judaism. In studying the early Jewish faith, students learn the distinction between religions in monotheistic and polytheistic traditions.

One of the principal roots of Western civilization can be found in the enduring contributions of the ancient Israelites to moral and ethical

which includes the Torah, the first five books. Christians refer to the Tanakh as the Old Testament. Jewish scholars continued to write religious texts such as the Mishnah and the Commentaries. One of the principal roots of Western civilization can be found in the enduring contributions of the ancient Israelites to moral and ethical thought and literature. Teachers may introduce students to biblical literature as a part of the literary heritage and ethical teachings of Western civilization. These traditions may be seen, for example, in teachings about Abraham, Moses, the Exodus, the Ten Commandments, Naomi, Ruth, and David. The main teachings of Judaism include the belief in one God, love of neighbor, a weekly day of rest, observance of law, practice of righteousness and justice, and commitment to study.

The Hebrew Bible contains narratives based upon the political history of ancient Israel. It tells of the early Israelite Exodus from Egypt, an event of great significance to Jewish law and belief, especially the concept of a special relationship or covenant between the Israelites and God. After the Exodus, Saul, David, and Solomon—three successive kings who probably lived in the eleventh and tenth centuries BCE—united the land of Israel. After Solomon's reign, the unified kingdom split into two: Israel in the north and Judah (from which we get the words *Judaism* and *Jews*) in the south.

Teachers set the history of the Israelite states in the broader regional context of western Asia, especially the rise and domination, between the tenth and sixth centuries BCE, of Assyria and Babylonia. Those states successively absorbed all of Mesopotamia, some of Anatolia, and the Levant, including the two Jewish states, into their huge empires. The Babylonians deported many Jews to Mesopotamia, but in 539 BCE, Cyrus the Great, emperor of the new state of Persia, allowed the exiled Jews to return home. In later times, Jews lived under both Greek and Roman rulers. In 70 CE, the Roman army destroyed the Jewish temple in Jerusalem. Subsequently, many Jews left the region, dispersing to lands throughout the Middle East, North Africa, and Europe. They carried with them the beliefs, traditions, and laws that served them in constituting new social and economic communities in many lands. Jewish sages, such as Yohanan ben Zaccai, who lived in the first century CE, did much to preserve and develop religious and legal principles.

Ancient Greece

In this unit students learn about the ancient Greek world, which was centered on the Aegean Sea, including both the Greek peninsula and the west coast of Anatolia (modern Turkey). An elongated coastline and numerous islands stimulated seaborne trade, as well as easy communication between one community and another. The peninsula's interior of mountains and deep valleys, by contrast, encouraged the independence of small communities and states.

The ancient Aegean world comes into sharper focus in the second millennium BCE. On the island of Crete, the Minoans created a robust civilization, and on the Greek peninsula the Mycenaeans, whose distant ancestors may have come from Central Asia, built numerous palaces and walled cities. Students may read selections from the *Iliad* and the *Odyssey*, the two Greek epic poems of Homer, regarded as foundational works of Western literature. These texts, plus archaeological evidence, shed light on the Mycenaean world of fearless warriors who valued public competition and individual glory.

The eastern Mediterranean region experienced a long period of tumult and insecurity between about 1100 and 800 BCE in connection with the aggressive migrations of Sea People. In the eighth century, however, Greek-speaking populations achieved major expansion. They developed more productive agriculture, traded olive oil and wine to distant ports, and founded colonies around the Black Sea and in Sicily and southern Italy. Students learn that these developments contributed to an increasing sense of shared Greek identity, as well as the interchange of ideas and goods with Egyptians, Phoenicians, and other neighboring peoples.

After 800 BCE, the city-state, or *polis*, emerged. Central government authority, control of surrounding farmland, and the concept of citizenship characterized this form of civic organization. In most city-states, the earliest rulers were wealthy aristocrats, but they were eventually replaced by tyrants, or personal dictators, and later by oligarchies, that is, small groups of privileged males. A major exception to this pattern was Athens, where a series of reforms in the sixth century broadened the base of civic participation and paved the way for democracy in the following century.

Teachers may help students understand Greek history by situating it in the broader context of western Asia. In the mid-sixth century BCE, the Persians, a people whose state was centered in present-day Iran, conquered Mesopotamia, Syria, Egypt, and Anatolia. The rulers of the Persian Achaemenid Empire represented themselves as agents of Ahuramazda, the supreme god in the regionally important religion of Zoroastrianism. Students may compare the types of government represented by the polis and by large empires such as the Achaemenid. The Persians subjugated the Greek city-states of western Anatolia, but three attempts to invade the Greek peninsula and defeat the Greeks–including the citizens of Athens and Sparta, the most powerful city-states–failed. Teachers may ask students to read selections from Herodotus (ca 484–425 BCE), the Greek scholar who wrote a vivid narrative of these events in *The Persian Wars*.

In political and cultural terms, Athens in the fifth century BCE was a highly innovative city. Students may compare its system of direct democracy with modern representative democracy. In Athens, every adult male citizen could vote on legislation, and citizens were chosen for key offices by lot. These principles ensured that decision making lay mostly in the hands of average citizens. Students may analyze the advantages and limits of this system. For example, women, foreigners, and slaves were excluded from all political participation. The cultural achievements of Athens were numerous. The city produced several philosophers (Socrates, Plato, Aristotle), historians (Herodotus, Thucydides), and orators (Demosthenes, Pericles). It also nurtured drama, both tragedy (Sophocles, Euripides) and comedy (Aristophanes). The Greek art and architecture of the era emphasized naturalistic representations of human forms and buildings of beautiful proportions. The rich tales of Greek mythology influenced all forms of literature and art. Students may consider examples of ways in which Greek culture has had an enduring influence on modern society.

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Fighting between Greek city-states was chronic. The Peloponnesian War (431–404 BCE) involved a direct confrontation between Athens and Sparta. Students may assess the contrasting political styles of these two cities- states. In contrast to democratic Athens, Sparta was nearly the equivalent of a permanent army base, its male citizens obligated to full-time military training and rigorous discipline. Athens at that time ruled large areas of the Aegean basin, but Sparta's victory in the war brought the Athenian empire to an end.

Prolonged conflict among the city-states contributed to the military success of Philip II and his son Alexander (ruled 336–323 BCE), rulers of Macedonia, a mountainous kingdom north of Greece. After subduing the peninsula, Alexander led a campaign of unprecedented scope, conquering the Persian Empire, Egypt, and even northwestern India. Following his death, his generals and their sons carved his short-lived empire into separate states. The following two centuries are known as the Hellenistic period. "Hellenistic" refers to the influence of Greek cultural forms in regions far beyond the Aegean, though in fact a lively interchange of products and ideas took place in the broad region from the Mediterranean to India. Athenian democracy did not survive, but Greek ideas, such as language, sculpture, and city planning, mingled creatively with the cultural styles of Egypt, Persia, and India. The Hellenistic era also brought innovations in science and mathematics–for example, the principles of geometry came from Euclid, who lived in the Hellenistic Egyptian city of Alexandria. Teachers may encourage students to assess why Greek ideas and art had such wide appeal. Eventually, the Hellenistic kingdoms west of Persia succumbed to the greater military power of Rome, which in turn absorbed many aspects of Greek culture.

The Early Civilizations of India

In this unit students learn about ancient societies in India. The earliest urban civilization, known as Harappan civilization for one of its cities, was centered in the Indus River valley, though its cultural style spread widely from present-day Afghanistan to west-central India. Teachers may guide students in comparing this region with Mesopotamia and Egypt. The Indus River and its tributaries flow from the Himalaya mountains. It then travels southward across the plain called the Punjab and finally fans out to form the alluvial delta of Sind before emptying into the Arabian Sea. The spring flow of the Indus was fairly predictable, but excessive summer floods could still drown whole cities. On the other hand, the valley soil was not only rich but extended over about 250,000 square miles, twice the arable land area of Mesopotamia or the Nile Valley.

Harappan civilization steadily declined after 1900 BCE, perhaps due to ecological factors such as salt buildup in the soil and persistent drought. Indian history then entered the Vedic period (ca. 1500–500 BCE), an era named for the Vedas, a group of political and religious texts written in Sanskrit. In this period, a group known historically as Indo-Aryans (also Aryans) came to control much of India. Most scholars argue on the basis of linguistic and archaeological evidence that people speaking languages in the large Indo-European family entered India from Central Eurasia in the second millennium BCE; others have argued against this view. The languages of the Aryans were ancestral to such modern South Asian tongues as Hindi. These newcomers were most likely animal herders at first. They may have arrived in India in scattered bands, later intermarrying with the more established populations. Students consider how the diffusion and distribution of languages illuminates human migrations in the distant past.

In the Vedic period, new commercial towns arose along the Ganges, India's second great river system. In this era, Brahmanism emerged as a belief system that combined Indo-Aryan beliefs with those of older populations. Brahmins, that is, priestly families who claimed Indo-Aryan ancestry, assumed authority over complex devotional rituals. The brahmin class expounded the idea of the oneness of all living things and of Brahman as the divine principle of being. Indians also venerated thousands of deities (e.g., Vishnu, preserver of the world, and Shiva, creator and destroyer of the world). These gods could be seen as aspects of Brahman. Brahmanism gradually built up a rich body of spiritual and moral teachings that formed the foundation of Hinduism. Students may read excerpts from texts that set forth these ideas, including the Upanishads and, later, the Bhagavad Gita. Students also learn about some of this belief system's core concepts, notably karma, reincarnation, and dharma (personal duty).

As in all early civilizations, Indian society witnessed the development of a system of social classes. The main social categories, known as *varnas*, were priests; warriors; farmers, artisans, and merchants; dependent laborers; and, by 500 CE or earlier, *Dalits*, or "untouchables." This class system became distinctive over the centuries for being especially complex and formal, involving numerous prohibitions that kept groups ritually separated from one another. Because these divisions became particularly rigid, scholars have classified the hierarchy as a caste system.

Through the story of his life, his Hindu background, and his search for enlightenment, students may learn about Buddhism's fundamental ideas: unselfishness; compassion for suffering; tolerance; and the prohibition of killing, lying, stealing, and gossiping.

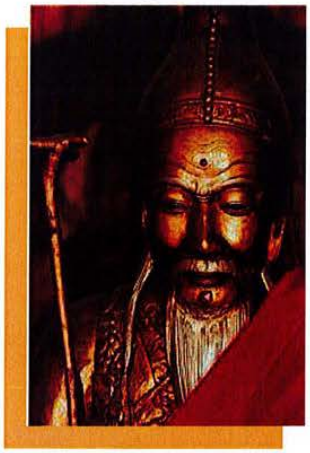
Buddhism emerged in the sixth century BCE in the life and moral teachings of Siddhartha Gautama, or the Buddha. Through the story of his life, his Hindu background, and his search for enlightenment, students may learn about Buddhism's fundamental ideas: unselfishness; compassion for suffering; tolerance; and the prohibition of killing, lying, stealing, and gossiping. The influence of Buddhism in India waned later in the first millennium CE as the Hindu tradition experienced resurgence. Buddhist monks, nuns, and merchants, however, carried their religion to Sri Lanka (Ceylon), Central Asia, China, and Southeast Asia. In India, Jainism, a religion that encouraged the idea of *ahimsa*, or nonviolence, paralleled the rise of Buddhism. It has continued to play a role in modern India, notably in Mohandas Gandhi's ideas of nonviolent disobedience.

In the late fourth century BCE, India moved toward unification because of the conquests of the warlord Chandragupta Maurya. Teachers may note that the Maurya dynasty (321–184 BCE) was contemporary with the Hellenistic kingdoms to the west and had diplomatic and commercial relations with them. The Maurya empire reached its peak under the rule of Ashoka (268–232 BCE), who unified nearly all of India. Unlike most other ancient rulers, he aimed to govern based on moral and ethical principles. Grounding his approach in the teachings of Buddhism, he instructed his subjects to commit themselves to nonviolence, family harmony, and tolerance.

ancient Indian civilization, including agriculture (cotton and cane sugar), architecture, metallurgy, collections of parables, and games (chess).

The Early Civilizations of China

In this unit students learn the roots of early Chinese civilization, which germinated in the Huang He (Yellow) River valley with the Shang dynasty (ca.1750–1040 BCE). It later spread south to incorporate the territory around the Yangzi River. The Huang He could be a capricious river, exposing populations to catastrophic floods. On the other hand, farmers supported dense populations and early cities by cultivating the valley's *loess*, that is, the light, fertile soil that yielded bountiful grain crops. Shang society made key advances in bronze-working and written language. By considering the evidence of the Shang, students learn that some of the knowledge comes from "oracle bones," that is, records of divination inscribed on animal bones.



The Zhou dynasty (1122–256 BCE), the longest lasting in China's history, grew much larger than the Shang by subjecting local princes and chiefs of outlying territories to imperial authority. By the eighth century BCE, however, many of these subordinate officers built up their own power bases, partly by perfecting iron technology to make armaments. The Zhou gradually weakened, plunging China into a long period of political instability and dislocation, especially during the Warring States Period, which lasted nearly two centuries. In those times of trouble, the scholar Confucius (551–479 BCE) lived and wrote. He tried to make sense of the disrupted world he saw, and he proposed ways for individuals and society to achieve order and goodness. In Confucian teachings, which were elaborated by other scholars in later centuries, good people practice moderation in conduct and emotion, keep their promises, honor traditional ways, respect elders, and improve themselves through education. Confucianism promoted the dignity and authenticity of humanity. He also, however, instructed women to play entirely subordinate roles to husbands, fathers, and brothers, though some educated Chinese women produced Confucian literary works. By examining selections from the Analects, or "sayings" of Confucius, students learn that, as with Socrates and Jesus, his ideas were written down by others at a later time. Lao-tzu, another Chinese sage who, according to Chinese tradition, lived around the same time as Confucius, developed an alternative set of teachings, known as *Daoism*. It emphasized simple living, shunning of ambition, harmony with nature, and the possibility of a blissful afterlife.

China's long era of division ended when Shi Huangdi (221–210 BCE), a state-builder of great energy, unified China from the Yellow River to the Yangzi River. In less than a dozen years, he laid the foundations of China's powerful imperial bureaucracy. He imposed peace and regularized laws. He also severely punished anyone who defied him, including Confucian scholars, and he uprooted tens of thousands of peasant men and women to build roads, dykes, palaces, the first major phase of the Great Wall, and an enormous tomb for himself. Teachers may introduce students to the excavations of this immense mausoleum, which have yielded a veritable army of life-sized terra cotta soldiers and horses. Shi Huangdi is also well known for employing scholars to standardize and simplify the Chinese writing system, which provided the empire with a more uniform system of communication. Students may analyze how the Chinese logographic script differs from the alphabetic systems that developed in other parts of the world.

Shi Huangdi prefigured the longer-lasting Han dynasty (206 BCE–220 CE), which unified even more territory and placed central government in the hands of highly educated bureaucrats. Immersed in Confucian teachings, these scholar–officials promoted the idea that peace in society requires people to think and do the right thing as mapped out by tradition. Harmony in the family was seen by Confucians as the key to harmony in the world, especially filial piety, the respect of children for their parents. Ethical principles should uplift the state. Rulers should govern righteously because when they do, they enjoy the trust of their subjects. The benevolent ruler demonstrates that he possesses divine approval, or the "mandate of heaven," an idea that first

emerged in Zhou dynasty times. But if the monarch is despotic, he risks losing that mandate, bringing misfortune on his people and justifiable rebellion. Students may query why this idea might have provided a basis for stable government. In the first century CE, Han officials governed about 60 million people, the great majority of them productive farmers. Major technological advances of the era include new iron farm tools, the collar harness, the wheelbarrow, silk manufacturing, and the cast-iron plow, which cultivators used to open new and extensive rice-growing lands in southern China. Students identify the locations of new towns and cities that appeared during the Han era.

Han emperors extended the reach of the empire far to the north and west, facilitating caravan business on the "silk roads" that extended westward across Central Asia. Map study shows students that even though the Himalayas impeded direct travel between China and India, routes across the inner Eurasian steppes channeled luxury trade that linked East Asia with India, Persia, Rome, and East Africa. Maritime commerce along the chain of seas that ran from the East China Sea to the Red Sea also developed rapidly in that era. In addition to trade, the silk routes were a conduit for Buddhism, which became an important factor in Chinese religious life, especially in the climate of insecurity that followed the fall of the Han empire. From that time forward, Buddhist belief and practice evolved in the context of Chinese society, custom, and art. For example, Buddhist and Daoist ideas mingled in the arenas of ritual and moral behavior. Han power declined in the second century CE, as regional warlords increasingly broke away from centralized authority, leading to some 400 years of Chinese disunity.

Map study shows students that even though the Himalayas impeded direct travel between China and India, routes across the inner Eurasian steppes channeled luxury trade that linked East Asia with India, Persia, Rome, and East Africa.

The Development of Rome

In this unit, students will learn about the ancient Romans. Students will note that Rome is located on the central west coast of the Italian peninsula. Although Rome's empire was initially on the edge of the prosperous eastern Mediterranean sphere dominated by Greeks, Egyptians, and peoples of the Levant, it eventually encompassed the entire Mediterranean basin and much of its hinterland, especially in Europe.

Students may consult the Roman tradition, recorded in Vergil's *Aeneid* and the works of the historian Livy, that Romulus, a descendant of the Trojan Aeneas, founded the city in 753 BCE. According to these sources, Romulus killed his twin brother Remus during the founding of the city and created both the Roman legions and the senate. The Romans believed that kings first ruled the city and that a republic replaced the monarchy in 509 BCE. They idealized the virtue of public service, as depicted in the story of Cincinnatus, who according to Roman sources was living on a farm when he was chosen to serve as dictator during a hostile invasion in 458 BCE. Cincinnatus gave up his power after the defeat of the enemy, an action that inspired later leaders such as George Washington.

During the Early Republic (509–264 BCE), the Roman political community was nearly destroyed by social and political conflict between the patricians, a hereditary elite, and the plebeians, who accounted for everyone else. A more stable balance of power finally prevailed, the plebeians gaining legal protections against patrician power and access to high political offices. The Early Republic also witnessed the conquest of the Italian peninsula, whose fertile valleys and coastal plains produced bountiful harvests of wheat, wine, olive oil, and wool. Rome defeated its nearby neighbors in a series of wars and partially incorporated them into the young state, which ensured a steady supply of soldiers for the growing army.

Expansion around the Mediterranean rim began in the third century BCE, when Rome defeated the maritime state of Carthage in the Punic Wars. By devastating Carthage, Rome gained thousands of square miles of wheat land in Sicily and North Africa, as well as a windfall of Spanish silver. In the decades before and after the turn of the millennium, Rome also conquered the Hellenistic kingdoms of Greece and Egypt.

As a result of this expansion, which came to encompass the entire Mediterranean basin, massive wealth from trade and spoils, as well as large numbers of slaves, poured into Italy. This increased the divide between

wealthy and poor and put great strain on the Roman political system. Rome's constitution distributed power among elected officials, the citizen body, and the oligarchic senate, but students will discover that in practice decision making lay with the senate, especially with its most influential members. By the Late Republic (133–31 BCE), political competition between senators became intense and increasingly violent. A succession of ambitious generals used the loyal armies to challenge each other and, increasingly, the authority of the entire senate, which the statesman and author Cicero symbolized. This discord culminated in the dictatorship of Julius Caesar and, under his successor Augustus (31 BCE–14 CE), in the establishment of what was in essence a monarchy and a new ruling dynasty. About the time that the Augustan regime replaced the Republic, large-scale imperial expansion came to a halt and administration of the empire became more systematic. For much of the first three centuries CE, the Roman Empire enjoyed political and territorial stability, and the provinces benefited from new roads, a standardized currency, economic growth, and peaceful conditions.

According to the New Testament of Christianity, Jesus, a Jewish carpenter from the small Judean city of Nazareth, began to preach a message of peace and divine salvation through love. He taught that God loved all his creation, regardless of status or circumstance, and that humans should reflect that love in relations with one another. Jesus proclaimed one God, a feature that distinguished both Judaism and Christianity from the polytheistic religions of the Greeks and Romans. The Roman authorities in Judea executed Jesus. But under the leadership of his early followers, notably Paul, a Jewish scholar from Anatolia, Christians took advantage of Roman roads and sea lanes to travel widely, preaching to both Jews and others. Between the first and fourth centuries, Christian communities multiplied around the Mediterranean and as far east as Persia. Through selections from the New Testament Bible, students may explore the principal sources regarding the life of Jesus and the career of Paul as missionary and church organizer.

The Romans granted cities in the empire a high degree of local self-government, including in religious affairs. Religious tolerance, however, did not always extend to Jews or Christians. The Roman authorities regarded Jewish rebellions against the empire as a threat to its integrity. The refusal of the Christians to participate in Roman civic rituals led to charges of disloyalty to the empire. Students learn that both groups suffered from Roman repression. Many Jews were dispersed from their homeland in Judea, obliging them to build new communities far and wide. Christians underwent a series of increasingly systematic persecutions. In the fourth century CE, however, Christianity gained acceptance under the rule of Constantine and later gained status as Rome's state religion.

Roman culture absorbed many Greek and Hellenistic traditions. Students may use texts and visual sources to compare Roman contributions in art, architecture, engineering, political thought, religion, and philosophy with those of the earlier Greeks. They will discover that Rome's innovations included advances in architectural design, technologically sophisticated road building, and a body of laws that has had immense influence on legal systems in Europe, the United States, and other parts of the world. Students may also consider ways in which modern writers, artists, and political leaders have appropriated Greek and Roman ideals, values, and cultural forms as worthy models for civil society.

The Education and the Environment Initiative

The following sixth-grade units from the Education and the Environment Initiative (EEI) Curriculum can be used to provide instruction in the history–social science standards listed below.

Grade Six

Standard Number	Standard Text	EEI Curriculum Unit Name
6.1.1.	**Describe the hunter-gatherer societies, including the development of tools and the use of fire.**	**Paleolithic People: Tools, Tasks, and Fire**
6.1.2.	**Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.**	**Paleolithic People: Adapting to Change**
6.2.1.	**Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.**	**River Systems and Ancient Peoples**
6.2.2.	**Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.**	**Agricultural Advances in Ancient Civilizations**
6.2.6.	**Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.**	**Egypt and Kush: A Tale of Two Civilizations**
6.2.8.	**Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.**	**Egypt and Kush: A Tale of Two Civilizations**
6.5.1.	**Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.**	**The Rivers and Ancient Empires of China and India**
6.6.1.	**Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.**	**The Rivers and Ancient Empires of China and India**

Teachers should align history–social science instruction with the grade-level expectations in the four domains (reading, writing, speaking and listening, and language) described in the CCSS for English language arts. Before classroom instruction, teachers need to determine what they want the students to learn, their students' English-language proficiency, and the language demands of each lesson's instructional materials.

Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners

The Standards

The following sixth-grade history–social science content standards were adopted by the California State Board of Education on October 9, 1998. In addition, the CCSS adopted in 2010 include standards for literacy in history/social studies. These standards do not replace the history–social science content standards but supplement them by setting specific requirements for reading and writing informational texts, including history–social science documents. The new standards will be implemented over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted. See the English language arts section for more information about the CCSS for sixth grade.

History–Social Science Content Standards Grade Six: World History and Geography: Ancient Civilizations
6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. 4. Know the significance of Hammurabi's Code. 5. Discuss the main features of Egyptian art and architecture.

6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

7. Understand the significance of Queen Hatshepsut and Ramses the Great.

8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

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

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

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

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

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

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

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration).*

3. State the key differences between Athenian, or direct, democracy and representative democracy.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey,* and from *Aesop's Fables.*

5. Outline the founding, expansion, and political organization of the Persian Empire.

6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

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

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

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

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial

bureaucratic state and the expansion of the empire.

7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.

8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

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

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

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

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

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

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

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Science

Overview

In each grade—kindergarten through grade five—the science content standards cover the areas of physical, life, and earth sciences in approximately equal measures. In each of the middle grades, however, the content standards emphasize an individual area. This organization permits students to study each area in greater depth. In sixth grade, the content standards focus on earth sciences.

Effective science programs reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction. Key elements of a balanced science program include explicit teaching of science content and concepts, identifying students' prior knowledge,

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise.

What Students Learn in Sixth Grade

The science curriculum in sixth grade emphasizes the study of earth sciences. The standards in sixth grade present many of the foundations of geology and geophysics, including plate tectonics and earth structure, topography, and energy. The material is linked to resource management and ecology, building on what students have learned in previous grades.

Sixth-grade science topics are organized into six standard sets: Plate Tectonics and Earth's Structure, Shaping Earth's Surface, Heat (Thermal Energy) (Physical Sciences), Energy in the Earth System, Ecology (Life Sciences), Resources, and Investigation and Experimentation. As students learn the content defined by the standards in the Life, Earth, and Physical Science strands, they are also practicing investigation and experimentation skills. That is, the investigation and experimentation standards should be infused throughout science instruction.

Plate Tectonics and Earth's Structure

Plate tectonics is a unifying geologic theory that explains the formation of major features of Earth's surface and important geologic events. Sixth-grade students learn about the evidence of past plate tectonic movement and about landforms and topographic features— such as volcanoes, mountains, valleys, and mid-ocean ridges— generated by plate movement. They discover that major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate movement and often occur at the boundaries of the plates.

Students also learn that Earth is composed of three distinct layers: the lithosphere, the mantle, and the core. They understand that the flow of heat and material within Earth drive the movement of lithospheric plates, and they apply an understanding of plate tectonics to explain the major features of California geology.

Students study earthquakes in some detail and understand that the effects of an earthquake on a region may vary depending on the size of the earthquake, the distance between the region and the earthquake's epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface

Surface water flow, glaciers, wind, and ocean waves all contribute to the continual reshaping of the surface of the land. Students study in greater depth the processes that help shape the landscape, including mechanical and chemical weathering and erosion. They understand that flowing water transports sediment and that the destination for this sediment is usually the ocean.

Students also learn that events such as earthquakes, volcanic eruptions, landslides, and floods can change human and wildlife habitats and that decisions regarding construction and human habitation should consider the types of geologic events likely to occur in each area.

Heat (Thermal Energy) (Physical Sciences)

Students learn that heat moves in a predictable flow from warmer objects to cooler objects until all objects are the same temperature. They learn that energy may be carried from one place to another by heat flow (the transfer of energy from a warmer object to a cooler object), by waves (water, light, and sound), or by moving objects.

Students understand that when fuel is consumed, most of the energy released becomes heat energy. They begin to build an understanding of the kinetic molecular theory of heat transfer and know that heat flows in solids by conduction and in fluids by conduction and convection. In either case, heat transfer is measured by changes in temperature. Students also discover that heat energy may be transferred between objects by radiation: the emission and absorption of electromagnetic waves.

Energy in the Earth System

The Sun is the primary source of energy for phenomena on Earth's surface; students discover that it powers winds, ocean currents, and the water cycle. They understand that solar energy, mostly in the form of light, reaches Earth through radiation. Students learn that convection currents distribute heat in the atmosphere and oceans and revisit the concept that differences in pressure, heat, air movement, and humidity all result in changes of weather. They also learn that although heat from Earth's interior moves toward the cooler surface, very little is transferred due to the poor conductivity of rock. The small amount of heat that does reach the surface and the atmosphere is transferred through convection.

Ecology (Life Sciences)

Students deepen their understanding of the relationships between the living organisms in an ecosystem, exploring the transfer of heat and matter in dynamic systems. They know that energy enters an ecosystem as sunlight, is transferred into chemical energy by producers, and is then transferred from one organism to another. This transfer may be represented by a food web. Students know that populations of organisms can be categorized by their functions in the ecosystem (producers; primary, secondary, and tertiary consumers; decomposers; and scavengers) and that different types of organisms may play similar roles in similar biomes. They also learn that the number and types of organisms supported by an ecosystem depend on the resources available and abiotic factors, such as light, water, temperature, and soil composition.

Resources

Students study sources of energy and materials and understand that these resources differ in amounts, distribution, usefulness, and the time required for their formation. They classify resources as renewable or nonrenewable. They consider the factors that are involved in converting energy sources to useful forms as well as the consequences of the conversion process and develop the concept of nonmonetary costs of energy. Students also learn more about the natural origins of commonly used goods and consider the complexities involved in creating them and making them available.

Students study sources of energy and materials and understand that these resources differ in amounts, distribution, usefulness, and the time required for their formation.

Investigation and Experimentation

In the context of activities that support mastery of the science content standards, sixth-grade students learn to formulate a hypothesis for the first time. They build upon all of their prior experiences with investigation and experimentation to select and use appropriate tools and technology (including calculators, computers, balances,

spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. They develop qualitative statements about relationships between variables and use written reports and oral presentations to communicate their work and the results. They learn to read topographic and geologic maps and can interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).

The Education and the Environment Initiative

Sixth-grade science instruction continues to build environmental literacy as students better understand how they influence the environment and how it influences them. The following sixth-grade units from the Education and the Environment Initiative (EEI) Curriculum can be used to provide instruction in the science standards listed below.

Grade Six		
Standard Number	**Standard Text**	**EEI Curriculum Unit Name**
6.2.b	Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.	*The Dynamic Nature of Rivers*
6.5.c	Students know populations of organisms can be categorized by the functions they serve in an ecosystem.	*Energy: Pass it On!*
6.5.d	Students know different kinds of organisms may play similar ecological roles in similar biomes.	*Playing the Same Role*
6.6.a	Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.	*Energy: It's Not All the Same To You!*
6.6.b	Students know different natural energy and material resources, including air, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.	*Energy and Material Resources: Renewable or Not?*
6.6.c	Students know the natural origin of the materials used to make common objects.	*Made From Earth: How Natural Resources Become Things We Use*

Science Across the Content Areas

The sixth-grade science standards are readily integrated with other academic content standards. For example, in mathematics, students collect, categorize and analyze data using graphs or charts. These skills are paralleled in, and reinforced by, the study of science. Students read, write, and discuss expository texts and develop written and oral language skills as they record observations, participate in research activities, and engage in discussions about science topics.

In 2010, California adopted Common Core State Standards (CCSS), including standards for literacy in science. These standards do not replace the science content standards, but supplement them by setting specific requirements for reading and writing informational texts, including science documents. For kindergarten through grade five, the literacy standards are embedded into the standards for English language arts. However, for grades six through twelve, the standards for reading and writing in science are included in a separate section of the document, reinforcing the expectation that developing student proficiency in reading and writing across the content areas is a responsibility shared by all members of a school community.

The standards for literacy in science emphasize the need for students to be proficient in reading complex informational text and writing clear explanatory text. Across the content areas, students learn to use specific textual evidence to support analysis of text and compare and contrast information from different sources. They are expected to conduct research projects to answer a specific question, determine the meaning of domain-specific words as they are used in a specific scientific context, and write consistently within both short and extended time frames. Refer to the English language arts section for more information about the CCSS for sixth grade.

Support for English Learners

All students, regardless of English language proficiency, should have access to high-quality science instruction. With its focus on domain-specific vocabulary acquisition and utilization of hands-on, collaborative activities, a balanced sixth-grade science program provides many opportunities for English-language development (ELD). However, science instruction may still present challenges for some English learners. Specific challenges include learning science-related terms and academic vocabulary. Directions may be complex and contain multiple steps. Visual information may not be easily comprehensible.

Some strategies that may help students understand new science concepts and processes include connecting to students' background knowledge, experiences, and familiar terminology; focusing on key science terms before, during, and after a lesson; and utilizing different formats (e.g., charts, graphs, pictures).

Students benefit from clear and consistent classroom routines, group or peer interaction to share information, processes, and activities that are relevant and meaningful. ELD is especially enhanced by (1) opportunities for structured conversations about content and concepts; (2) modeling of the appropriate use of equipment; and (3) an adequate amount of wait time for student response.

The Standards

The following sixth-grade science content standards were adopted by the California State Board of Education on October 9, 1998.

Science Content Standards Grade Six	
Focus on Earth Sciences	
Plate Tectonics and Earth's Structure	
1.	**Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:**
1.a.	Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
1.b.	Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
1.c.	Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
1.d.	Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
1.e.	Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
1.f.	Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
1.g.	Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.
Shaping Earth's Surface	
2.	**Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:**
2.a.	Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
2.b.	Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.

2.c.	Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
2.d.	Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.
Heat (Thermal Energy) (Physical Sciences)	
3.	**Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:**
3.a.	Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
3.b.	Students know that when fuel is consumed, most of the energy released becomes heat energy.
3.c.	Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
3.d.	Students know heat energy is also transferred between objects by radiation (radiation can travel through space).
Energy in the Earth System	
4.	**Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:**
4.a.	Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
4.b.	Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
4.c.	Students know heat from Earth's interior reaches the surface primarily through convection.
4.d.	Students know convection currents distribute heat in the atmosphere and oceans.
4.e.	Students know differences in pressure, heat, air movement, and humidity result in changes of weather.
Ecology (Life Sciences)	
5.	**Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:**
5.a.	Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
5.b.	Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
5.c.	Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

5.d.	Students know different kinds of organisms may play similar ecological roles in similar biomes.
5.e.	Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.
Resources	
6.	**Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:**
6.a.	Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
6.b.	Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
6.c.	Students know the natural origin of the materials used to make common objects.
	Investigation and Experimentation
7.	**Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:**
7.a.	Develop a hypothesis.
7.b.	Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
7.c.	Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
7.d.	Communicate the steps and results from an investigation in written reports and oral presentations.
7.e.	Recognize whether evidence is consistent with a proposed explanation.
7.f.	Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
7.g.	Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
7.h.	Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

Visual and Performing Arts

Overview

Sixth-grade students are beginning to find their way in a wider setting. As they define their point of view through the arts, they also bring together basic concepts and skills learned throughout elementary school, determining how to apply those skills. Furthermore, they learn to link particular art forms to the communication of meaning. Becoming more responsible for their aesthetic choices, they want to learn the skills needed to express their individuality effectively because they are constantly comparing themselves to others. They continue to acquire skills that improve their self-confidence and increase their arts vocabulary and begin to understand how culture and the arts interact. And they are learning to be responsible to themselves and their classmates through participation in creative groups and ensembles. Through the arts, students achieve a balance leading to a healthy, creative transition to the increasingly complex academic life to come.

Students are enjoying a wealth of arts experiences as their focus shifts from self-contained elementary school classes. Some are instructed by arts specialists, such as the instrumental and vocal directors, who help students increase their ability to read, write, and perform music. In the interactive setting of a theatre class, students' study, create, and perform literary works, thereby gaining additional connections with the language arts curriculum. In turn, dance instruction provides students with opportunities for increased expression through movement and spatial awareness; in the visual arts students might create a project in the tradition of the civilizations they are studying in ancient history. Through all of these rich, interrelated arts studies, students discover a greater sense of self-confidence and a deeper knowledge of their place in history and society. Focused practice in applying the elements of the arts and thoughtful descriptions of their use in artwork help students in both creative expression and artistic valuing.

Through their studies in history–social science and their performance and research in the arts, they learn more about the role of the arts in varied cultures and time periods.

In all of the arts, students are developing ideas, moods, and themes in increasingly complex dance studies, musical performances, scenes and plays, and original works of visual art. Through their studies in history–social science and their performance and research in the arts, they learn more about the role of the arts in varied cultures and time periods. Across the curriculum in each of the arts, students increase their ability to apply appropriate criteria to evaluate artwork. Doing so helps them improve their own work and become more discriminating members of the audience and viewers of the arts.

What Sixth-Grade Students Should Know

In the elementary grades, students began their study of the arts by developing their ability to appreciate art and to engage in artistic expression. By the time they reach grade six, students have developed the ability to state what they like and dislike about various forms of art and can explain why they hold their opinions. At this age, they are growing in the ability to talk about, describe, and evaluate the arts, using specific criteria, and understand and work with complex concepts in the arts. Students have begun to improvise dance sequences, compose music, develop plots in theatre, and use perspective in the visual arts. Students leaving grade five have also begun to explore the arts in the context of history and other cultures, a connection that will continue through the middle grades, as the arts curriculum is linked to study in other topics, such as the world history sequence in sixth-grade and seventh-grade history–social science.

What Students Learn in Sixth Grade

Dance

Students apply variations of force and energy in their dance movements, demonstrating physical control and coordination as they perform different types of movement. Their dances show a variety of movements that use the principles of contrast and unity. At the same time, students' movements and dances reveal deeper expressive intent and integrate the elements of dance in more complex ways.

Music

Students use standard music symbols for pitch, meter, and rhythm. They can improvise short, simple melodies and arrange favorite musical examples for different groups of voices or instruments. They are also able to relate why specific musical works of the past are considered exemplary and can explain how music can convey mental images, feelings, and emotions. As they perform, they are able to move beyond rote performances of musical selections and employ deeper emotional subtleties.

Theatre

Students use terms such as *vocal projection* and *subtext* as they describe their theatrical experiences. As they perform, they show effective vocal and facial expressions, gestures, and timing. In writing plays and short theatrical scenes, they include monologues and dialogues showing a range of character types from a variety of cultures. Now students can use and evaluate with more confidence the makeup, lighting, props, and costumes employed in theatre.

Visual Arts

Students analyze how balance is used in two- and three-dimensional works of art. Using artwork to express a mood, a feeling, or an idea, they demonstrate more complexity and technical skill in their drawings, paintings, and sculpture. Using a variety of resources, they can research and discuss the visual arts throughout history. They are also able to recognize and use art as a metaphor for abstract ideas expressed in a variety of cultures and historical periods.

The Standards

a. **Artistic perception** refers to processing, analyzing, and responding to sensory information through the use of the language and skills unique to dance, music, theatre, and the visual arts.

b. **Creative expression** involves creating a work, performing, and participating in the arts disciplines.

c. **Historical and cultural context** concerns the work students do toward understanding the historical contributions and cultural dimensions of an arts discipline.

d. **Aesthetic valuing** includes analyzing and critiquing works of dance, music, theatre, and the visual arts.

e. **Connections, relationships, and applications** involve connecting and applying what is learned in one arts discipline and comparing it to learning in the other arts, other subject areas, and careers.

When reading the standards at a grade level, one must know which standards were accomplished in all the previous grade levels to understand how expectations are based on prior learning. In addition, an examination of the standards for any of the art forms at a given grade level reveals overlaps and points of connection across the strands because the strands and the content standards for the four disciplines are intrinsically related.

Key Content Standards

Each arts discipline and artistic process has many entry points throughout the grades. Because particular ideas, concepts, and experiences are critical to student achievement at certain times in their artistic and cognitive development, the standards provide students with a picture of what is essential to know and be able to do, from kindergarten through grade eight, in each of the four arts disciplines. The key content standards provide a beginning point for standards-based instruction in each grade of elementary and middle school and focus on fundamental content that students need in order to move to the next level of understanding and expression. Like the complete standards, the key standards build up content in each successive grade level and spiral throughout the curriculum for kindergarten through grade eight. They are essential in preparing students for beginning-level high school arts courses in which they engage in more focused and independent work. Key standards are indicated in the list below with an asterisk (*).

The following sixth-grade visual and performing arts standards were adopted by the California State Board of Education on January 20, 2001.

Visual and Performing Arts Content Standards
Grade Six

Component Strand 1.0 Artistic Perception

Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	**Music** Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	**Theatre** Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. **Development of Motor Skills and Technical Expertise** 1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement. 1.2 Incorporate a variety of force/energy qualities into executing a full range of movements. **Comprehension and Analysis of Dance Elements** 1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements. 1.4* Use the principles of contrast, unity, and variety in phrasing in dance studies and dances. **Development of Dance Vocabulary** 1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.	Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. **Read and Notate Music** 1.1 Read, write, and perform intervals and triads. 1.2* Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters. 1.3 Transcribe simple aural examples into rhythmic notation. 1.4 Sight-read simple melodies in the treble clef or bass clef. **Listen to, Analyze, and Describe Music** 1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm. 1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).	Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. **Development of the Vocabulary of Theatre** 1.1* Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences. **Comprehension and Analysis of the Elements of Theatre** 1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.	Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. **Develop Visual Arts Knowledge and Vocabulary** 1.1 Identify and describe all the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value). 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media. 1.3 Describe how artists can show the same theme by using different media and styles. **Analyze Art Elements and Principles of Design** 1.4* Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

*Indicates a key standard.

Component Strand 2.0 Creative Expression			
Dance Creating, Performing, and Participating in Dance	**Music** Creating, Performing, and Participating in Music	**Theatre** Creating, Performing, and Participating in Theatre	**Visual Arts** Creating, Performing, and Participating in the Visual Arts
Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance. 2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study. 2.2* Compare and demonstrate the difference between imitating movement and creating original material. **Application of Choreographic Principles and Processes to Creating Dance** 2.3 Describe and incorporate dance forms in dance studies. 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon). 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material. **Communication of Meaning in Dance Through Dance Performance** 2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing. 2.7 Revise, memorize, and rehearse dance studies for the	Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. **Apply Vocal and Instrumental Skills** 2.1* Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6). 2.2 Sing music written in two parts. 2.3* Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6). **Compose, Arrange, and Improvise**	Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. **Development of Theatrical Skills** 2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context. **Creation/Invention in Theatre** 2.2* Use effective vocal expression, gesture, facial expression, and timing to create character. 2.3* Write and perform	Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. **Skills, Processes, Materials, and Tools** 2.1 Use various observational drawing skills to depict a variety of subject matter. 2.2 Apply the rules of two-point perspective in creating a thematic work of art. 2.3 Create a drawing, using varying tints, shades, and intensities. **Communication and Expression Through Original Works of Art** 2.4* Create increasingly complex original works of art reflecting personal choices and increased technical skill.

*Indicates a key standard.

purpose of performing for others. **Development of Partner and Group Skills** 2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).	2.4 Compose short pieces in duple and triple meters. 2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound. 2.6* Improvise simple melodies.	scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.	2.5 * Select specific media and processes to express moods, feelings, themes, or ideas. 2.6 Use technology to create original works of art.

*Indicates a key standard.

Component Strand 3.0 Historical and Cultural Context			
Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	**Music** Understanding the Historical Contributions and Cultural Dimensions of Music	**Theatre** Understanding the Historical Contributions and Cultural Dimensions of Theatre	**Visual Arts** Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers. **Development of Dance** **3.1** Compare and contrast features of dances already performed from different countries. **History and Function of Dance** 3.2 Explain the importance and function of dance in students' lives. **Diversity of Dance** 3.3 * Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).	Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. **Role of Music** 3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians. 3.2 Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman). **Diversity of Music** 3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures. 3.4 Listen to, describe, and perform music of various styles from a variety of cultures. 3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.	Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre. **Role and Cultural Significance of Theatre** 3.1 Create scripts that reflect particular historical periods or cultures. **History of Theatre** 3.2 * Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.	Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. **Role and Development of the Visual Arts** 3.1* Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic). 3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time. **Diversity of the Visual Arts** 3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

*Indicates a key standard.

Component Strand 4.0 Aesthetic Valuing			
Dance Responding to, Analyzing, and Making Judgments About Works of Dance	**Music** Responding to, Analyzing, and Making Judgments About Works of Music	**Theatre** Responding to, Analyzing, and Critiquing Theatrical Experiences	**Visual Arts** Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities. **Description, Analysis, and Criticism of Dance** 4.1* Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure). 4.2 Propose ways to revise choreography according to established assessment criteria. **Meaning and Impact of Dance** 4.3 Discuss the experience of performing personal work for others. 4.4 Distinguish the differences between viewing live and recorded dance performances.	Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses. **Analyze and Critically Assess** 4.1* Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing. **Derive Meaning** 4.2* Explain how various aesthetic qualities convey images, feeling, or emotion. 4.3 Identify aesthetic qualities in a specific musical work.	Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. **Critical Assessment of Theatre** 4.1* Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props. **Derivation of Meaning from Works of Theatre** 4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.	Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. **Derive Meaning** 4.1 Construct and describe plausible interpretations of what they perceive in works of art. 4.2 Identify and describe ways in which their culture is being reflected in current works of art. **Make Informed Judgments** 4.3 Develop specific criteria as individuals or in groups to assess and critique works of art. 4.4* Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

*Indicates a key standard.

Component Strand 5.0 Connections, Relationships, Applications			
Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	**Music** Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	**Theatre** Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	**Visual Arts** Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance. **Connections and Applications** **Across Disciplines** 5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design). 5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep). **Development of Life Skills and Career Competencies** 5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).	Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music. **Connections and Applications** 5.1 Describe how knowledge of music connects to learning in other subject areas. **Careers and Career-Related Skills** 5.2 Identify career pathways in music.	Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre. **Connections and Applications** 5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history–social science of how persuasion and propaganda are used in advertising. **Careers and Career-Related Skills** 5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.	Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. **Connections and Applications** 5.1 Research how art was used in theatrical productions in the past and in the present. 5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations. 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures. **Visual Literacy** 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples. **Careers and Career-Related Skills** 5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

*Indicates a key standard.

Health

Overview

Through health education, students learn skills that enable them to make healthy choices and avoid high-risk behaviors.

Through health education, students learn skills that enable them to make healthy choices and avoid high-risk behaviors. They also learn health concepts and acquire related knowledge. Students develop communication skills, decision-making and goal-setting skills, refusal techniques, and the ability to access health information and assess its accuracy. They learn health skills and content simultaneously.

Health literacy is the primary goal of health education. *Health literacy* is defined as the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services to enhance health. The knowledge and skills that comprise health literacy are woven throughout the health education content standards.

The health education content standards provide a vision of what students need to know and be able to do to, so they can adopt and maintain healthy behaviors. The eight overarching content standards are taught within the context of six content areas. For grades one through six, only three content areas are addressed each year to allow enough time for effective instruction. For sixth grade, the three content areas are Injury Prevention and Safety; Alcohol, Tobacco, and Other Drugs; and Mental, Emotional, and Social Health.

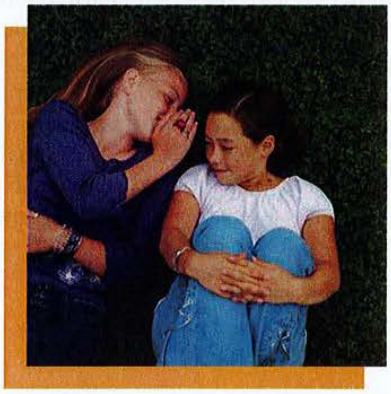
By the time students enter sixth grade, nearly a quarter of them have tried alcohol at some time (24 percent according to the California Healthy Kids Survey of grade-five students, fall 2007 and spring 2009 (http://chks.wested.org/reports) [Outside Source]. Such statistics make clear the need to provide students with information and skills that help them be safe, drug-free, and emotionally healthy. The sixth-grade standards for health education emphasize students' physical safety and mental, emotional, and social well-being. Both of these content areas are intimately connected to the third content area: alcohol, tobacco, and other drugs. Health concepts and skills that cross all three content areas include awareness of personal behaviors that might lead to injuries or violence, decision-making processes that focus on strategies to avoid risky situations, and communication skills to resist the pressure to engage in unsafe behaviors.

What Students Learn in Sixth Grade

In sixth grade, students learn basic first-aid and emergency procedures, how to determine a safe course of n risky or hazardous situations, and methods to reduce conflict. They examine the risks associated with weapons and gang involvement, learn how to respond appropriately to the presence of weapons, and analyze how their own behaviors may lead to injuries. Students in sixth grade learn about the short- and long-term effects of drug use, including the effects on their health, brain development, and physical activity. They study the internal and external influences that affect their decisions about the use of alcohol, tobacco, and other drugs. They also learn and practice persuasive communication skills to encourage others not to use alcohol, tobacco, and other drugs. Students learn about the types, causes, and effects of violent behaviors and ways to avoid people or activities that encourage violence. They learn about the causes and effects of stress, when and how to help others seek assistance with stress, and how to manage their own stress in healthy ways. They understand the importance of respecting others, setting personal boundaries, and counteracting teasing or bullying of peers.

Injury Prevention and Safety

The injury prevention and safety standards cover a broad range of information and skills. Students learn about disaster preparedness, first aid, weather- and climate-related hazards, and safety when traveling or using the Internet. This knowledge serves as the basis for students to also practice skills such as analyzing their own behaviors that might lead to injury, using a decision-making process to take a safe course of action in a dangerous situation, setting personal goals to be safe and injury-free, and promoting safe practices in their school and community. In sixth grade, students also learn about the related dangers of weapons, gangs, and violence. Students examine the risks of gang involvement, being around weapons, and conflicts that might lead to violent behaviors. They practice communication skills to avoid gang involvement and report the presence of weapons. They learn about and practice health-enhancing behaviors such as resolving conflicts nonviolently and participating in positive alternatives to gang activities. Harassment and bullying are also topics for students in sixth grade. Students practice methods to reduce harassment, determine appropriate responses to bullying and harassment using their decision-making skills, and utilize their health-promotion skills to help create a bully-free school and community environment.



Alcohol, Tobacco, and Other Drugs

Students in sixth grade learn about many kinds of drugs, including alcohol, tobacco, inhalants, and prescription and nonprescription drugs, and they discover that even prescription drugs can be misused or result in addiction. They learn about and can explain the social, legal, and economic implications of drug use in addition to the physical effects. For example, students are able to explain the stages of drug dependence and addiction, the effects of drugs on adolescents' brains, and the dangers of secondhand smoke. In sixth grade, students analyze the internal and external influences that affect their decisions to use or not use alcohol, tobacco, and other drugs. Some of the external influences that students analyze are marketing and advertising, culture, and media. Students also analyze how impaired judgment induced by drug use negatively affects their safety, relationships, academic achievement, and attainment of their personal goals. They learn to use skills in interpersonal communication, decision making, and goal setting to resist pressure to use alcohol, tobacco, and

other drugs and to encourage others to avoid using them.

Mental, Emotional, and Social Health

In sixth grade, students learn about the signs, causes, and health effects of different feelings and emotions; how their emotions may change during adolescence; and when and how to find help for mental, emotional, and social health problems. They gain more awareness of their own emotions and about how to practice healthy ways to handle stress, anger, and depression. For example, students learn to use decision-making skills to develop a plan to prevent and manage stress. Students also learn about anger—how to manage it and the harmful effects of violent behavior that may result from angry behavior. They study the connections between different kinds of violent behavior (e.g., bullying, fighting, verbal abuse). They apply communication, decision- making, and goal-setting skills to resolve conflicts without violence, refrain from angry behavior, and avoid people and places that encourage violence. Students learn about the importance to being able to empathize with others and respect individual differences, practice ways to include others who are different from themselves, and gain an understanding of how prejudice, discrimination, and bias can lead to violence. They use their knowledge and skills to promote a school environment that is respectful of all individuals and to object appropriately to teasing or bullying of peers that is based on personal characteristics or perceived sexual orientation.

Support for English Learners

Teachers may need to modify instruction to meet the instructional needs of English learners. Strategies to support learning may include using graphic organizers, pictures, and other visual cues; summarizing or paraphrasing text; and additional time and providing opportunities for practice and interactions with classmates and the teacher. As in other subject areas, the academic language of health must be directly taught to all students, but English learners may need additional opportunities to use new words. For example, with students who speak Spanish, instruction that identifies cognates (e.g., *violence/violencia, emergency/emergencia, conflict/conflicto*) supports their understanding of content-specific vocabulary. The interpersonal-communication, decision-making, and health-promotion skills of health education provide opportunities for students to use the academic language necessary to gain access to health content. Comparing alternatives and justifying choices require the use of academic language and provide meaningful situations for students to practice using new vocabulary and content knowledge.

The Standards

The following sixth-grade health education content standards were adopted by the California State Board of Education on March 12, 2008.

Health Education Content Standards Grade Six
Overarching Standards
Standard 1: Essential Health Concepts All students will comprehend essential concepts related to enhancing health. **Standard 2: Analyzing Health Influences** All students will demonstrate the ability to analyze internal and external influences that affect health. **Standard 3: Accessing Valid Health Information** All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication
All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making
All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting
All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors
All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion
All students will demonstrate the ability to promote and support personal, family, and community health.

Injury Prevention and Safety

Standard 1: Essential Concepts	
1.1.S	Explain methods to reduce conflict, harassment, and violence.
1.2.S	Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.
1.3.S	Describe the risks of gang involvement.
1.4.S	Examine disaster preparedness plans for the home and school.
1.5.S	Examine the risks of possessing a weapon at home, at school, and in the community.[1]
1.6.S	Examine safety procedures when using public transportation and traveling in vehicles.
1.7.S	Discuss safety hazards related to Internet usage.
1.8.S	Describe hazards related to sun, water, and ice.
1.9.S	Describe how the presence of weapons increases the risk of serious violent injuries.[2]
Standard 2: Analyzing Influences	
2.1.S	Analyze the role of self and others in causing or preventing injuries.
2.2.S	Analyze influences on both safe and violent behaviors.
2.3.S	Analyze personal behaviors that may lead to injuries or cause harm.

[1] See *Education Code (EC)* Section 49330 for the legal definition of weapon (i.e., injurious object).
[2] *EC* Section 49330.

3.1.S	Identify rules and laws intended to prevent injuries.
3.2.S	Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
Standard 4: Interpersonal Communication	
4.1.S	Practice effective communication skills to prevent and avoid risky situations.
4.2.S	Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.[3]
4.3.S	Demonstrate escape strategies for situations in which weapons or other dangerous objects are present.[4]
4.4.S	Practice communication and refusal skills to avoid gang involvement.
Standard 5: Decision Making	
5.1.S	Use a decision-making process to determine a safe course of action in risky situations.
5.2.S	Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.
Standard 6: Goal Setting	
6.1.S	Develop a personal plan to remain safe and injury-free.
Standard 7: Practicing Health-Enhancing Behaviors	
7.1.S	Practice ways to resolve conflicts nonviolently.
7.2.S	Practice safe use of technology.
7.3.S	Practice positive alternatives to gang involvement.
7.4.S	Practice basic first aid and emergency procedures.
Standard 8: Health Promotion	
8.1.S	Support injury prevention at school, at home, and in the community.
8.2.S	Promote a bully-free school and community environment.
8.3.S	Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.

[3] *EC* Section 49330.
[4] *EC* Section 49330.

Alcohol, Tobacco, and Other Drugs	
Standard 1: Essential Concepts	
1.1.A	Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.
1.2.A	Identify positive alternatives to alcohol, tobacco, and other drug use.
1.3.A	Differentiate between the use and misuse of prescription and nonprescription medicines.
1.4.A	Identify the benefits of a tobacco-free environment.
1.5.A	Explain the dangers of secondhand smoke.
1.6.A	Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.
1.7.A	Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.
Standard 2: Analyzing Influences	
2.1.A	Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
2.2.A	Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.
2.3.A	Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
2.4.A	Explain how culture and media influence the use of alcohol and other drugs.
Standard 3: Accessing Valid Information	
3.1.A	Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.
Standard 4: Interpersonal Communication	
4.1.A	Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
4.2.A	Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.
Standard 5: Decision Making	
5.1.A	Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.

5.2.A	Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.
5.3.A	Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.
Standard 6: Goal Setting	
6.1.A	Develop personal goals to remain drug-free.
Standard 7: Practicing Health-Enhancing Behaviors	
7.1.A	Practice positive alternatives to using alcohol, tobacco, and other drugs.
Standard 8: Health Promotion	
8.1.A	Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

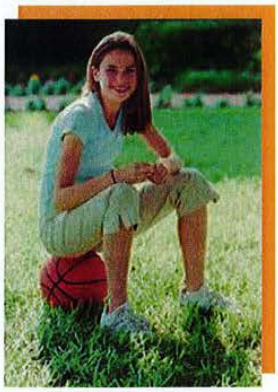
Standard 1: Essential Concepts

1.1.M	Describe the signs, causes, and health effects of stress, loss, and depression.
1.2.M	Summarize feelings and emotions associated with loss and grief.
1.3.M	Discuss how emotions change during adolescence.
1.4.M	Describe the importance of being aware of one's emotions.
1.5.M	Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.
1.6.M	Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.
1.7.M	Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
1.8.M	Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).
1.9.M	Discuss the harmful effects of violent behaviors.
Standard 2: Analyzing Influences	
2.1.M	Analyze the external and internal influences on mental, emotional, and social health.
Standard 3: Accessing Valid Information	

3.1.M	Identify sources of valid information and services for getting help with mental, emotional, and social health problems.
3.2.M	Discuss the importance of getting help from a trusted adult when it is needed.
Standard 4: Interpersonal Communication	
4.1.M	Practice asking for help with mental, emotional, or social health problems from trusted adults.
4.2.M	Describe how prejudice, discrimination, and bias can lead to violence.
4.3.M	Demonstrate ways to communicate respect for diversity.
4.4.M	Demonstrate the ability to use steps of conflict resolution.
Standard 5: Decision Making	
5.1.M	Apply a decision-making process to enhance health.
5.2.M	Describe situations for which someone should seek help with stress, loss, and depression.
5.3.M	Compare and contrast being angry and angry behavior, and discuss the consequences.
Standard 6: Goal Setting	
6.1.M	Make a plan to prevent and manage stress.
6.2.M	Describe how personal goals can be affected if violence is used to solve problems.
6.3.M	Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
Standard 7: Practicing Health-Enhancing Behaviors	
7.1.M	Carry out personal and social responsibilities appropriately.
7.2.M	Practice strategies to manage stress.
7.3.M	Practice appropriate ways to respect and include others who are different from oneself.
7.4.M	Demonstrate how to use self-control when angry.
Standard 8: Health Promotion	
8.1.M	Encourage a school environment that is respectful of individual differences.
8.2.M	Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation.

Physical Education

Overview



The physical education program in grades six through eight provides the opportunity to expand a student's performance and understanding of fundamental movement and motor skills to more specialized movement and motor skills used in a variety of content areas. Students learn to refine, combine, and apply a variety of movement and motor skills in different physical activity settings. In each area of physical education, students learn the critical elements for each motor skill as well as concepts and principles related to biomechanics, motor development, motor learning, and game tactics.

Physical education programs continue to emphasize the importance of physical activity and personal fitness throughout the school year. Students are provided with opportunities to improve their fitness and to understand more advanced concepts related to physical fitness and physical activity. Participation in physical activity can also be an important venue for the social, psychological, and emotional development of sixth-grade students.

State law requires that schools provide students in sixth grade with at least 200 minutes of physical education each 10 schooldays. Recess and lunch time do not count toward the required instructional minutes.

The sixth-grade physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level model content standards that provide a vision of what students in grade-six should know and be able to do. The content standards represent the essential skills and knowledge that all students need to be physically active and enjoy a healthy lifestyle.

Most sixth-grade students are approaching or entering adolescence, a stage of numerous physical changes. This is the beginning of a two- to three-year growth spurt for some students that can account for 20 percent of their eventual adult stature. The heart and lungs are also increasing in size and capacity proportionate to height and weight gains. Students enjoy being active, engaging in fitness activities, assessing their own fitness levels, and creating personal fitness plans. Students at this stage learn to combine various skills in cooperative activities.

What Students Learn in Sixth Grade

In sixth grade, the focus of instruction is providing students with experiences that help them transition to sport-skill learning with an emphasis on the application of movement and motor skills in lead-up or modified games. When students practice manipulative skills, they practice more often with partners than in earlier grades. For example, sixth-grade students volley an object repeatedly with a partner instead of volleying a tossed ball to a target as they did in grade five. Students learn new skills and patterns in folk and line dancing, and new ways to combine movement skills to create and perform tumbling and rhythmic routines with attention to the aesthetics of physical activity. They learn how to recognize and correct their own errors and to provide feedback to peers to assist them in developing movement skills. Students continue to learn about health-related physical fitness, assess their own fitness level, and develop a one-day personal fitness plan. Cooperative physical activity is another focus of instruction in sixth grade, with students learning about their own and others' roles and responsibilities in setting common goals and solving problems.

Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

With the change in instructional focus from foundational manipulative skills to specialized sport skills, students learn to strike objects using body parts and implements more consistently and with greater accuracy. They learn to dribble and pass a ball to a partner while being guarded, skills that are practiced in a modified game. Students in sixth grade combine nonlocomotory, locomotor, and motor skills while incorporating qualities of movement (e.g., relationships, levels, speed, direction, and pathways) in complex physical activities. They are given learning opportunities to develop rhythmic skills as they perform folk and line dances and rhythmic routines to music. They also learn to design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns.

Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotory, and manipulative skills practiced. For example, Standard 2.6 is "Explain the role of the legs, shoulders, and forearm in the forearm pass"; and Standard 1.1 reads, "Volley an object repeatedly with a partner, using the forearm pass." Students learn about the correct technique for the forearm pass, practice the skill with a partner, and can both explain and demonstrate the role of the legs, shoulders, and forearms when asked by the teacher. In sixth grade, students learn more about the biomechanics of physical activity—in particular, the variables involved with increasing and decreasing the forces applied by the body or another object and those controlling the intended flight of an object. Understanding the biomechanics of physical activities helps students achieve greater accuracy and precision with manipulative skills, such as batting a ball or striking a volleyball. Students also improve their understanding of offensive strategies by identifying opportunities to pass or dribble while being closely guarded.

Understanding the biomechanics of physical activities helps students achieve greater accuracy and precision with manipulative skills, such as batting a ball or striking a volleyball.

By the end of sixth grade, students can identify dance steps and rhythm patterns and explain the contribution of movement qualities to the aesthetic dimension of physical activity. Students also learn the correct type of feedback (specific positive, specific corrective) to help others learn and improve movement skills. In sixth grade, students develop and teach a cooperative movement game that requires locomotor skills, manipulation of objects, and an offensive strategy.

Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Students in sixth grade perform moderate to vigorous physical activities a minimum of four days each week. They assess their own level of health-related physical fitness, including the intensity of their heart rate during physical activity, and compare themselves with established, research-based standards for good health. Students use this information to generate personal goals for each fitness component (muscle strength/endurance, flexibility, aerobic capacity, and body composition). As students continue to participate in fitness activities, they monitor and evaluate changes in their fitness status.

Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Like the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. For Standard 4, students learn different methods of monitoring heart rate intensity. These methods include using heart rate monitors and placing two fingers over the wrist.

In sixth grade, students learn the long-term benefits of regular participation in physical activity and how to classify activities as aerobic or anaerobic. They also distinguish between effective and ineffective warm-ups, cool-downs, and flexibility exercises (stretches). They compile and analyze the effects of caloric intake and energy expenditures through physical activity. Students apply their knowledge by developing a one-day physical fitness plan that uses the FITT (frequency, intensity, time, and type) principles and addresses each component of health-related physical fitness.

Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

With the emphasis on learning specialized sport skills through lead-up or modified games, students in sixth grade participate in many group physical activities. They identify the individual roles and responsibilities necessary to make their group successful, including their own responsibilities in cooperative physical activities. Students develop collaborative skills as they agree on common goals and seek consensus solutions to movement problems that occur in cooperative physical activities.

Support for English Learners

The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state's physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to access information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high

levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, "Universal Access," for more information.)

Physical education instruction provides opportunities for students to develop their English-language skills. Students learn new vocabulary through physical activity instruction that is modeled by other students (e.g., throwing with *underhand*, *overhand*, and *sidearm* movement patterns) and explanations of manipulative skills that include visual clues (e.g., "Explain the role of the legs, shoulders, and forearm in the forearm pass"). Instruction that draws attention to cognates can help students understand domain-specific and academic vocabulary (e.g., *aerobic exercise/ejercicio aerobico*; *anaerobic exercise/ejercicio anaerobico*). Participating in small-group activities and modified team games, coaching other students, discussing rules, and speaking about and listening to physical education concepts and principles also provide opportunities for English learners to acquire academic vocabulary and practice both informal and formal English.

Support for Students with Special Needs

Successful participation in physical activities by students with special needs depends on the teacher's skill and training in providing instruction and support to all students. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction for students include pacing, complexity, depth, and novelty. Despite the modifications made, the focus is always on helping students to meet the physical education model content standards to the best of their ability and frequently assessing their progress in attaining the standards.

In helping students move from below grade to their grade level, teachers use instructional resources aligned with the standards; however, during a transitional period, students receive instruction aligned with fundamental skills and concepts from previous grade levels that support the standards for their current grade level. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student's 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program that is designed to provide him or her with appropriate learning opportunities and uses instructional materials and strategies that best meet the student's needs. The 504 Plan or IEP also determines which services or combination of services best met the student's need. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, "Universal Access," for more information.)

The Standards

The following sixth-grade physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

Physical Education Model Content Standards Grade Six	
STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	
Manipulative Skills	
1.1	Volley an object repeatedly with a partner, using the forearm pass.
1.2	Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
1.3	Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
1.4	Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
1.5	Dribble and pass a ball to a partner while being guarded.
1.6	Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
Rhythmic Skills	
1.7	Perform folk and line dances.
1.8	Develop, refine, and demonstrate routines to music.
Combinations of Movement Patterns and Skills	
1.9	Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
1.10	Combine motor skills to play a lead-up or modified game.
1.11	Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

Movement Concepts	
2.1	Explain how to increase force based on the principles of biomechanics.
2.2	Explain how impact force is reduced by increasing the duration of impact.
2.3	Analyze and correct errors in movement patterns.
2.4	Provide feedback to a partner to assist in developing and improving movement skills.
2.5	Identify practices and procedures necessary for safe participation in physical activities.
Manipulative Skills	
2.6	Explain the role of the legs, shoulders, and forearm in the forearm pass.
2.7	Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
2.8	Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
2.9	Identify opportunities to pass or dribble while being guarded.
Rhythmic Skills	
2.10	Identify steps and rhythm patterns for folk and line dances.
2.11	Explain how movement qualities contribute to the aesthetic dimension of physical activity.
Combinations of Movement Patterns and Skills	
2.12	Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.
3.1	Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
3.2	Compare individual physical fitness results with research-based standards for good health.
3.3	Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
3.4	Participate in moderate to vigorous physical activity a minimum of four days each week.

3.6	Monitor the intensity of one's heart rate during physical activity.
STANDARD 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	
4.1	Distinguish between effective and ineffective warm-up and cool-down techniques.
4.2	Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
4.3	Identify contraindicated exercises and their adverse effects on the body.
4.4	Classify physical activities as aerobic or anaerobic.
	Explain methods of monitoring heart rate intensity.
4.6	List the long-term benefits of participation in regular physical activity.
4.7	Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.
STANDARD 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	
Self-Responsibility	
5.1	Participate productively in group physical activities.
5.2	Evaluate individual responsibility in group efforts.
Social Interaction	
5.3	Identify and define the role of each participant in a cooperative physical activity.
Group Dynamics	
5.4	Identify and agree on a common goal when participating in a cooperative physical activity.
5.5	Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

International Studies

Overview

To succeed in the twenty-first century, today's students need to develop linguistic and cultural literacy, including academic knowledge and proficiency in English and in world languages and cultures. This course is designed by LAI to introduce students to in interdisciplinary character of international studies, and to acquaint them with major trends and themes in global affairs today.

What Students Learn in Sixth Grade

Students will also acquire knowledge regarding the origins and development of the field, and study key international topics that affect all our lives. There are four components that will be worked on simultaneously:

1. Discipline-Based Concepts, Analytical Tools, Research Theories & Ideologies
2. Region-Based Information, Perspectives, Issues and Theories
3. Economic, Political, and Cultural Perspectives on Globalization and Development
4. Content Topics Revolving Around Food, Energy, Health, Security, and the Environment

Content

The content of the course includes vocabulary from a wide variety of topics that are age- and stage-appropriate. This content enables students to make connections and reinforce knowledge from other areas of the curriculum and to participate in everyday social interactions in the target language. As students develop their ability to communicate in the target language and culture, business & economics and politics they address topics that increase in complexity.

Communication

Real-world communication occurs in a variety of ways. It may be interpersonal in which listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. Or maybe presentational in which speaking, signing, and writing occur. Students actively use language to transmit meaning while responding to real situations.

Cultures

To understand the connection between language and culture, students learn how a culture views the world. Students understand the ideas, attitudes, and values that shape that culture. These shared common perspectives, practices, and products incorporate not only formal aspects of a culture—such as contributions of literature, the arts, and science—but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. Students acquire the ability to interact appropriately with individuals in the target culture, to communicate successfully, and to make connections and comparisons between languages and cultures.

Structures

Languages, Cultures and Practices vary considerably in the structures that learners use to convey meaning; therefore, the curriculum will feature specific structures essential to accurate communication.

Students learn patterns in the language system, which consists of grammar rules and vocabulary and elements such as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress in proficiency with language, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

Students learn patterns in the language system, which consists of grammar rules and vocabulary and elements such as gestures and other forms of nonverbal communication.

Settings

For students to communicate effectively, they use elements of language appropriate for a given situation. Language conveys meaning best when the setting, or context, in which it is used is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

UNIT 1
1. What are International Studies?
2. Colonialism in History

UNIT 2
1. The Drug War; Human Security and Cities
2. India, Pakistan and Kashmir

UNIT 3
1. The History of Institutions and Modern Globalization
2. Economic Globalization

UNIT 4
1. New Languages
2. Human Rights and Cultural Relativism
3. Political and Cultural Globalization

UNIT 5
1. Insights on Poverty
2. Poverty in Communities

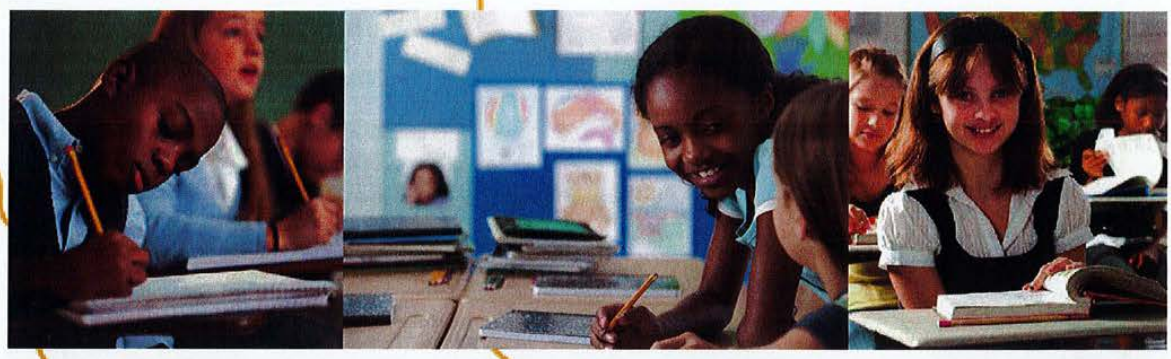
UNIT 6
1. The Columbian Exchange
2. New World Commodities: Sugar, Tobacco, Chocolate and Potatoes
3. Colonia Mercantilism

UNIT 7
1. Energy: Canada's Oil Sands and Pipelines
2. Trans Mountain Pipeline
3. Alberta's Oil Sands

UNIT 8
1. Environment and Global Warming
2. Greenhouse Effect

UNIT 9
1. Careers and International Travel

UNIT 10
CROSS-CURRICULUM PROJECT



A Look at

Grades 7th & 8th Grades at Los Angeles International Charter School

Curriculum Frameworks and Instructional Resources Division
Adopted by Los Angeles International Charter School

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LOS ANGELES INTERNATIONAL CHARTER SCHOOL

Introduction

This grade-level guide provides teachers, parents, administrators, and others with an overview of what seventh- and eighth-grade students are expected to learn in English language arts and mathematics in California's public schools. It was also developed to assist educators with the transition from the content standards adopted in 1997 for English language arts and mathematics to the California Common Core State Standards (CA CCSS), which included California additions, adopted in August 2010 for English language arts and mathematics and modified in 2013.

The California *Education Code* (*EC*) mandates the adopted course of study for grades one through twelve. *EC* Section 51220, in describing the courses of study for students in grades seven through twelve, states that the study of English include knowledge of and appreciation for literature, language, and composition and the skills of reading, listening, and speaking. It also requires mathematics instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.

In grades seven through twelve, every school in California is required to offer, in addition to English and mathematics, courses in social sciences, foreign language or languages, physical education, science, visual and performing arts, applied arts, career technical education, and other studies that may be prescribed. However, physical education is the only subject in which the amount of instructional time is established: a total period not less than 400 minutes each 10 school days. The schedule of the instructional day and week is determined by the teacher and the local school and district administration.

The 1997 California Standards and the California Common Core State Standards

California's standards have been hailed for their rigor, setting high expectations for all students. In 1997, California adopted content standards in English language arts and mathematics. Since that time, standards have been adopted in history–social science, science, visual and performing arts, health, world languages, physical education, school library, and career technical education. California also has standards in English-language development (ELD), which define the stages of becoming proficient in English. All content standards are posted on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/ (accessed April, 10, 2014).

As part of a multi-state initiative to establish clear and consistent education standards, the California State Board of Education (SBE) voted unanimously on August 2, 2010, to adopt new standards for both mathematics and English language arts: the CA CCSS. These are based on research, internationally benchmarked, and designed to prepare every student for success in college and the workplace. In 2013, the SBE modified the CA CCSS for both mathematics and English language arts.

Implementation of the new standards has begun. It will take several years to fully implement the CA CCSS…

Implementation of the new standards has begun, but it will take several years to fully implement the CA CCSS, as the process will include adopting aligned instructional materials, creating professional learning opportunities, and administering new statewide assessments. For more information about the implementation of the CA CCSS and for links to download the new standards, please visit the CDE Common Core State Standards Resources Web page at http://www.cde.ca.gov/ci/cc/ (accessed March

11, 2014). During this transition period, educators, parents, and students will have an opportunity to become familiar with the many similarities between California's 1997 content standards and the CA CCSS and to learn about the enhancements for each grade level.

California's content standards provide detailed expectations of what students should know and be able to do at each grade level. Although the standards are intended to provide objectives for students and teachers, decisions about classroom instruction are generally made at the local level by the teacher, local administrator, and/or the locally elected school board.

Curriculum and instruction are influenced by more than content knowledge, standards, and specific subject objectives. The following sections include some of the other areas and issues that influence and connect a grade-level course of study, including universal access, statewide testing and accountability, federal accountability, and funding. In addition, brief overviews of classroom assessment, instructional materials, and teacher standards are provided.

Universal Access

The goal of the education system in California is to ensure that all students have access to high-quality curriculum and instruction so that they may meet or exceed the knowledge and skills defined in the state's academic content standards. There have been dramatic shifts in the student population in recent years. Ethnically and racially diverse students made up 53 percent of the student population in 1990 (California Department of Education 1991). By the 2008–09 school year, this group represented 72 percent, making California's student population the most diverse in the nation (California Department of Education 2010a). Approximately 25 percent of California's students are English learners (ELs) and over 50 percent of students qualify for free and reduced-price lunch programs (California Department of Education 2010a).

Teachers must create learning environments in which differences are respected and supported by teacher and students alike.

The diversity of California's students presents unique opportunities and significant challenges for instruction. Students come to school with a wide variety of skills, abilities, and interests as well as different levels of proficiency in English and other languages. Additionally, as students begin to develop an understanding of their role in their own families and communities, the differences in cultural norms, traditions, and values between themselves and others are likely to become more evident. The wider the variation of the student population in each classroom, the more complex the teacher's role becomes in organizing high-quality curriculum and instruction. Teachers must create learning environments in which differences are respected and supported by teacher and student alike. Teachers who are aware of their own cultural values and are willing to learn about and appreciate other people's cultural values can establish safe learning environments for students.

English learners face the challenge of learning English as an additional language as they learn grade-level content through English. This challenge creates a dual responsibility for all teachers who teach ELs. Teachers need to ensure that ELs have full access to grade-level curriculum and develop proficiency in English in order to achieve success with academic tasks in grade-level disciplines. Effective English Language Development (ELD) instruction may require additional support in planning *Integrated* and *Designated ELD* instruction.

Instruction in content areas should promote collaborative discussions using academic English, meaningful interaction with complex text, and engaging tasks that develop critical-thinking and analytical skills required in all content areas. The CDE has published an excellent resource, *Improving Education for English Learners: Research-Based Approaches* (California Department of Education 2010b), that provides the most comprehensive, up-to-date strategies to serve ELs. The book includes guidelines for ELD instruction, as well as recommended instructional practices. The publication is available through the CDE Press Web page at http://www.cde.ca.gov/re/pn/rc/ (accessed March 10, 2014).

The academic success of students with special needs depends on the teacher's skill in providing instruction and support to all students. A student's 504 Plan or individualized education program (IEP) often includes suggested techniques to ensure that the student has full access to a program designed to provide appropriate learning

opportunities, instructional materials, and strategies that best meet his or her needs. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. Strategies for differentiating instruction for students include adjusting pacing, complexity, novelty, and depth. Despite modifications made, however, the focus is always to help students learn grade-level content to the best of their ability.

A school-wide Multi-tiered Systems of Support (MTSS) incorporates the systems and processes of Response to Instruction and Intervention (RtI^2) and Positive Behavioral Interventions and Supports (PBIS) to assist struggling learners in a system-wide continuum of resources, strategies, structures, and practices to address barriers to student learning. California's RtI^2 framework integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student. For more information about RtI^2, please visit the CDE Response to Instruction & Intervention Web page at http://www.cde.ca.gov/ci/cr/ri/ (accessed March 10, 2014). For more information on PBIS, please visit the CDE Positive Behavior Support Web page at http://www.cde.ca.gov/ci/cr/ri/corecomp6.asp (assessed March 10, 2014).

Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. The following strategies can be useful in planning for universal access:

- ☐ Utilize frequent progress-monitoring assessments
- ☐ Engage in careful planning and organization
- Differentiate to meet students' instructional needs
- ☐ Employ flexible grouping strategies
- ☐ Enlist help from others
- ☐ Use technology or other instructional devices

Statewide Testing and Accountability

As California schools transition to the CA CCSS, the statewide assessment and accountability systems are also changing. To obtain the most current information on the statewide assessment system, visit the CDE Testing Web page at http://www.cde.ca.gov/ta/tg/ (accessed March 10, 2014). The CDE Testing Web paGE includes information about the California Assessment of Student Performance and Progress (CAASPP), the new student assessment system established in January 2014, and the English language proficiency assessment. For current information regarding the state accountability system, visit the CDE Accountability Web page at http://www.cde.ca.gov/ta/ac/ (accessed April 10, 2014)

Classroom Assessment

Customized, rigorous, and thoughtful assessment can guide instruction, improve student learning, and develop students' thinking skills in a discipline. The key to using assessments effectively and efficiently in a program of instruction is to recognize that different types of assessment tools are used for different purposes.

The following assessments are crucial for measuring student mastery of the knowledge and skills outlined in the subject-area content standards. Two major forms of assessment practices are formative and summative. In addition, diagnostic assessments can be used as a tool for matching instruction with student needs.

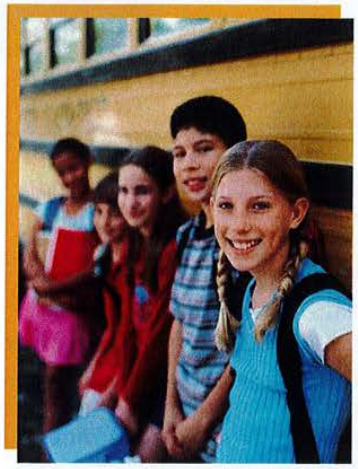
- **Formative assessment:** Are students progressing adequately toward mastery of the standards? Do they need reteaching? Is emphasis on certain instructional components or skills needed in the next series of lessons or units? Formative assessment is a systematic process to continuously gather evidence and provide feedback about learning while instruction is under way. The primary purpose of formative assessment is to improve learning, not merely to audit it. It is assessment *for* learning rather than assessment *of* learning.

- **Summative assessment:** Have students achieved the goals defined by a given standard or group of standards? Summative assessment refers to the assessment of learning at a particular time point and is meant to summarize a learner's development. Summative assessments frequently come in the form of chapter or unit tests, weekly quizzes, or end-of-term tests. In contrast to formative assessment, summative assessment represents the state of a student's skills and knowledge at a given point in time and is meant to assess the effectiveness of instruction and a student's learning progress. Summative assessments are often used for grading students.

- **Diagnostic assessment:** Do students possess the prerequisite skills and knowledge expected at their grade level? Do they already know some of the material to be taught? Because diagnostic assessments can help determine the level of student readiness for a given unit or course, they should be developed after the summative assessment is designed.

Although many other purposes exist for assessment, the three named above are critical because they inform instruction. Taken together, they provide a road map to mastering the standards: the starting place, the routes to take, the points at which routes should be changed, and the destination.

Seventh-Grade Curriculum



What will my child learn in English language arts and mathematics in seventh grade?

In August 2010, the state adopted the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics. How will the new standards enhance seventh-grade curriculum?

This chapter contains two sections—English language arts and mathematics—that describe what students should know and be able to do by the end of seventh grade. Each section includes a brief description of the seventh-grade standards, concluding with a list of the seventh-grade standards for the California Common Core State Standards (CA CCSS), which include California additions, for English language arts/literacy and mathematics.

For additional guidance and support to implement the standards, refer to the:

- ☐ *Mathematics Framework* located on the CDE Mathematics Curriculum Framework Web page at http://www.cde.ca.gov/ci/ma/cf/ (accessed March 6, 2014).
- ☐ *English Language Arts/English Language Development Framework* located on the CDE ELA/ELD Curriculum Framework Web page at _____ (accessed March 6, 2014).

English Language Art

Overview

In seventh grade, the English language arts standards establish a higher level of communication skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade students build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they are able to acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Students continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in their speaking and writing.

Seventh-grade students build on their communication and collaboration skills from earlier grades.

There are many similarities between the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the 1997 California English language arts standards, but there are also some notable differences. For instance, in the CA CCSS for ELA/Literacy, the standards in seventh grade are divided into strands: Reading, Writing, Speaking and Listening, and Language. In the 1997 California English language arts standards, the standards are organized around domains: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking. An organizational change in the CA CCSS for ELA/Literacy for grades six through twelve is the inclusion of another set of standards: Reading and Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects. These standards are not intended to replace existing standards in those content areas; instead, they supplement instruction and provide consistency in expectations across the curriculum.

This section provides an overview of the new CA CCSS for seventh-grade English language arts (ELA) and a separate section on literacy standards for History/Social Studies, Science, and Technical Subjects (Literacy). It includes guidance to ensure success for struggling readers and English learners. A complete list of the seventh-grade CA CCSS for ELA/Literacy, which include California additions, can be found at the end of this section. A complete list of the 1997 California English language arts standards for seventh grade is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf (accessed March 6, 2014).

What Students Learn in Seventh Grade

Reading

Three important emphases of the CA CCSS for ELA in reading are text complexity, a balance between literature and informational text, and an integrated approach to instruction. The term *text complexity band* is the focus of Standard 10 in the reading standards for literature, for informational text, and in

the reading standards for literacy in history/social studies, science, and technical subjects. Standard 10 sets the expectation that students will read increasingly complex text each year from second grade through high school.[1] The text complexity band for grades six through eight sets different expectations for each grade level. In seventh grade, students are expected to read and comprehend literature and informational texts in the grades-six-through-eight text complexity band proficiently, with scaffolding as needed at the high end of the range.

Starting in the earliest elementary grades, the CA CCSS for ELA balance reading literature with reading informational text. The increased attention to informational text may lead to some significant changes in elementary instruction as California schools transition to the CA CCSS for ELA. Fewer changes may be necessary in seventh grade because the 1997 California English language arts standards focus on the comprehension and analysis of informational texts. Seventh-grade students continue to read informational texts, including textbooks, magazines, public documents, and online information, which will ease the transition to the CA CCSS for ELA.

An integrated approach to instruction is another feature of the CA CCSS for ELA. Reading is one of the four strands of the CA CCSS for ELA. The skills, concepts, and strategies that students learn in reading connect with and are reinforced by standards in the three other strands. For example, students read a text and analyze how an author structures an argument to support his or her claims and then use their knowledge of structure and organization to produce their own argumentative writing or deliver an oral argument in a formal presentation.

The following section is organized according to the two major areas of the reading standards: reading standards for literature and for informational text.

Reading Standards for Literature

In seventh grade, students read a variety of literature, including novels, dramas, and poems. The literature students read in class must be complex enough to support close reading and deep analysis, as well as thoughtful discussion. By reading a wide range of literature from and about different cultures, with varied themes and in several genres, students become familiar with literary structures and increase their vocabulary. Well-written literature also serves as a model for students' own writing. The challenge for teachers is to select texts that engage students and also support instruction in the CA CCSS reading standards for literature.

Both the 1997 California standards and the CA CCSS for ELA focus on the analysis of literature as a means of increasing students' comprehension. The development of theme, characters, point of view, and plot are explored in both sets of standards, but the CA CCSS for ELA differ in their depth and scope. In the CA CCSS for ELA, students determine the theme or central idea of a text, analyze its development throughout the text, and provide an objective summary of the text. They use multiple examples of textual evidence to support their summary and analysis of text. Students examine how the elements of a story or drama interact, such as how characters are affected by the setting or the events of a novel.

In addition to determining the meaning of figurative and connotative language as it is used in a text, students consider the impact of rhymes and other repetitions of sounds on a section of a poem, story, or drama. The level of analysis calls for a close reading of the text and for students to think about why an author chooses a particular sound, word, or phrase. Students also analyze how the form or structure of a drama or poem contributes to its meaning (e.g., how the formalized structure of a sonnet helps convey the author's message).

Under the CA CCSS for ELA, students use a compare-and-contrast strategy to analyze literature in both print and other media. For example, students may read a drama and then watch a recorded stage presentation of the same drama. As they compare and contrast the two experiences, students analyze the effects of the sounds they heard and the images seen. They reflect on their understanding of and response to the drama. Reaching

1. For more information about text complexity, see appendixes A and B of the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, which is available online at http://www.corestandards.org/the-standards

across disciplines to connect literature to history, students compare and contrast a fictional portrayal with an historical account of the same time period.

Reading Standards for Informational Text

In seventh grade, students evaluate the information, evidence, and reasons that authors provide to support their central ideas and claims. They also examine the organizational structure of text and consider how the author develops point of view. Both the 1997 California English language arts standards and the CA CCSS for ELA cover this content, but the CA CCSS for ELA require deeper analysis and evaluation. Analyzing text to comprehend its content is emphasized in seventh grade to the extent that eight of the 10 standards call explicitly for some type of analysis.

In seventh grade, students evaluate the information, evidence, and reasons authors provide to support their central ideas and claims.

Under the CA CCSS for ELA, students analyze interactions between people, events, and ideas in a text (e.g., how ideas influence events or how events influence ideas). After they have determined an author's point of view or purpose, students analyze how the author distinguishes his or her viewpoint from that of others. Analysis at this level requires students to identify other points of view in addition to the author. This kind of multistep and multilevel analysis builds students' analytical skills and is an important feature of the CA CCSS for ELA at seventh grade.

Students also analyze the structure of text and the use of text features in informational text. For example, students analyze how major sections contribute to the development of the ideas in a text and how graphics in a public document contribute to the whole text. They examine how specific words in a text impact its meaning and tone. They also compare and contrast the impact of words spoken in an audio version of a speech to the impact of reading the words in printed text.

Students analyze how authors who write about the same topic may produce text with different points of view or conclusions by emphasizing different evidence and including different interpretations of facts. This examination of text is another example of the multistep and multilevel analysis called for in the CA CCSS for ELA that will challenge students. Carefully selected texts, teacher modeling, and ample opportunities for practice, along with feedback, will help students develop their analytical skills.

Writing

Students in seventh grade demonstrate sophisticated writing skills to produce pieces that support a clear purpose and include a more cohesive organization of ideas by using evidence from literary and informational texts. Their writing incorporates the use of technology during development, collaboration, and production. Students demonstrate a command of the conventions of the English language and experience with the stages of the writing process (e.g., prewriting, drafting, revising, editing).

Both the 1997 California English language arts standards and the CA CCSS for ELA call for students in seventh grade to write multi-paragraph texts with a central idea or theme, relevant supporting details, precise words and visual imagery, and a conclusion. The purposes of writing are similar under each set of standards. Students write responses to literature, persuasive compositions, research reports, summaries, and narratives under the 1997 California English language arts standards.

The CA CCSS for ELA writing standards identify three main types of writing applications—argument, informative/explanatory, and narrative—and set challenging expectations for students' writing. Students are expected to write routinely in both extended and short time frames for a range of discipline-specific tasks, purposes, and audiences. When writing arguments, students logically organize the reasons and relevant evidence, support claims with credible sources, and address alternate evidence or counterarguments. For informative/explanatory texts, students clearly introduce a topic or thesis and use an extended array of

organizational strategies, such as definition, classification, compare/contrast, and cause/effect in addition to graphics, and multimedia resources to aid in comprehension. In their narrative writing, students develop real or imagined events by using sensory language in descriptions to add detail and engage the reader, include well-structured events so the sequence unfolds naturally, and use transition words and phrases for sequencing and shifting from one time frame to another. Narrative techniques such as dialogue, description, and pacing to develop characters and plot are incorporated.

Technology, including the Internet, plays a larger role in the CA CCSS for ELA. Students use technology in the production of writing, to interact and collaborate with others, and to conduct short research projects to answer a specific question. They learn to gather key information and data from multiple sources and to effectively quote, paraphrase, and cite content (while avoiding plagiarism) in their writing.

Speaking and Listening

Students in seventh grade listen critically to speakers and media presentations for comprehension, identify and analyze information from a variety of media and formats, engage in collaborative discussions, and deliver arguments, narratives, and summary presentations. In their oral presentations, students include multimedia components and visual aids for clarification, use appropriate eye contact and volume, and apply the same conventions of standard English when speaking as in writing.

Both the 1997 California English language arts standards and the CA CCSS for ELA focus on students' listening and comprehension skills and their formal oral presentation skills. Students analyze logical fallacies from a media source and in a speaker's presentation or argument and, in the CA CCSS for ELA, also identify the speaker's attitude toward a subject. When students present claims for findings, they sequence ideas logically and use pertinent details and examples to support the main point or theme.

The CA CCSS for ELA emphasize collaborative discussions on seventh-grade topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led). In these discussions, students come prepared to add to the discussion by referencing evidence they have read or researched and reflect on ideas being discussed. Students follow rules for collegial discussions with specific goals and deadlines and are assigned individual roles. They contribute comments to the discussion and elaborate on the remarks of others, pose or respond to questions, and, if appropriate, change their own views based on new information presented by others.

Multimedia components as sources of information and complements to oral presentations are another focus of the CA CCSS for ELA. Students in seventh grade analyze information presented in diverse media and formats (e.g., visual, quantitative, oral) and explain how the ideas clarify the topic. They also can distinguish a speaker's argument and attitude and evaluate the soundness and relevance of a speaker's reasons. They use multimedia components (e.g., graphics, images, music, sound) and visual displays to clarify claims and emphasize key points in their presentations. Students learn to adapt their speech to a variety of contexts and tasks and are able to use formal English when it is appropriate.

Language

Students in seventh grade continue to build on language skills initiated in earlier grades and are introduced to new rules for grammar, usage, and punctuation. The specific rules or conventions they learn vary between the 1997 California English language arts standards and the CA CCSS for ELA. Students use their knowledge of language and its conventions when writing, speaking, listening, and reading.

The CA CCSS for ELA are detailed and specific. For example, students explain the function of phrases and clauses as well as explain their function in specific sentences. Students expand their grammatical knowledge as they learn to choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Writing clear, coherent, and focused essays is emphasized in the CA CCSS for ELA as students learn to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

In the 1997 California English language arts standards, vocabulary development standards are found in the Reading domain. In the CA CCSS for ELA, standards for vocabulary acquisition and use are found in the Language strand. These standards cover a range of strategies for vocabulary acquisition that students use to determine the meaning of words. For example, the CA CCSS for ELA call for students to use context and a word's position or function in a sentence as a clue to determine the meaning of a word or phrase. In addition, students learn to verify their preliminary determination of the meaning of a word or phrase by checking the meaning in context or in a dictionary. Students learn to understand figurative language, word relationships, and nuances of words by distinguishing among the connotations (associations) of words with similar denotations, or definitions (e.g. *refined, respectful, polite, diplomatic,* and *condescending*).

The CA CCSS for ELA stress using relationships between certain words (e.g., synonym/antonym, analogy) to better understand words. Using common Greek or Latin affixes and roots for clues to word meanings is continued as part of the CA CCSS for ELA in seventh grade. The CCSS for ELA emphasize students' use of both print and digital sources and general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to pronounce words, clarify the precise meaning of a word or its parts of speech, or trace the etymology of words.

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Unique to the CA CCSS for ELA/Literacy in grades six through twelve is the addition of standards for literacy in history/social studies, science, and technical subjects. (In kindergarten through grade five, the standards for literacy are embedded in the four strands of the standards.) The addition of these standards for literacy recognizes the role of English language arts teachers in developing students' literacy skills while clarifying that teachers in other content areas also share that responsibility. The standards for literacy recognize the need for students to be proficient in reading complex informational text and writing argumentative and explanatory text in a specific discipline.

The addition of these standards for literacy recognizes the role of English language arts teachers in developing students' literacy skills while clarifying that teachers in other content areas also share that responsibility.

In the CA CCSS for Literacy, the standards for literacy in history/social studies, science, and technical subjects focus on reading and writing and are divided into three parts—reading standards for literacy in history/social studies; reading standards for literacy in science and technical subjects; and writing standards for literacy in history/social studies, science, and technical subjects. Standards in each part are organized into grade spans (six through eight, nine and ten, and eleven and twelve) and follow the same set of anchor standards used in English language arts (see Appendix A).

The shared responsibility of developing reading and writing across all content areas is not a new topic of discussion. Over the past 15 years, California's content standards and frameworks have advocated and supported the idea that all teachers share the responsibility for developing student literacy. For example, guiding principles from the *Science Framework for California Public Schools* (California Department of Education 2004) identify what effective science programs do: (1) use standards-based connections with other core subjects to reinforce science teaching and learning; (2) develop students' command of academic language; and (3) use technology to teach students, assess their knowledge, develop information resources, and enhance computer literacy. California's history–social science standards include historical and social science analysis

skills. Examples of the skills from grades six through eight are as follows: (1) students frame questions that can be answered by historical study and research; (2) students distinguish fact from opinion in historical narratives and stories; and (3) students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

These same skills are identified in the CA CCSS for Literacy reading standards in history/social studies and science and technical subjects. The CA CCSS for Literacy require the use of specific textual evidence to support analysis of text and to compare and contrast information from different sources (i.e., primary versus secondary sources or doing an experiment versus reading about it). The CA CCSS for Literacy highlight the importance of determining the meaning of content-related or domain-specific words as used in a specific historical or scientific context.

As noted in the English language arts writing section above, the writing standards for literacy in the CA CCSS for Literacy extend the types of writing from the 1997 California standards. Students are expected to write arguments based on content in a specific discipline, supporting the topic with relevant and accurate evidence. Informative or explanatory texts may include writing about a scientific procedure or retelling a historical event. All students' writing should be well organized and developed using key facts or details. Students are expected to conduct research projects to answer a specific question, paraphrase or summarize others' work without plagiarizing, and to write consistently within both short and extended time frames.

Extra Support for Struggling Readers

By the end of seventh grade, students are expected to be fluent, independent readers who engage in the analysis of literature and informational text. Students who are not proficient in word-analysis skills are likely to experience academic difficulties. Early screening and intervention address specific areas of instruction in a timely manner. Struggling readers—any students experiencing difficulty learning to read, which may include those who use nonstandard English, English learners, and students with disabilities—should be provided with additional support to become proficient in seventh-grade reading skills. Instructional support for students should include:

Students who are not proficient in word-analysis skills are likely to experience academic difficulties.

- opportunities to preteach key skills, strategies, and concepts;
- intensive, explicit instruction in decoding and word-recognition skills, which may include materials at the reading level of students and that are age-appropriate;
- preteaching and reteaching the use of Greek and Latin affixes and roots as clues to determine the meaning of unknown words;
- preteaching and reteaching word-learning strategies such as using a word's position or function as a clue to determine the meaning of unknown words;
- additional direct, explicit instruction in using informational text to analyze the overall text structure and features;
- additional direct, explicit instruction in using informational text to cite evidence as required in text analysis;
- direct, explicit instruction in language development to address grammatical structures of oral and written standard English;

- vocabulary instruction embedded in context, including academic language and domain-specific vocabulary.

For those students whose reading achievement is two or more years below grade level, placement in an intensive intervention program in reading/language arts should be considered. These accelerated programs are designed to address the instructional needs of students in grades four through eight whose reading achievement is two or more years below grade level. For additional information on the 2008 state-adopted intensive intervention programs, see the list of adopted instructional materials on the CDE Reading/Language Arts Web page at http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp (accessed March 6, 2014).

Support for English Learners

English language development (ELD) is a critical component of the language arts program for English learners. The CA CCSS for ELA/Literacy set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The CA ELD Standards which were adopted in November 2012 provide educators with guidance on instructional planning, curriculum development, and assessment of ELD instruction. These standards reflect current research and theory to support English language development for California's English learners and correspond to the CA CCSS for ELA/Literacy in kindergarten through grade twelve. Specifically designed for instructional purposes, the CA ELD standards define three proficiency levels: Emerging, Expanding, and Bridging. For more information on the CA ELD standards, visit the CDE ELD Standards Web page at http://www.cde.ca.gov/sp/el/er/eldstandards.asp (accessed June 15, 2014).

Careful placement of English learners in appropriate classes is of utmost consideration. Several factors for consideration include the students' primary language and literacy background, time in the United States, English language proficiency, and progress in English language development. Such factors can help determine the appropriate program placement, whether it be an ELD class, an English language arts mainstream class, or a combination of classes. Research by Dutro and Kinsella (California Department of Education 2010b) contends that students at the more advanced levels, such as the Expanding and Bridging proficiency levels, benefit from instruction that develops complex language structures, academic vocabulary, and reading comprehension, as well as explicit guided writing instruction to strengthen students' writing abilities.

As English learners participate and engage in collaborative discussions, they are given ample opportunities to hear and practice using vocabulary acquired from their reading. Students learn to respond to questions and elaborate on discussion topics with relevant observations and ideas as they express themselves…

Integrated ELD instruction refers to ELD throughout the day and across the disciplines, in which all teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the focal CA CCSS for ELA/Literacy and other content standards. *Designated ELD* is a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards to build into and from content instruction as a way to develop proficiency in academic English. English learners develop oral and written language through Designated ELD instruction, including rich collaborative discussion of literary and informational text, the integration of academic and domain-specific vocabulary, and the use of increasingly complex grammatical structures.

Of equal importance is placement (or misplacement) of English learners in reading intervention classes. The aim of reading intervention classes is to support the development of basic knowledge and skills of decoding multisyllabic words, reading fluency, vocabulary-learning strategies, and comprehension strategies, not developing oral language proficiency. In *Improving Education for English Learners: Research-Based Approaches* (California Department of Education 2010b), August and Shanahan

suggest that the placement of English learners be carefully considered; placement in reading intervention classes alone will not provide the language development offered in structured and focused ELD classes that address the CA ELD standards.

Students in seventh grade are expected to conduct deep analysis of literature and informational text on grade-level topics in all subject areas. English learners benefit from Integrated ELD instruction as they learn how to analyze the structure of informational text and how text features contribute to the development of the ideas in text. With guided instruction, students will also learn how to cite textual evidence that most strongly supports their statements and inferences in their analysis of text.

When provided with Integrated ELD instruction using informational text, English learners can practice using academic language as well as domain-specific words in different content areas. As English learners participate and engage in collaborative discussions, they are given ample opportunities to hear and practice using vocabulary acquired from their reading. Students learn to respond to questions and elaborate on discussion topics with relevant observations and ideas as they express themselves during one-on-one, small group, or teacher-led discussions.

The CA CCSS for ELA/Literacy emphasize writing arguments and English learners will benefit from explicit, guided instruction and models of written arguments. Additional instruction in how to acknowledge and distinguish opposing claims, use credible sources, and establish and maintain a formal style of writing will ensure adequate mastery of those skills. Scaffolds such as sentence and paragraph frames for writing informative and explanatory texts will enable English learners in the early stages of learning English to improve their writing abilities. Guided instruction on developing a thesis statement, organizing ideas, and including well-chosen facts, concrete details, quotations, and a conclusion reinforces valuable skills. Because English learners are still developing proficiency in English, they benefit from teachers' positive and corrective feedback on writing and grammatical errors. English learners may need additional time and practice in writing for a variety of purposes and audiences to further their writing abilities.

Explicit instruction on the rules of grammar and the functions of phrases and clauses in sentences enables English learners to enhance their writing skills. Additional practice in placing clauses within a sentence and recognizing and correcting misplaced modifiers may strengthen the writing abilities of English learners. Students are provided with multiple opportunities to practice these skills both in speaking and writing and receive corrective teacher feedback.

For those students whose academic achievement is two or more years below grade level, use of an intensive intervention program for English learners should be considered. This intensive accelerated program is designed for English learners in grades four through eight whose academic achievement is below grade level. Additional information on the state-adopted intensive intervention program for English learners is provided in the *English Language Arts/English Language Development Framework* located on the CDE ELA/ELD Curriculum Framework Web page at http://www.cde.ca.gov/ci/rl/cf/ (accessed March 6, 2014).

For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/ (accessed March 27, 2014). The CDE has published an excellent resource, *Improving Education for English Learners: Research-Based Approaches* (2010b), with the most comprehensive and up-to-date strategies to serve English learners. Guidelines for providing ELD instruction as well as recommended instructional practices are provided. Information on the publication is available through the CDE Press Web page at http://www.cde.ca.gov/re/pn/rc/ap/pubcat.aspx (accessed March 26, 2014).

The Standards

The CA CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) that follow were adopted by the California State Board of Education on August 2, 2010, and modified on March 13, 2013. Content that is unique to California and was added by California to the multistate common core standards, referred to as California additions, is in **bold typeface** and followed by **CA.**

The CA CCSS for ELA/Literacy document is available online at http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf (accessed March 20, 2014). The CA CCSS College and Career Readiness (CCR) Anchor Standards (Appendix A) define the literacy expectations for students entering college and careers and provide the foundation of the K–12 English language arts standards.

A complete list of the 1997 California English language arts standards for grade seven is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf (accessed February 29, 2012).

California Common Core State Standards for English Language Arts Grade Seven	
Reading Standards for Literature	
Key Ideas and Details	
	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4-6 for additional expectations.) CA**
5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas	
7.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8.	(Not applicable to literature)
9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity	
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Standards for Informational Text	
Key Ideas and Details	
1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 7 Language standards 4-6 for additional expectations.) CA**
5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA**
6.	
Integration of Knowledge and Ideas	
7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity	
10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing Standards	
Text Types and Purposes	
1.	Write arguments to support claims with clear reasons and relevant evidence. **a.** Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA** **b.** Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA** c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **a.** Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section that follows from and supports the information or

	explanation presented.
3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Research to Build and Present Knowledge	
7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument

	and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
Range of Writing	
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	
1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
3.	Delineate a speaker's argument and specific claims, **and attitude toward the subject,** evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **CA**
Presentation of Knowledge and Ideas	
4.	Present claims and findings **(e.g., argument, narrative, summary presentations),** emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** **a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA**
5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
Language Standards	
Conventions of Standard English	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.
Knowledge of Language	
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
Vocabulary Acquisition and Use	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses),

* The following skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the chart "Language Progressive Skills, by Grade" on page 76 in the CA CCSS.

	both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words. CA** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Common Core State Standards Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades Six Through Eight	
Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	
1.	Cite specific textual evidence to support analysis of primary and secondary sources.
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	

7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8.	Distinguish among fact, opinion, and reasoned judgment in a text.
9.	Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity	
10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Reading Standards for Literacy in Science and Technical Subjects	
Key Ideas and Details	
1.	Cite specific textual evidence to support analysis of science and technical texts.
2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	
4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6.	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	
7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity	
10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

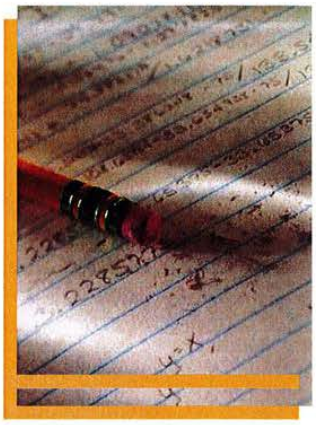
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Text Types and Purposes	
1.	Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3.	(See note; not applicable as a separate requirement*)

* **Note**: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.	Gather relevant information from multiple print and digital sources **(primary and secondary)**, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**
9.	Draw evidence from informational texts to support analysis reflection, and research.
Range of Writing	
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics

Overview



Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. Standards-based mathematics instruction starts with foundational mathematical ideas and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundations built in the early grades.

In August 2010, California adopted new standards in mathematics: the California Common Core State Standards for Mathematics (CA CCSSM). The CA CCSSM comprise standards developed by the state-led CCSS Initiative and material taken from the 1997 California mathematics standards, referred to as California additions. In January 2013, the CA CCSSM were modified; in changes were made to the California additions. In seventh grade, there are no California additions.

There are many similarities between the CA CCSSM and the 1997 California mathematics standards, but there are also noteworthy differences. For instance, in kindergarten through grade eight the CA CCSSM are first organized by four or five "domains" (clusters of standards that address "big ideas" and support connections of topics across the grades) and then by "clusters" (groups of related standards inside domains).The domains for seventh grade are Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability. Furthermore, the CA CCSSM do not include "key standards" as in the 1997 California mathematics standards. Instead, the CA CCSSM are designed to be more focused at each grade and to develop mathematics topics in greater depth. Not all content in a given grade is emphasized equally in the standards. Some clusters of standards comprise the bulk of the instructional time at the grade ("major" clusters) and other clusters of standards ("additional/supporting" clusters) reinforce topics in the major clusters. For a chart of the "Grade Seven Cluster-Level Emphases," refer to the Grade Seven chapter of the *Mathematics Framework* located on the CDE Mathematics Curriculum Framework Web page at http://www.cde.ca.gov/ci/ma/cf/ (accessed March 20, 2014).

The instructional emphasis at each grade supports a coherent progression of learning across grades that develops conceptual understanding, procedural skills and fluency, and the ability to apply mathematics to solve problems and prepares students for the study of more advanced mathematics in later years. For students who excel in mathematics, the *Mathematics Framework* includes guidance on readiness and placement of students in an accelerated course sequence in middle school. For additional information refer to "Course Placement and Sequences" in the Appendix of the *Mathematics Framework* on the CDE Mathematics Curriculum Framework Web page at _____ (accessed March 20, 2014).

The following section provides an overview of the CA CCSSM for seventh-grade mathematics. A complete list of the CA CCSSM for seventh-grade can be found at the end of this section. A complete list of the grade-seven 1997 California mathematics standards is available on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf (accessed March 20, 2014).

What Students Learn in Seventh Grade

The CA CCSSM call for mastery of mathematical content as well as mathematical understanding so that students can apply mathematics to solve problems. To support this goal, the CA CCSSM include two types of standards: Standards for Mathematical Practice (the same from kindergarten to grade twelve) and Standards for Mathematical Content (different for each grade level). Doing and using mathematics involves connecting these two types of standards in grade-appropriate ways.

Standards for Mathematical Practice

The mathematical practice standards support student engagement in thought-provoking questions and mathematical thinking.

The Standards for Mathematical Practice (commonly called the "practice standards") describe attributes of mathematically proficient students that educators at all levels should develop in their students. Practice standards are integrated in grade-level tasks as students engage in thought-provoking questions and problems that support mathematical thinking. Standards for Mathematical Content (commonly called the "content standards") that call for students to "understand" or "explain" are potential points of intersection between the content standards and the practice standards.

The following chart provides a general overview of the practice standards. The summary provided is without regard to grade level. For a more detailed explanation of each standard, see Appendix B: Standards for Mathematical Practice.

Standards for Mathematical Practice (MP)	Summary
MP.1 Make sense of problems and persevere in solving them.	• Find meaning in problems. • Analyze, predict, and plan solution pathways. • Verify answers. • Students ask themselves the question: "Does this make sense?"
MP.2 Reason abstractly and quantitatively.	• Make sense of quantities and their relationships in problems. • Create coherent representations of problems.
MP.3 Construct viable arguments and critique the reasoning of others.	• Understand and use information to construct arguments. • Make and explore the truth of conjectures. • Justify conclusions and respond to arguments of others.
MP.4 Model with mathematics.	• Apply mathematics to problems in everyday life. • Identify quantities in a practical situation. • Interpret results in the context of the situation and reflect on whether the results make sense.
MP.5 Use appropriate tools strategically.	• Consider the available tools when solving problems. • Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a Web site, and other technological tools).

MP.6 Attend to precision.	• Communicate precisely to others. • Use clear definitions, state the meaning of symbols, and are careful about specifying units of measure and labeling axes. • Calculate accurately and efficiently.
MP.7 Look for and make use of structure.	• Discern patterns and structures. • Can step back for an overview and shift perspective. • See complicated things as single objects or as being composed of several objects.
MP.8 Look for and express regularity in repeated reasoning.	• When calculations are repeated, look for general methods, patterns, and shortcuts. • Be able to evaluate whether an answer makes sense.

Standards for Mathematical Content

In the seventh-grade content standards, students extend their understanding of proportional relationships and solve related real-world and mathematical problems. They apply their understanding of operations with fractions to add, subtract, multiply, and divide rational numbers. They use tools strategically to solve problems with positive and negative rational numbers. Students use the properties of operations to generate equivalent expressions. They draw, construct, and describe geometric shapes and solve problems involving scale drawings, angle measure, area, and volume. Students extend their understanding of statistics and draw inferences about populations based on samples. They also investigate chance events and work with probability models.

In grade seven, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships, including percentages; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students also work towards fluently solving equations of the form $px + q = r$ and $p(x + q) = r$.

Ratios and Proportional Relationships

In the seventh-grade CA CCSSM, students analyze proportional relationships and solve related real-world and mathematical problems. Students extend their understanding of ratios to compute unit rates[1] associated with ratios of fractions. For example, they find the walking speed of a person who walks 1/2 mile in each 1/4 hour. Students identify unit rates in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Students recognize and represent proportional relationships between quantities. They decide if two quantities are in a proportional relationship, for example, by graphing two quantities on a coordinate plane and observing whether the graph is a straight line through the origin. They also represent proportional relationships by equations; for example, if total cost t is proportional to the number n of items purchased at a constant price p, then the relationship between the total cost and the number of items can be expressed as $t = pn$. Students use

1. The ratio A units to B units has associated with it the *rate* A/B units to 1 unit. The associated *unit rate* is the number $\frac{A}{B}$.

proportional relationships to solve multistep ratio and percent problems such as problems about simple interest, tax, markups and markdowns, tips, and percent increase and decrease.

With full implementation of the CA CCSSM, some concepts in the 1997 California mathematics standards will be covered at different grades. For example, the 1997 mathematics standards called for sixth grade students to solve problems involving discounts, interest, and tips and to represent proportional relationships with equations. These topics will be covered in seventh grade in the CA CCSSM.

The Number System

Seventh-grade students apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers, which include negative numbers. Students understand $p + q$ as the number located a distance $|q|$ from p on a number line, in the positive or negative direction, depending on whether q is positive or negative. They demonstrate that a number and its opposite have a sum of 0 (are additive inverses), and they understand subtraction of rational numbers as adding the additive inverse. Students extend multiplication of fractions to rational numbers, and they apply properties of operations as strategies to multiple and divide rational numbers. Students understand that properties of operations, such as the distributive property, apply to all rational numbers, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Student realize that each quotient of integers (with a nonzero divisor) is a rational number and if p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Ultimately, students use the four operations with rational numbers to solve real-world and mathematical problems.

With full implementation of the CA CCSSM, multiplication and division with negative integers, a sixth-grade topic in the 1997 California standards, will move to seventh grade in the CA CCSSM.

Expressions and Equations

Seventh-grade students use the properties of operations to generate equivalent expressions. Students work with complex linear expressions with rational coefficients, such as $7 - 2(3 - 8x)$. Students add, subtract, factor, and expand linear expressions, and they realize that rewriting an expression in different forms can help them solve problems. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

Students solve multi-step, real-life mathematical problems with positive and negative rational numbers in any form…and they assess the reasonableness of their answers.

Students solve multistep, real-life mathematical problems with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), and they assess the reasonableness of their answers. They use variables to represent quantities and construct simple equations and inequalities to solve problems. Students solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ and inequalities of the form $px + q > r$ or $px + q < r$, where p, q and r are rational numbers. Students graph the solution set of the inequality and interpret it in the context of the problem.

With full implementation of the CA CCSSM, the slope of a line and graphing and interpreting linear and nonlinear functions are examples of seventh-grade topics in the 1997 California standards that will move to eighth grade.

Geometry

Seventh-grade students work with various geometric figures. They solve problems involving scale drawings of geometric figures; they compute lengths and areas and reproduce a scale drawing at a different scale. Students work with three-dimensional figures and relate them to two-dimensional figures by examining cross-

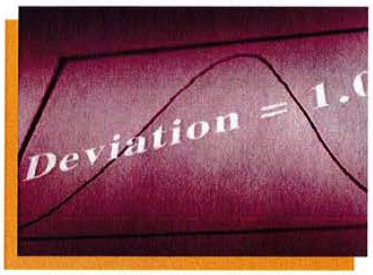
sections that result when three-dimensional figures are split. Students draw geometric shapes with given conditions (such as triangles from three measures of angles) and know and use the formulas for calculating the area and circumference of a circle.

Students use facts about supplementary, complementary, vertical, and adjacent angles in multistep problems to write and solve simple equations to find an unknown angle in a figure. Students extend their understanding of area as they solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

With full implementation of the CA CCSSM, some topics will be covered at different grades. For example, how to compute surface area and draw polygons in the coordinate plane, covered at seventh grade in the 1997 California standards, will move to sixth grade in the CA CCSSM. Also, the Pythagorean Theorem, a seventh-grade topic in the 1997 California standards, will move to eighth grade in the CA CCSSM.

Statistics and Probability

Students are introduced to statistics in sixth grade. In seventh grade, they extend their work with single data distributions to compare two data distributions and address questions about differences between populations.



Seventh-grade students begin informal work with random sampling. They use data from a random sample to draw inferences about a population with an unknown characteristic. For example, they predict the winner of a school election based on randomly sampled survey data. Students also use measures of center and variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, they decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Students investigate the concept of chance to develop, use, and evaluate probability models. Seventh-grade students learn that the probability of a chance event is a number between 0 and 1 (a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event). Students collect data related to a chance process and predict the approximate relative frequency given the probability. For example, when rolling a six-sided number cube 600 times, students predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. Students develop and use probability models to find the probabilities of events. They use organized lists, tables, tree diagrams, and simulations to find the probabilities of compound events. For example, if 40 percent of donors have type A blood, what is the probability that it will take at least four donors to find one with type A blood?

Support for English Learners

Students need to develop knowledge of mathematics as a language. The linguistic complexity and unfamiliar academic language of mathematics instruction may pose particular challenges for English learners. The language of mathematics has its own precise and discipline-specific meanings. English learners need opportunities to develop their knowledge of the features of language that are used to teach mathematics, such as *semantics* (how to translate the words of a problem into a symbolic representation) and *mathematical discourse* (writing or talking about mathematical terms, concepts, and so on).

The specialized vocabulary of mathematics should be explicitly taught in context and reinforced throughout the year. *Explain, prove, justify, determine, solve, identify, analyze, compare, estimate, interpret, generate, locate, illustrate, obtain, reproduce*, and *summarize* are examples of verbs that are commonly used in mathematics and may pose challenges for English learners. Specialized vocabulary encountered in mathematics that may require additional explanation includes nouns such as *diagram, scale drawing, derivation, evidence,*

expression, display, measurement data, and *rational* and *irrational numbers*. Attention must also be paid to words that have a different meaning in common discourse than in mathematics—such as *set, table, digit, plane, space, round, point*, and *field*.

Students are expected to explain and apply concepts they encounter and procedures they use in solving real-world and mathematical problems. They construct and present well-defined, plausible arguments. Although students may use models, diagrams, or drawings to explain some concepts or present an argument, other problems will require that students produce an oral or written response. English learners can successfully engage in these learning opportunities with teacher guidance and multiple practice opportunities. Teachers should also be aware that students may have learned different symbols and procedures that could result in the same answer. In some countries, students are expected to do most steps mentally instead of writing out each step.

English learners may benefit from instructional support such as the following:

- Daily opportunities to engage in mathematical discourse by using new vocabulary and explaining the operations used in problem solving
- Opportunities to listen to or read others' arguments and decide if they are strongly supported
- Use of the students' first language to make instruction in English more effective and the vocabulary of mathematics more comprehensible
- Use of individualized or small-group instruction
- Scaffolded instruction and models for constructing arguments that include support and justification for their reasoning, responding to the arguments of others, and asking or answering clarifying questions

Integrated English language development during mathematics instruction meets the needs of English learners by developing procedural proficiency along with conceptual understanding and critical thinking skills. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/ (accessed March 26, 2014).

Use of Technology

The use of calculators and other technology plays a special role in mathematics teaching and learning. In seventh grade, students are ready to use calculators, including graphing calculators, geometry software, modeling software, and electronic resources to their advantage. Technology may be a useful tool for solving problems in various contexts, broadening students' mathematical horizons, and visually demonstrating complex mathematical problems. Technology also provides access to Internet sources for data to support solving real-world problems.

The Standards

The grade-seven CA CCSSM that follow were adopted by the California State Board of Education on August 2, 2010, and modified on January 16, 2013. Content that is unique to California and was added by California to the multistate common core standards, referred to as California additions, is in **bold typeface** and followed by **CA**; however, there are no California additions at grade seven.

The CA CCSSM document is available online at http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf (accessed March 20, 2014).

A complete list of the grade-seven 1997 California mathematics standards is available on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf (accessed March 20, 2014).

California Common Core State Standards for Mathematics Grade Seven	
Ratios and Proportional Relationships (7.RP)	
Analyze proportional relationships and use them to solve real-world and mathematical problems.	
1.	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction* $^{1/2}/_{1/4}$ *miles per hour, equivalently 2 miles per hour.*
2.	Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as* $t = pn$. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and $(1, r)$ where r is the unit rate.
3.	Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*
The Number System (7.NS)	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
1.	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. *a.* Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* b. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative

	direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.
2.	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
3.	Solve real-world and mathematical problems involving the four operations with rational numbers.[1]
Expressions and Equations (7.EE)	
1.	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
2.	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
3.	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For*

1. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

	example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
4.	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. *a.* Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* *b.* Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*
Geometry (7.G)	
Draw, construct, and describe geometrical figures and describe the relationships between them.	
1.	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2.	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3.	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	
4.	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5.	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6.	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
Statistics and Probability (7.SP)	
Use random sampling to draw inferences about a population.	

1.	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2.	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*
Draw informal comparative inferences about two populations.	
3.	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4.	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*
Investigate chance processes and develop, use, and evaluate probability models.	
5.	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6.	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7.	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. *a.* Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* *b.* Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

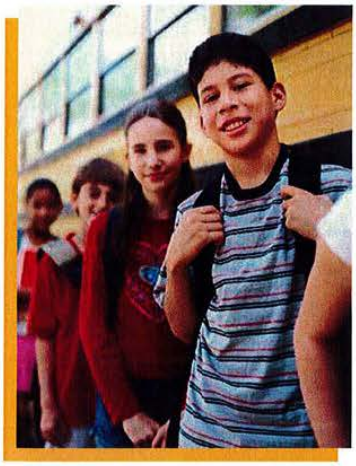
8.	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*
	Standards for Mathematical Practice (MP) MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.

CA CCSSM Domains

The Standards for Mathematical Content are organized by domains. The following table lists all of the domains that apply to kindergarten through grade eight, and it identifies which domains are addressed in which grade level.

Domains	Kinder-garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
Counting and Cardinality (CC)	X								
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X			
Numbers and Operations in Base Ten (NBT)	X	X	X	X	X	X			
Measurement and Data (MD)	X	X	X	X	X	X			
Number and Operations-Fractions (NF)				X	X	X			
Geometry (G)	X	X	X	X	X	X	X	X	X
Ratios and Proportional Relationships (RP)							X	X	
The Number System (NS)							X	X	X
Expressions and Equations (EE)							X	X	X
Statistics and Probability (SP)							X	X	X
Functions (F)									X

Eighth-Grade Curriculum



What will my child learn in English language arts and mathematics in eighth grade?

In August 2010, the state adopted the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics. How will the new standards enhance eighth-grade curriculum?

This chapter contains two sections—English language arts and mathematics—that describe what students should know and be able to do by the end of eighth grade. Each section includes a brief description of the eighth-grade standards, concluding with a list of the eighth-grade standards for the California Common Core State Standards (CA CCSS), which include California additions, for English language arts/literacy and mathematics.

For additional guidance and support to implement the standards, refer to the:

- *Mathematics Framework* located on the CDE Mathematics Curriculum Framework Web page at http://www.cde.ca.gov/ci/ma/cf/ (accessed March 6, 2014).
- *English Language Arts/English Language Development Framework* located on the CDE ELA/ELD Curriculum Framework (accessed March 6, 2014).

English Language Arts

Overview

In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings.

In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century.

There are many similarities between the CA CCSS for ELA/Literacy and the 1997 California English language arts standards, but there are also some notable differences. For instance, in the CA CCSS, the standards in eighth grade are divided into strands: Reading, Writing, Speaking and Listening, and Language. The 1997 California standards are organized around domains: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking. An organizational change in the CA CCSS for ELA/Literacy for grades six through twelve is the inclusion of another set of standards: Reading and Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects. They are not intended to replace existing standards in those content areas; instead, they supplement instruction and provide consistency in expectations across the curriculum. The standards also call for collaboration across disciplines and acknowledge the important role of teachers in every subject area to prepare students for college and careers.

This section provides an overview of the new CA CCSS for eighth-grade English language arts and literacy. It includes guidance to ensure success for struggling readers and English learners. A complete list of the grade-eight CCSS for ELA/Literacy, with California additions, can be found at the end of this section. A complete list of the grade-eight 1997 California English language arts standards is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf (accessed February 23, 2012).

What Students Learn in Eighth Grade

Reading

Three important emphases of the CA CCSS in reading are text complexity, a balance between literature and informational text, and an integrated approach to instruction. The term *text complexity band* is the focus of Standard 10 in the reading standards for literature, for informational text, and in the reading standards for literacy in history/social studies, science, and technical subjects. Standard 10 sets

the expectation that students will read increasingly complex text each year from second grade through high school.[1] The text complexity band for grades six through eight sets different expectations for each grade level. In eighth grade, students are expected to read literature and informational texts in the grades-six-through-eight text complexity band independently and proficiently.

Starting in the earliest elementary grades, the CA CCSS for ELA balance reading literature with reading informational text. The increased attention to informational text may lead to some significant changes in elementary instruction as California schools transition to the CA CCSS. Fewer changes may be necessary at eighth grade because the 1997 California standards focus on the comprehension and analysis of informational texts. Like the CA CCSS for ELA, the 1997 standards consist of an equal number of standards in each of the two components of reading. Under the 1997 standards, eighth-grade students read informational texts, including textbooks, magazines, consumer materials (warranties, product information, instruction manuals), and online information. Students also use information from consumer, workplace, and public documents to explain a situation or solve a problem. Teachers' familiarity with those standards will ease the transition to the CCSS.

An integrated approach to instruction is another feature of the CA CCSS for ELA. Reading is one of the four strands of the CCSS for English language arts. The skills, concepts, and strategies that students learn in reading connect with and are reinforced by standards in the other three strands. For example, students read a text, analyze how an author structures an argument to support his or her claims, and then use their knowledge of the structure and organization to produce their own arguments in writing or deliver an oral argument in a formal presentation.

The following section is organized according to the two major areas of the reading standards: reading standards for literature and for informational text.

Reading Standards for Literature

In eighth grade, students read and analyze a range of literary texts. The literature that students read in class must be complex enough to merit close reading and deep analysis, as well as thoughtful discussion. By reading a wide range of literature from and about different cultures, with varied themes and set in different time periods, students become familiar with different literary structures and better understand analogies or allusions used in texts. Well-written literature also serves as a model for the students' own writing. The challenge for teachers is to select texts that engage students and also support instruction in the CA CCSS for ELA reading standards for literature.

Both the 1997 standards and the new CA CCSS for ELA focus on analysis of literature as a means of increasing students' comprehension and critical thinking skills. The development of theme, characters, point of view, and plot are explored in both sets of standards, but the CCSS differ in depth and scope. As their analytical skills become more sophisticated, students in eighth grade compare and contrast structures of different texts, probe the relationships between elements of a text (e.g., characters, setting, plot) and its central theme, and analyze how modern works draw from significant works of the past.

A new eighth-grade expectation is that students will learn to cite textual evidence that *most strongly* supports their own analysis of a text. Instruction and practice in earlier grades in analyzing an author's development of a theme or central idea prepares students to evaluate the strength of the textual evidence they cite. In addition, students explore how a line of dialogue or an incident in a story or drama can propel the action, reveal something about a character, or provoke a decision. Close reading and thoughtful analysis help students understand how an author uses different points of view to create effects such as suspense or humor.

1. For more information about text complexity, see appendixes A and B of the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, which are available at http://www.corestandards.org/the-standards (accessed March 1, 2012).

Students view film versions or live presentations of stories or dramas and analyze how faithful the production is to the original text or script. As part of that analysis, they evaluate the choices made by the director or actors. Students read modern works of fiction in the context of myths, traditional stories, and religious works and look for common themes, patterns of events, or types of characters. English language arts and history–social science teachers can reach across disciplines to connect literature to history by jointly selecting significant literature from the past for students to read and compare with modern fiction.

Reading Standards for Informational Text

Eighth-grade students evaluate the information, evidence, and reasons that authors provide to support central ideas and claims. They also examine how an author responds to conflicting evidence, the organizational structure of text, and the use of text features to convey key concepts. Both the 1997 California standards and the CA CCSS for ELA cover this content, but the CCSS require deeper analysis and evaluation. Another important way that the CA CCSS for ELA differ from the 1997 standards is a focus on the different media (e.g. printed or digital text, video, audio, or multimedia) for presenting information.

Eighth-grade students evaluate the information, evidence, and reasons that authors provide to support central ideas and claims.

Under the CA CCSS for ELA, students analyze the development of the central idea over the course of a text, including its relationship to supporting ideas. Their analysis of text includes exploring how a text makes connections with and distinctions between individuals, ideas, or events. In addition to analyzing the impact of specific word choices on the meaning and tone of a text, students analyze the role of particular sentences in developing and refining key concepts in a paragraph. They also evaluate the advantages and disadvantages of using different media to present a particular topic or text.

Close and critical reading of informational text is essential for students to fully comprehend its content. Students evaluate the arguments and claims made in a text and assess the soundness of the author's reasoning. They also assess the relevance and sufficiency of the evidence provided in a text, recognize irrelevant evidence, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Students analyze two or more texts on the same topic but with conflicting information and learn to identify where the disagreements are matters of interpretation or fact. The ability to distinguish differences in facts from differences of interpretation is an important skill that can benefit students throughout their lives.

Writing

Students in eighth grade produce texts that demonstrate increased sophistication in writing skills and use of language—from vocabulary and syntax to a more cohesive organization of ideas addressing increasingly demanding content and sources. Their writing makes use of technology during development, collaboration, and production. Students demonstrate a command of the conventions of the English language as well as experience with strengthening their pieces through revising, editing, or trying new approaches.

Both the 1997 California standards and the CA CCSS for ELA call for students in eighth grade to write multiparagraph texts with a central idea or theme, an identified purpose, a logical organizational structure with relevant supporting details, precise words and visual imagery, and a conclusion. Under the 1997 standards, students write responses to literature, persuasive compositions, research reports, documents related to career development, technical documents, and narratives.

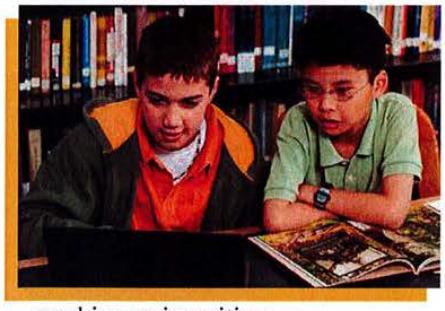
The CA CCSS for ELA writing standards identify three main types of writing applications—arguments, informative/explanatory texts, and narratives—and set challenging expectations for students' writing. For all types of writing, students draw evidence from literary and informational texts to support their analyses, reflections, and research. Students write routinely in both extended and short time frames for a range of

discipline-specific tasks, purposes, and audiences. The standards for writing arguments and informative/explanatory texts establish challenging expectations. When writing arguments, students logically organize the reasons and relevant evidence, support claims with logical reasoning, and acknowledge alternate arguments or opposing claims. For informative/explanatory texts, students clearly introduce a topic or thesis and use an extended array of formatting features, graphics, or multimedia to aid in comprehension. Topics are developed with appropriate facts, details, quotations, and other examples. Both types of text use a formal writing style and provide conclusions supported by the presented information. In their narrative writing, students develop real or imagined events by incorporating description and sensory language to:

- add detail and engage the reader;
- include well-structured events so the sequence unfolds naturally; and
- use transition words and phrases to signal shifting from one-time frame to another.

Narrative techniques, such as dialogue, description, and reflection, are incorporated to develop characters and plot.

Technology, including the Internet, plays a larger role in the CCSS. Students use technology to produce and publish their writing, to interact and collaborate with others, and to conduct short research projects to answer a specific question. They learn to gather key information and data from multiple print and digital sources, assess the accuracy and credibility of each source, and effectively incorporate quotations, paraphrasing, or citations (while avoiding plagiarism) in their writing.



Speaking and Listening

Students in eighth grade listen critically to speakers for comprehension; identify and analyze information from a variety of media and formats; engage in collaborative discussions; and deliver arguments, narratives, and summary presentations. In their oral presentations, students include multimedia components and visual displays for clarification and emphasis, use appropriate eye contact and volume, and apply the same conventions of standard English when speaking as in writing.

Both the 1997 California standards and the CA CCSS for ELA focus on students' listening and comprehension skills and formal oral presentation skills. In the CA CCSS for ELA, students analyze the purpose of presented information and evaluate the motives, such as commercial or political, behind the presentation. They also evaluate the reasoning, relevance, and sufficiency of evidence, noting when irrelevant evidence is provided. When students present arguments, narratives, or summaries, they sequence and emphasize points in a focused manner and use pertinent details and examples.

The CA CCSS for ELA emphasize collaborative discussions on eighth-grade topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led). In these discussions, students build on others' ideas and clearly express their own. They come prepared to add to the discussion, explicitly drawing on research material under study and reflecting on ideas being discussed. Students follow rules for collegial discussions and decision making with specific goals and deadlines and are assigned individual roles. They contribute comments to the discussion and elaborate on the remarks of others, pose questions to connect the ideas of others, and, if warranted, justify their own views based on new evidence presented.

Multimedia components, as sources of information and complements to oral presentations, are another focus of the CA CCSS for ELA. Students in eighth grade analyze the motives behind information presented in diverse media and formats (e.g., visual, quantitative, oral). They use multimedia components and visual displays to

clarify claims and emphasize key points in their presentations. Students learn to adapt their speech to a variety of contexts and tasks and are able to use formal English when it is appropriate.

Language

Students in eighth grade are introduced to new rules for grammar usage and punctuation as they continue to build on language skills introduced in earlier grades. The specific rules or conventions they learn vary between the 1997 California standards and the CA CCSS for ELA. Students use their knowledge of language and its conventions when writing, speaking, listening, and reading.

Under the CA CCSS for ELA, students explain the function of gerunds, participles, and infinitives and how they function in particular sentences. Students expand their grammatical knowledge as they learn to form and use verbs in the active and passive voice and apply this knowledge as they recognize and correct inappropriate shifts in verb voice and mood. Students learn to express their ideas more succinctly as they use verbs in the conditional, indicative, imperative, interrogative, or subjunctive mood to achieve particular effects in their writing.

The standards for vocabulary cover a range of strategies students use to determine the meaning of words. For example, the CA CCSS for ELA call for students to use context and a word's position or function in a sentence as a clue to determine the meaning of a word or phrase. In addition, students learn to verify their preliminary determination of the meaning of a word or phrase by checking the meaning in context or in a dictionary. Students learn to understand figurative language, word relationships, and nuances in words by distinguishing among the connotations (associations) of words with similar denotations (definition) (e.g. *bullheaded, willful, firm, persistent, resolute*).

The CA CCSS for ELA also stress using relationships between certain words (e.g., synonym/antonym, analogy) to better understand words. Students continue to use common Greek or Latin affixes and roots as clues for word meanings. Students use both print and digital sources and general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), to pronounce words, clarify the precise meaning or its parts of speech, or trace the etymology of words.

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Unique to the CA CCSS in ELA/Literacy in grades six through twelve is the addition of standards for literacy in history/social studies, science, and technical subjects. (In kindergarten through grade five, the standards for literacy are embedded in the four strands of the standards.) The addition of these standards for literacy recognizes the role of English language arts teachers in developing students' literacy skills while clarifying that teachers in other content areas also share that responsibility. The standards for literacy recognize the need for students to be proficient in reading complex informational text and writing persuasive and explanatory text in a specific discipline.

The addition of these standards for literacy recognizes the role of English language arts teachers in developing students' literacy skills while clarifying that teachers in other content areas also share that responsibility.

In the CA CCSS for Literacy, the standards for literacy in history/social studies, science, and technical subjects focus on reading and writing and are divided into three parts—reading standards for literacy in history/social studies; reading standards for literacy in science and technical subjects; and writing standards for literacy in history/social studies, science, and technical subjects. Standards in each part are organized into grade spans (six through eight, nine and ten, and eleven and twelve) and follow the same set of anchor standards used in English language arts.

The shared responsibility of developing reading and writing across all content areas is not a new topic of discussion. Over the past 15 years, California's content standards and frameworks have advocated this idea of teachers sharing the responsibility to develop student literacy. For example, guiding principles from the *Science Framework for California Public Schools* (California Department of Education 2004) identify what effective science programs do: (1) use standards-based connections with other core subjects to reinforce science teaching and learning; (2) develop students' command of academic language; and (3) use technology to teach students, assess their knowledge, develop information resources, and enhance computer literacy. California's history–social science standards include historical and social science analysis skills. Examples of the skills from grades six through are as follows: (1) students frame questions that can be answered by historical study and research; (2) students distinguish fact from opinion in historical narratives and stories; and (3) students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

These same skills are identified in the CA CCSS for Literacy reading standards in history/social studies and science and technical subjects. The CA CCSS for Literacy require the use of specific textual evidence to support analysis of text and to compare and contrast information from different sources (i.e., primary versus secondary sources or doing an experiment versus reading about it). The CA CCSS for Literacy highlight the importance of determining the meaning of content-related or domain-specific words as used in a specific historical or scientific context.

As noted in the English language arts section above, the writing standards in the CA CCSS for Literacy expand the types of writing beyond the 1997 California standards. Students are expected to write arguments based on content in a specific discipline, supporting the topic with relevant and accurate evidence. Informative or explanatory text may include writing about a scientific procedure or retelling an historical event. All students' writing should be well organized and developed using key facts or details. Students are expected to conduct research projects to answer a specific question, paraphrase or summarize others' work without plagiarizing, and write consistently within both short and extended time frames.

Extra Support for Struggling Readers

By the end of eighth grade, students are expected to be fluent and independent readers who engage in the analysis of literature and informational text. Students who are not proficient in word-analysis skills are likely to experience academic difficulties. Early screening and intervention address specific areas of instruction in a timely manner. Struggling readers—any students having trouble learning to read, which may include those who use nonstandard English, English learners, and students with disabilities—should be provided with additional support to become proficient in eighth-grade reading skills. Instructional support for students should include:

Students who are not proficient in word-analysis skills are likely to experience academic difficulties.

- flexible groupings for differentiated instruction;
- opportunities to preteach key skills, strategies, and concepts;
- intensive, explicit instruction in decoding and word-recognition skills, which may include materials at the reading level of students and that are age-appropriate;
- preteaching and reteaching the use of Greek and Latin affixes and roots as clues to determine meaning of unknown words;

- preteaching and reteaching word-learning strategies such as using a word's position or function as clues to determine meaning of unknown words;
- additional direct, explicit instruction in using informational text to analyze overall text structure and features;
- additional direct, explicit direct instruction in using information text to cite evidence as required in text analysis;
- direct, explicit instruction in language development to address grammatical structures of oral and written standard English;
- vocabulary instruction embedded in context, including academic language and domain-specific vocabulary;
- reinforcement and extension of the regular classroom program.

For those students whose reading achievement is two or more years below grade level, placement in an intensive intervention program in reading/language arts should be considered. These accelerated programs are designed to address the instructional needs of students in grades four through eight whose reading achievement is two or more years below grade level. For additional information on the 2008 state-adopted intensive intervention programs, see the list of adopted instructional materials on the CDE Reading/Language Arts Web page at http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp (accessed March 6, 2014).

Support for English Learners

English-language development (ELD) is a critical component of the language arts program for English learners. The CA CCSS for ELA/Literacy set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The CA ELD Standards which were adopted in November 2012 provide educators with guidance on instructional planning, curriculum development, and assessment of ELD instruction. These standards reflect current research and theory to support English language development for California's English learners and correspond to the CA CCSS for ELA/Literacy in kindergarten through grade twelve. Specifically designed for instructional purposes, the CA ELD Standards define three proficiency levels: Emerging, Expanding, and Bridging. For more information on the CA ELD standards, visit the CDE ELD Standards Web page at http://www.cde.ca.gov/sp/el/er/eldstandards.asp (accessed June 15, 2014).

Careful placement of English learners in appropriate classes is of utmost consideration. Several factors for consideration include the students' primary language and literacy background, time in the United States, English language proficiency, and progress in English language development. Such factors can help determine the appropriate placement, whether it be an ELD class, an English language arts mainstream class, or a combination of classes. Research by Dutro and Kinsella (California Department of Education 2010b) contends that students at the more advanced levels, such as the Expanding and Bridging levels, benefit from instruction that develops complex language structures, academic vocabulary, and reading comprehension, as well as explicit guided writing instruction to strengthen students' writing abilities.

English learners develop oral and written language through *Integrated and Designated* ELD instruction that addresses the CA ELD standards. *Integrated ELD* instruction refers to ELD throughout the day and across the disciplines, in which all teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards. *Designated ELD* is a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards to build into and from

content instruction as a way to develop proficiency in academic English. English learners develop oral and written language through Designated ELD instruction, including rich collaborative discussion of literary and informational text, the integration of academic and domain-specific vocabulary, and the use of increasingly complex grammatical structures. Effective ELD instruction also integrates reading and writing applications to build reading comprehension.

Of equal importance is placement (or misplacement) of English learners in reading intervention classes. The aim of reading intervention classes is to support the development of basic knowledge and skills of decoding multisyllabic words, reading fluency, vocabulary-learning strategies, and comprehension strategies, not developing oral language proficiency. In *Improving Education for English Learners: Research-Based Approaches* (California Department of Education 2010b), August and Shanahan suggest the placement of English learners be carefully considered as placement in reading intervention classes alone will not provide the language development offered in structured and focused ELD classes that address the CA ELD standards.

Students in eighth grade are expected to conduct deep analysis of literature and informational text on grade-level topics in all subject areas. English learners benefit from Integrated ELD instruction as they learn how to analyze the structure of informational text and how text features contribute to the development of the ideas in text. With guided and scaffolded instruction, students will also learn how to cite textual evidence that most strongly supports their statements and inferences in their analysis of text.

When provided with Integrated ELD instruction using informational text, English learners can practice using academic language as well as domain-specific words in different content areas. English learners will benefit from additional explicit instruction on how to determine the meaning of words and phrases, including words that have figurative, connotative, and technical meanings. As English learners participate and engage in collaborative discussions, they are given ample opportunities to hear and practice using vocabulary acquired from their reading. Students learn to pose questions that connect the ideas of others and to respond with relevant evidence, observations, and ideas as they express themselves during one-on-one, small group, or teacher-led discussions.

As English learners participate and engage in collaborative discussions, they are given ample opportunities to hear and practice using vocabulary acquired from their reading.

The CA CCSS for ELA/Literacy emphasize writing arguments, and English learners will benefit from explicit guided instruction on understanding the structure of argumentative writing. Additional instruction in how to acknowledge and distinguish opposing claims, use credible sources, and establish and maintain a formal style of writing will ensure adequate mastery of those skills. Scaffolds such as sentence and paragraph frames for writing informative and explanatory texts will enable English learners in the early stages of learning English to improve their writing. Guided instruction on developing a thesis statement, organizing ideas, and including well-chosen facts, concrete details, quotations, and a conclusion reinforces valuable skills. Because English learners are still developing proficiency in English, they benefit from receiving positive corrective teacher feedback on writing and grammatical errors. English learners may need additional time and practice in writing for a variety of purposes and audiences to further their writing abilities.

Explicit instruction on the rules of grammar and functions of gerunds, participles, and infinitives in particular sentences will help English learners to enhance their writing skills. Additional modeling and guided practice in forming and using verbs in the declarative, interrogative, and subjunctive moods as well as the use of passive voice will assist English learners in becoming more proficient speakers and writers. Students are provided with multiple opportunities to practice these skills both in speaking and writing and receive corrective teacher feedback.

For those students whose academic achievement is two or more years below grade level, use of an intensive intervention program for English learners should be considered. This intensive accelerated program is designed for English learners in grades four through eight whose academic achievement is below grade level. Additional information on the state-adopted intensive intervention program for English learners is provided in the *English*

Language Arts/English Language Development Framework located on the CDE ELA/ELD Curriculum Framework Web page at http://www.cde.ca.gov/ci/rl/cf/ (accessed March 6, 2014).

For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/ (accessed March 27, 2014). The CDE has published an excellent resource, *Improving Education for English Learners: Research-Based Approaches* (California Department of Education 2010b), with the most comprehensive and up-to-date strategies to serve English learners. Guidelines for providing ELD instruction as well as recommended instructional practices are provided. Information on the publication is available through the CDE Press Web page at http://www.cde.ca.gov/re/pn/rc/ap/pubcat.aspx (accessed March 26, 2014).

The Standards

The CA CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) that follow were adopted by the California State Board of Education on August 2, 2010 and modified on March 13, 2013. Content that is unique to California and was added by California to the multistate common core standards, referred to as California additions, is in **bold typeface** and followed by **CA**.

The CA CCSS College and Career Readiness (CCR) Anchor Standards (Appendix A) define the literacy expectations for students entering college and careers and provide the foundation of the K–12 English language arts standards.

A complete list of the 1997 California English language arts standards for grade eight is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf (accessed February 29, 2012).

California Common Core State Standards for English Language Arts Grade Eight	
Key Ideas and Details	
1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4-6 for additional expectations.) CA**

5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created using dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	
7.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.	(Not applicable to literature)
9.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
Reading Standards for Informational Text	
Key Ideas and Details	
1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4-6 for additional expectations.) CA**

5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA**
6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas	
7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Writing Standards	
Text Types and Purposes	
1.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2.	Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA** **a.** Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among

	ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of

	others while avoiding plagiarism and following a standard format for citation.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing	
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	
1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas	

4.	Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** **a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**
5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
Language Standards	
Conventions of Standard English	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language	
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to

* The following skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See "Language Progress Chart, By Grade" in the CCSS.

	achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	
4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). **c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words. CA** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Common Core State Standards Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades Six Through Eight	
Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	
1.	Cite specific textual evidence to support analysis of primary and secondary sources.

2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	
7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8.	Distinguish among fact, opinion, and reasoned judgment in a text.
9.	Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity	
10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Reading Standards for Literacy in Science and Technical Subjects	
Key Ideas and Details	
1.	Cite specific textual evidence to support analysis of science and technical texts.
2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3.	
Craft and Structure	
4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

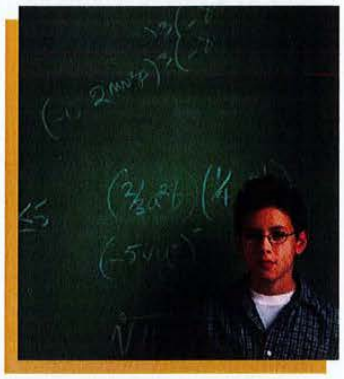
6.	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	
7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity	
10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Text Types and Purposes	
1.	Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

	a. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3.	(See note; not applicable as a separate requirement)*
Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.	Gather relevant information from multiple print and digital sources **(primary and secondary)**, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**
9.	Draw evidence from informational texts to support analysis reflection, and research.
Range of Writing	
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

* **Note**: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Mathematics

Overview



Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. Standards-based mathematics instruction starts with foundational mathematics ideas and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundations built in the early grades.

In August 2010, California adopted new standards in mathematics: the California Common Core State Standards for Mathematics (CA CCSSM). The CA CCSSM comprise standards developed by the state-led CCSS Initiative and material taken from the 1997 California mathematics standards, referred to as California additions. In January 2013, the CA CCSSM were modified; in particular changes were made to the California additions. In eighth grade, there are no California additions.

A notable difference is that the CA CCSSM include rigorous grade eight standards—the 1997 California standards did not have grade-level specific standards for grade eight. The grade eight CA CCSSM address foundations of algebra, including some topics in the previous Algebra I course (based on the 1997 California standards) that many students took while in eighth grade. When the CA CCSSM were modified in January 2013, model courses in higher mathematics were also approved. These courses include Algebra I and Mathematics I (the first course in an integrated mathematics pathway). The CA CCSSM represent a progression of skills and knowledge that is inherently rigorous and designed to provide a strong foundation for success in the new, more advanced Algebra I and Mathematics I courses. For some eighth-grade students, placement in one of these courses may be appropriate based on their readiness for the mathematical concepts and content, academic goals, and interests. However, it is essential that multiple measures are used to determine a student's readiness for any accelerated sequence. For additional information, refer to "Course Placement and Sequences" in the Appendix of the *Mathematics Framework* located on the CDE Mathematics Curriculum Framework Web page at http://www.cde.ca.gov/ci/ma/cf/

Unlike the 1997 California mathematics standards, the CA CCSSM are organized by four or five "domains" (clusters of standards that address "big ideas" and support connections of topics across the grades) and then by "clusters" (groups of related standards inside domains). The domains for eighth grade are the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. Furthermore, the CA CCSSM do not include "key standards" as in the 1997 California mathematics standards. Instead, the CA CCSSM are designed to have a greater focus at each grade and to develop mathematics topics in depth. Not all content in a given grade is emphasized equally in the standards. Some clusters of standards comprise the bulk of the instructional time at the grade ("major" clusters) and other clusters of standards ("additional/supporting" clusters) reinforce topics in the major clusters. For a chart of the "Grade Eight Cluster-Level Emphases," refer to the Grade Eight chapter of the *Mathematics Framework* located on the CDE Mathematics Curriculum Framework Web page at http://www.cde.ca.gov/ci/ma/cf/ (accessed June 11, 2014). The instructional emphasis at each grade supports a coherent progression of learning across grades that develops conceptual understanding, procedural skills and fluency, and the ability to apply mathematics to solve problems and continues a student's preparation for higher mathematics.

The following section provides an overview of the CA CCSSM for eighth-grade mathematics. A complete list of the CA CCSSM for eighth-grade mathematics can be found at the end of this section. A complete list of the 1997 California mathematics standards is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf (accessed April 21, 2014).

What Students Learn in EighthGrade

The CA CCSSM call for mastery of mathematical content as well as mathematical understanding so that students can apply mathematics to solve problems. To support this goal, the CA CCSSM include two types of standards: Standards for Mathematical Practice (the same from kindergarten to grade twelve) and Standards for Mathematical Content (different for each grade level). Doing and using mathematics involves connecting these two types of standards in grade-appropriate ways.

Standards for Mathematical Practice

The Standards for Mathematical Practice (commonly called the "practice standards") describe attributes of mathematically proficient students that educators at all levels should develop in their students. Practice standards are integrated in grade-level tasks as students engage in thought-provoking questions and problems that support mathematical thinking. Standards for Mathematical Content (commonly called the "content standards") that call for students to "understand" or "explain" are potential points of intersection between the content standards and the practice standards.

The following chart provides a general overview of the practice standards. The summary provided is without regard to grade level. For a more detailed explanation of each standard, see Appendix B: Standards for Mathematical Practice.

Standards for Mathematical Practice (MP)	Summary
MP.1 Make sense of problems and persevere in solving them.	• Find meaning in problems. • Analyze, predict, and plan solution pathways. • Verify answers. • Students ask themselves the question: "Does this make sense?"
MP.2 Reason abstractly and quantitatively.	• Make sense of quantities and their relationships in problems. • Create coherent representations of problems.
MP.3 Construct viable arguments and critique the reasoning of others.	• Understand and use information to construct arguments. • Make and explore the truth of conjectures. • Justify conclusions and respond to arguments of others.
MP.4 Model with mathematics.	• Apply mathematics to problems in everyday life. • Identify quantities in a practical situation. • Interpret results in the context of the situation and reflect on whether the results make sense.
MP.5 Use appropriate tools strategically.	• Consider the available tools when solving problems. • Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler,

	protractor, calculator, spreadsheet, computer programs, digital content located on a Web site, and other technological tools).
MP.6 Attend to precision.	• Communicate precisely to others. • Use clear definitions, state the meaning of symbols, and are careful about specifying units of measure and labeling axes. • Calculate accurately and efficiently.
	• Discern patterns and structures. • Can step back for an overview and shift perspective. • See complicated things as single objects or as being composed of several objects.
MP.8 Look for and express regularity in repeated reasoning.	• When calculations are repeated, look for general methods, patterns, and shortcuts. • Be able to evaluate whether an answer makes sense.

Source: Adapted from the *Common Core Standards Parent Handbook* (California County Superintendents Educational Services Association 2011).

Standards for Mathematical Content

Eighth-grade students build on their understanding of proportional relationships and solve related real-world and mathematical problems. They apply this understanding to graphing and solving linear equations and systems of linear equations. Students comprehend the concept of a function and use functions to describe quantitative relationships. They describe and analyze two- and three-dimensional figures using their knowledge of distance, angles, similarity, and congruence. Eighth-grade students understand and apply the Pythagorean Theorem. They work with irrational numbers, representing them with radical expressions and approximating them with rational numbers. Students' work with line plots in earlier grades progresses into the graphing of bivariate measurement data with scatter plots in eighth grade. Students construct and interpret scatter plots to discover associations between measured variables.

In grade eight, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem. Students also work towards fluency with solving simple sets of two equations with two unknowns by inspection.

The Number System

In eighth grade, students work with irrational numbers. They informally understand that every number has a decimal expansion. For rational numbers, students show that the decimal expansion repeats eventually and convert these types of decimals into rational numbers. Students learn that numbers that are not rational are called *irrational numbers*.

Students also learn that irrational numbers can be approximated by rational numbers. They use rational approximations to compare the size of irrational numbers, locate them on a number line, and estimate the value of expressions with irrational numbers. Students are familiar with the approximation for the irrational number *pi*

that they used to determine the area or circumference of a circle in seventh grade. They will work with irrational numbers and their rational approximations when solving equations such as $x^2 = 2$ and problems involving the Pythagorean Theorem.

Expressions and Equations

The expressions and equations domain is a critical area of instruction and learning in eighth grade.

The expressions and equations domain is a critical area of instruction and learning in eighth grade. Students build on their previous experiences with exponents. They apply the properties of integer exponents to generate equivalent numerical expressions. They gain experience with the properties of exponents by working with powers of 10, in the form of single-digit numbers times an integer power of 10 (e.g., 6×10^8), to estimate very large or very small quantities. They also perform operations with very large or very small numbers expressed in scientific notation. As students work with scientific notation, they learn to choose units of appropriate size for measurement of very large or very small quantities. They also learn to interpret scientific notation that has been generated by technology.

In eighth grade, students begin to work systematically with square root and cube root symbols. They use these symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. They evaluate square roots of small perfect squares (e.g., $\sqrt{16} = 4$) and small perfect cubes (e.g., $\sqrt[3]{27} = 3$). Students make connections between their understanding of irrational numbers and radicals as they recognize that $\sqrt{2}$ is an irrational number.

Students also make the important connection between proportional relationships, lines, and linear equations. As students graph proportional relationships on a coordinate plane, they create a visual representation of the relationship between two quantities. They interpret the unit rate in a proportional relationship (e.g., r miles per hour) as the slope of the graph. They understand that the slope of a line represents a constant rate of change. Students compare two different proportional relationships presented in different ways (e.g., as a graph of the line through the origin, a table exhibiting a constant rate of change, or an equation of the form $y = kx$).

Students use similar triangles to explain why the slope m is the same between any two distinct points on a nonvertical line in the coordinate plane. Students derive the equations $y = mx$ (for a line through the origin) and $y = mx + b$ (for a line intercepting the vertical axis at b) from the fact that the slope is constant between any two points on a line.

Much of students' work in eighth grade involves analyzing and solving linear equations and pairs of simultaneous linear equations. They solve linear equations with one variable, including cases with one solution, infinitely many solutions, and no solutions. Students show examples of each of these cases by successively transforming an equation into simpler forms ($x = a$, $a = a$, and $a = b$, where a and b represent different numbers). Solving some linear equations will require students to expand expressions using the distributive property and to collect like terms.

Solving pairs of simultaneous linear equations builds on the skills and understandings students used to solve linear equations with one variable. An underlying concept that students grasp as they work with simultaneous linear equations is the understanding that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because the points of intersection satisfy both equations simultaneously. Students algebraically solve systems of two linear equations in two variables. They also estimate solutions by graphing the equations, which results in pairs of lines that intersect, are parallel, or are the same line. In some simple cases, students can solve the pairs of linear equations by inspection and reasoning. For example, $4x + 7y = 28$ and $4x + 7y = 32$ have no solution, because $4x + 7y$ cannot simultaneously be 28 and 32. Students also solve real-world and mathematical problems leading to two linear equations in two variables. As students gain experience with solving pairs of simultaneous linear equations, they are able to solve a greater variety of real-world problems.

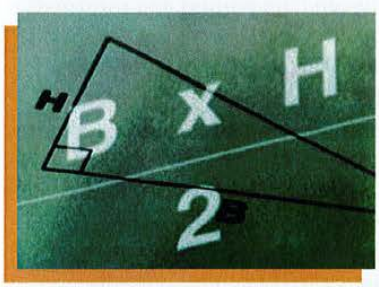
Functions

Another important area of instruction in eighth grade is the functions domain. As a starting point for working with functions, students understand the concept of a function as a rule that assigns to each input exactly one output and that functions describe situations in which one quantity determines another. Students may connect these foundational understandings about functions to their work with proportional relationships. The same kinds of tables and graphs students used in seventh grade to recognize proportional relationships between quantities are used in eighth grade when students compare the properties of two functions that are represented in different ways (e.g., numerically in tables, visually in graphs). Students also compare the properties of two functions that are represented algebraically or verbally.

Students' understanding of the equation $y = mx + b$ deepens as they learn that the equation defines a linear function whose graph is a straight line. To avoid the mistaken impression that all functional relationships are linear, students also work with nonlinear functions and provide examples of nonlinear functions. They recognize that the graph of a nonlinear function is not a straight line. One example of a nonlinear function is the function $A = s^2$ (the area of a square as a function of the length of its side), the graph of which contains the points (1, 1), (2, 4), and (3, 9) and does not result in a straight line.

Students use functions to model relationships between quantities. They construct functions to model a linear relationship between two quantities. Students determine and interpret the rate of change and initial value of the function from the two (x, y) values or a description of a relationship. Students analyze graphs and then describe qualitatively the functional relationship between two quantities (e.g., where the function is increasing or decreasing, linear or nonlinear). They can sketch graphs that illustrate the qualitative features of functions that are described verbally.

Geometry



Students analyze two- and three-dimensional space and figures by using ideas about distance, angle, similarity, and congruence and by understanding and applying the Pythagorean Theorem. They will learn the formulas for calculating the volumes of cones, cylinders, and spheres and use the formulas to solve real-world and mathematical problems. At the end of eighth grade, students will have developed a range of geometric measurement skills and an understanding of the Pythagorean Theorem that will support their work in high school-level geometry.

With the aid of physical models, transparencies, and geometry software, students gain an understanding of congruence and similarity. Through experimentation, students verify the properties of rotations, reflections, and translations, including discovering that these transformations change the position of a geometric figure but not its shape or size. Students can also describe the effect of dilations (which change the size but not the shape of the figure), translations, rotations, and reflections on two-dimensional figures using coordinates on a graph. They understand that two-dimensional figures are considered *congruent* if one figure can be obtained from the other by a sequence of rotations, reflections, and translations and that the figures are considered *similar* if one figure can be obtained from the other by a sequence of dilations, rotations, reflections, and translations. Students can also describe a sequence that shows the congruence or similarity between the two figures. They use informal arguments to establish facts about the angle sum and exterior angles of triangles (e.g., consecutive exterior angles are supplementary), the angles created when parallel lines are cut by a transversal (e.g., the corresponding angles are congruent), and the angle–angle criterion for similarity of

triangles (if two angles of a triangle are congruent to two angles of another triangle, the two triangles are similar).

The CA CCSSM call for students to be formally introduced to the Pythagorean Theorem in eighth grade. Under the 1997 California standards this topic is covered in seventh grade but in less depth than in the eighth-grade CA CCSSM. Students explain a proof of the Pythagorean Theorem and its converse. They apply the Pythagorean Theorem to determine the side lengths in right triangles in real-world and mathematical problems in both two and three dimensions. For example, students can determine the length of the hypotenuse of a right triangle if they know the length of the two other sides. They can also use the Pythagorean Theorem to find the distance between two points in a coordinate system.

Statistics and Probability

Building on work in earlier grades with univariate measurement data and analyzing data on line plots and histograms, eighth-grade students begin to work with bivariate measurement data and use scatter plots to represent and analyze the data. Bivariate measurement data consist of data that represent two measurements. Scatter plots can show the relationship between the two measured variables. Collecting and analyzing bivariate measurement data help students to answer questions such as how more time spends on homework affect test grades and what is the relationship between years of education and annual income.

Students construct and interpret scatter plots to investigate patterns of association between two quantities. They describe patterns they see on the scatter plots, such as clustering, outliers, positive or negative association, and linear or nonlinear association. Students know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that appear to show a linear association, students informally fit a straight line (e.g., by drawing a line on the coordinate plane between data points) and informally assess the fit by judging the closeness of the data points to the straight line.

Students solve problems in the context of bivariate measurement data by using the equation of a linear model. They interpret the slope and the intercept. For example, in a linear model for a biology experiment, students interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in the height of the plant.

Students learn to see patterns of association in bivariate categorical data in a two-way table. They construct and interpret a two-way table that summarizes data on two categorical variables collected from the same subjects. The two-way table displays frequencies and relative frequencies. Students use relative frequencies calculated from rows or columns to describe possible association between the two variables. For example, students collect data from their classmates about whether they have a pet and whether they do chores at home. The two-way table allows students to easily see if students who have a pet also tend to do chores at home.

Support for English Learners

Students need to develop knowledge of mathematics as a language. The linguistic complexity and unfamiliar academic language of mathematics may pose challenges for English learners. The language of mathematics has its own precise and discipline-specific meanings. English learners need opportunities to develop their knowledge of the features of language that are used to teach mathematics, such as *semantics* (how to translate the words of a problem into a symbolic representation) and *mathematical discourse* (writing or talking about mathematical terms, concepts, and so on).

The specialized vocabulary of mathematics should be explicitly taught in context and reinforced throughout the year. *Explain, prove, justify, determine, solve, identify, analyze, compare, estimate, interpret, generate, locate, illustrate, obtain, reproduce*, and *summarize* are examples of verbs that are commonly used in mathematics that may pose challenges for English learners. Specialized vocabulary encountered in mathematics that may require additional explanation includes nouns such as *diagram, scale drawing, derivation, evidence,*

expression, display, measurement data, and *rational* and *irrational* numbers. Attention must also be paid to words that have a different meaning in common discourse than in mathematics—such as *set, table, digit, plane, space, round, point*, and *field*.

Students are expected to explain and apply concepts they encounter and procedures they use in solving real-world and mathematical problems. They construct and present well-defined, plausible arguments. Although students may use models, diagrams, or drawings to explain some concepts or present an argument, other problems will require that students produce an oral or written response. English learners can successfully engage in these learning opportunities with teacher guidance and multiple practice opportunities. Teachers should also be aware that students may have learned different symbols and procedures that could result in the same answer. In some countries, students are expected to do most steps mentally instead of writing out each step.

English learners may benefit from instructional support such as the following:

- Daily opportunities to engage in mathematical discourse by using new vocabulary and explaining the operations used in problem solving
- Opportunities to listen to or read others' arguments and decide if they are strongly supported
- Use of the students' first language to make instruction in English more effective and the specialized vocabulary of mathematics more comprehensible
- Use of individualized or small-group instruction
- Scaffolded instruction and models for constructing arguments that include support and justification for their reasoning, responding to the arguments of others, and asking or answering clarifying questions

Integrated English language development during mathematics instruction meets the needs of English learners by developing procedural proficiency along with conceptual understanding and critical thinking skills. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/ .

Use of Technology

The use of calculators and other technology plays a special role in mathematics teaching and learning. In eighth grade, students are ready to use calculators, including graphing calculators, geometry software, modeling software, and electronic resources to their advantage. Technology may be a useful tool for solving problems in various contexts, broadening students' mathematical horizons, and visually demonstrating complex mathematical problems. Technology also provides access to Internet sources for data to support solving real-world problems.

California Common Core State Standards for Mathematics Grade Eight	
The Number System (8.NS)	
Know that there are numbers that are not rational, and approximate them by rational numbers.	
1.	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2.	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*
Expressions and Equations (8.EE)	
Work with radicals and integer exponents.	
1.	Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*
2.	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3.	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*
4.	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
Understand the connections between proportional relationships, lines, and linear equations.	
5.	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
6.	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the

	equation $y = mx + b$ for a line intercepting the vertical axis at b.
Analyze and solve linear equations and pairs of simultaneous linear equations.	
7.	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
8.	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. *b.* Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.* *c.* Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*
Define, evaluate, and compare functions.	
1.	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[1]
2.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
3.	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*
Use functions to model relationships between quantities.	

1. Function notation is not required in grade 8.

4.	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5.	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Geometry (8.G)	
Understand congruence and similarity using physical models, transparencies, or geometry software.	
1.	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
2.	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3.	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
4.	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
5.	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*
Understand and apply the Pythagorean Theorem.	
6.	Explain a proof of the Pythagorean Theorem and its converse.
7.	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
9.	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Statistics and Probability (8.SP)	

Investigate patterns of association in bivariate data.	
1.	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2.	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3.	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4.	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*
	Standards for Mathematical Practice (MP) MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.

CA CCSSM Domains

The Standards for Mathematical Content are organized by domains. The following table lists all of the domains that apply to kindergarten through grade eight, and it identifies which domains are addressed in which grade level.

Domains	Kinder -garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
Counting and Cardinality (CC)	X								
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X			
Numbers and Operations in Base Ten (NBT)	X	X	X	X	X	X			
Measurement and Data (MD)	X	X	X	X	X	X			
Number and Operations-Fractions (NF)				X	X	X			
Geometry (G)	X	X	X		X	X	X	X	X
Ratios and Proportional Relationships (RP)							X	X	
The Number System (NS)							X	X	X
Expressions and Equations (EE)							X	X	X
Statistics and Probability (SP)							X	X	X
Functions (F)									X

Visual and Performing Arts

Overview

Seventh and Eighth grade students have found their way in a wider setting. As they define their point of view through the arts, they also bring together basic concepts and skills learned throughout elementary school, determining how to apply those skills. Furthermore, they learn to link art forms to the communication of meaning. Becoming more responsible for their aesthetic choices, they want to learn the skills needed to express their individuality effectively because they are constantly comparing themselves to others. They continue to acquire skills that improve their self-confidence and increase their arts vocabulary and begin to understand how culture and the arts interact. And they are learning to be responsible to themselves and their classmates through participation in creative groups and ensembles. Through the arts, students achieve a balance leading to a healthy, creative transition to the increasingly complex academic life to come.

Students are enjoying a wealth of arts experiences as their focus shifts from self-contained elementary school classes. Some are instructed by arts specialists, such as the instrumental and vocal directors, who help students increase their ability to read, write, and perform music. In the interactive setting of a theatre class, students' study, create, and perform literary works, thereby gaining additional connections with the language arts curriculum. In turn, dance instruction provides students with opportunities for increased expression through movement and spatial awareness; in the visual arts students might create a project in the tradition of the civilizations they are studying in ancient history. Through all of these rich, interrelated arts studies, students discover a greater sense of self-confidence and a deeper knowledge of their place in history and society. Focused practice in applying the elements of the arts and thoughtful descriptions of their use in artwork help students in both creative expression and artistic valuing.

Through their studies in history–social science and their performance and research in the arts, they learn more about the role of the arts in varied cultures and time periods.

In all of the arts, students are developing ideas, moods, and themes in increasingly complex dance studies, musical performances, scenes and plays, and original works of visual art. Through their studies in history–social science and their performance and research in the arts, they learn more about the role of the arts in varied cultures and time periods. Across the curriculum in each of the arts, students increase their ability to apply appropriate criteria to evaluate artwork. Doing so helps them improve their own work and become more discriminating members of the audience and viewers of the arts.

What Students Learn in 7th & 8th Grade

Dance

Students apply variations of force and energy in their dance movements, demonstrating physical control and coordination as they perform different types of movement. Their dances show a variety of movements that use the principles of contrast and unity. At the same time, students' movements and dances reveal deeper expressive intent and integrate the elements of dance in more complex ways.

Music

Students use standard music symbols for pitch, meter, and rhythm. They can improvise short, simple melodies and arrange favorite musical examples for different groups of voices or instruments. They are also able to relate why specific musical works of the past are considered exemplary and can explain how music can convey mental images, feelings, and emotions. As they perform, they are able to move beyond rote performances of musical selections and employ deeper emotional subtleties.

Theatre

Students use terms such as *vocal projection* and *subtext* as they describe their theatrical experiences. As they perform, they show effective vocal and facial expressions, gestures, and timing. In writing plays and short theatrical scenes, they include monologues and dialogues showing a range of character types from a variety of cultures. Now students can use and evaluate with more confidence the makeup, lighting, props, and costumes employed in theatre.

Visual Arts

Students analyze how balance is used in two- and three-dimensional works of art. Using artwork to express a mood, a feeling, or an idea, they demonstrate more complexity and technical skill in their drawings, paintings, and sculpture. Using a variety of resources, they can research and discuss the visual arts throughout history. They are also able to recognize and use art as a metaphor for abstract ideas expressed in a variety of cultures and historical periods.

The Standards

The visual and performing arts content standards provide expectations for students in four disciplines: dance, music, theatre, and visual arts. At each grade level, the standards are grouped under five strands:

a. **Artistic perception** refers to processing, analyzing, and responding to sensory information using the language and skills unique to dance, music, theatre, and the visual arts.

b. **Creative expression** involves creating a work, performing, and participating in the arts disciplines.

c. **Historical and cultural context** concerns the work students do toward understanding the historical contributions and cultural dimensions of an arts discipline.

d. **Aesthetic valuing** includes analyzing and critiquing works of dance, music, theatre, and the visual arts.

e. **Connections, relationships, and applications** involve connecting and applying what is learned in one arts discipline and comparing it to learning in the other arts, other subject areas, and careers.

When reading the standards at a grade level, one must know which standards were accomplished in all the previous grade levels to understand how expectations are based on prior learning. In addition, an examination of the standards for any of the art forms at a given grade level reveals overlaps and points of connection across the strands because the strands and the content standards for the four disciplines are intrinsically related.

Key Content Standards

Each arts discipline and artistic process has many entry points throughout the grades. Because ideas, concepts, and experiences are critical to student achievement at certain times in their artistic and cognitive development, the standards provide students with a picture of what is essential to know and be able to do, from kindergarten through grade eight, in each of the four arts disciplines. The key content standards provide a beginning point for standards-based instruction in each grade of elementary and middle school and focus on fundamental content that students need in order to move to the next level of understanding and expression. Like the complete standards, the key standards build up content in each successive grade level and spiral throughout the curriculum for kindergarten through grade eight. They are essential in preparing students for beginning-level high school arts courses in which they engage in more focused and independent work.

Entrepreneurship

Overview

Business through entrepreneurship is an experiential and project-based college prep course where students analyze small business development. Students focus on four goals: (1) Engage young people in school by teaching math, reading, writing, writing, and communication within the motivating context of starting and operating a small business; (2) Teach you people about the market economy and how ownership leads to wealth creation; (3) Encourage an entrepreneurial mindset so students can succeed whether they pursue higher education, enter the workforce, or become entrepreneurs; (4) Make students finally literate so they are able to save and invest to meet their life goals. Students study entrepreneurship through the lens of critical analysis and explore concepts such as: The importance of entrepreneurship in today's market economy, Opportunity Recognition, Communicating in Business, Ethical Business Behavior, Social Responsibility, Competitive Advantage and Sustainability, Market Research and Analysis, Business Financials and Analysis, Advertising and Marketing Products and Services, Start-up Investments and Operating Costs. This business course provides students with an understanding of the critical role played by entrepreneurs in the national and global economy. The significant goal for students to learn is how to achieve financial independence and personal satisfaction. Knowing how business works will be of great value in any future career path a student may take. Learning the principles of entrepreneurship will teach students about more than just business and money. In the textbook entitled: *Entrepreneurship: Owning Your Future,* students will learn, among other things, how to negotiate, calculate return on investment, perform cost/benefit analysis, and keep track of income and expenses. These skills will apply to one's personal as well as business life. Learning how to start and operate a small business will give students an understanding of the business world that will make it much easier for them to get jobs, create a fulfilling career, and thus "own your future."

The characteristics of a successful entrepreneur will be the key to prosperity. Students can do so much for their families, friends, and community by being aware of the opportunities and resources around them. Entrepreneurship is

a way to do that-to make their dreams come true and help support the goals of those they care about. What students learn from this business course in connection with the NFTE program can help them make good personal decisions for their future. The NFTE program improves lives through entrepreneurship education, teaching skills relevant to the real world, and motivating students to learn. The business course at Downtown Magnet High School is one of the core courses in the finance pathway structure in the Academy of Finance. Through entrepreneurship, young people discover that what they are learning in the classroom is relevant to the real world and helps them graduate with their own personal plans for success. The NFTE Business Program at our learning institution is highly academic and rigorous. There is a year-long class at Downtown Magnet High School with a NFTE-certified teacher who guides students through one of the curriculums: Entrepreneurship: Owning Your Future or Exploring Careers for the 21st Century. Lessons include the concepts of competitive advantage, ownership, opportunity recognition, marketing, finance, and product development - all tie back to core math and literacy skills.

WICR Strategies

WICR is an acronym that stands for **W**riting, **I**nquiry, **C**ollaboration, and **R**eading. The goal of this strategy is to ensure that during every class period students have the opportunity to use all four cognitive functions.

Experiential Learning (hands on)

Students will create representations of entrepreneurship concepts by:

Business Plan Idea and 30 Second-Pitch Hook

1. Describe their business plan, create a logo, analyze their product/service which includes their company's name, what problems does the product/service solve (or what demand does it satisfy), how their product is different from that of their direct competitors, and why potential investors should care about their product. In addition, students will be able to analyze the components of their business plan and its value in entrepreneurship education. Ability to make connections between their personal experience and how their product will contribute to an economic market. Each student will communicate in 1-2 pages a written assessment of their 30 Second-Pitch Hook and prepare for a class discussion of conclusions and recommendations.
2. Able to write a mission statement and analyze why it is a company's constant reminder to its employees and customers of why the company exists. They will be able to investigate the components of their business plan and its value in entrepreneurship education. Students will be able to determine the business opportunity and make the distinction of whether their business is going to produce a product or provide a service. Students will also brainstorm the ways in which their product or service functions, its unique features, and walk the audience through what the customer sees and receives in value. Each student will communicate in 1-2 pages a written assessment of their mission statement and business opportunity.

Preparing for Business (Business Profile)

1. Examine the type of business they are seeking to introduce in an economic market and demonstrate whether their type of business is a service, retail, manufacturing, or wholesale business. They will analyze and evaluate their product or service in terms of their type of business and customer market. Following this step, students will establish a legal structure and select one of the following options: Sole Proprietorship, Partnership, C Corporation, SubChapter-S, Limited Liability Company, or Not-for-Profit Corporation. In addition students will substantiate their selection of a particular legal structure with an in-depth research report. Each student will communicate in 1-2 pages a written assessment of their legal structure of their business.
2. Compose a SWOT Analysis writing assignment where students conduct a self-assessment of Strengths, Weaknesses, Opportunities, Threats of business idea. Students will conduct a community walk and make projections or predictions about how they could grow their business project, identify problems, and overcome obstacles in the evolution of their small business. Students will be able to create solutions and maximize their business expertise by creating SMART goals and assessing the concept of being an "Intrapreneur". In addition, students are to evaluate their internal opportunities: interests, skills, hobbies, strengths, and creatively devise business ideas based on the assessment. Students will construct an approach in which their product or service

Marketing Plans and Sales

will make an impact on their potential customers as well as solving a problem or satisfying a need or want in their community. Each student will be able to prepare a 2-3 page SWOT analysis of their business idea and prepare a detailed written statement describing 3 to 4 reasons why they are qualified to run their small business.

(Market Analysis)

Students will be able to conduct market research on the market in which they plan to enter as an entrepreneur and investigate their industry name, industry size, and how much money is being spent in their industry of choice, total population and where they are planning to market their product or service, and particular cities, neighborhood, and ZIP codes on http://www.bizstats.com. Students will be able to analyze their target market and what gender they are targeting (if applicable), what age group they are targeting, and the average household income of the group they are targeting. Finally they will conduct a market analysis and locate their potential market through a survey of their target market and what percentage of them would be willing to try their product or service. Each student will be able to prepare a 2-3 page SWOT market analysis of their business idea and evaluate how they intend to sell their product.

(Target Market Segment) Students will be able to conduct target market segmentation and research and examine how companies segment markets. Each students will analyze the demographics (age, gender,occupation and education) of their customers.

(Competitive Advantage)

Students will be able to conduct a competitive advantage research and analyze how their entrepreneurial business plan contrasts from their direct competitors in terms of factors such as price, quality of product or service, location, reputation or brands, unique factors such as knowledge. Students will be able to evaluate current existing and future competitive forces in the organization's industry, motivations and likely future behavior of competitors, potential risks in their business, current market position, business expansion in global markets, and coordinating strategies to maximize the businesss's direction in a market of competitors. Each student will be able to prepare a 2-3 page competitive advantage analysis of their business ideas and evaluate how they intend to maximize efficiency as they promote their product/service in a competitive market.

(Marketing and Promotional Mix)

Students will be able to create a marketing mix research analyzing effective marketing strategies for people, places, promotion, products, and prices. Each student will investigate their promotional expenses for their products or services, and plans for advertising, publicity, personal setting, sales promotion, visual merchandising, and any additional promotional expenses. Each student will be able to prepare a 2-3 page marketing and promotional mix analysis of their business idea and evaluate how they intended to maximize efficiency as they promote their product/service in a competitive market.

Analyzing Finances

Students will be able to analyze their finances of starting a small business and examine cost of materials and labor, economic of one unit, average monthly fixed expenses, time-management plan, monthly sales projections, monthly

break-even units, and projected yearly income statements. Students will be able to analyze financial statements to assess the management of key success factors, and business risks in the current market and evaluate their company's current performance and sustainability based on today's market conditions. Each student will be able to prepare a 2-3 page marketing and promotional mix analysis of their business idea and evaluate how they intended to maximize efficiency as they promote their product or service in a competitive market.

Starting Your Own Business

Students will be able to analyze start-up investment, how to mathematically compute Return on Sales and Return on Investment accounting and determine financial strategies for their income statements. Each student will be able to prepare a 2-3 page start-up investment analysis of the business idea and evaluate how they intend to maximize efficiency as they start their business.

Direct Instruction

Lecture and/or demonstration of the skills and practical experiences either by the local instructor or guest speaker. Students take notes during the direct instruction following the Cornell-note taking process. Students are required to refer their notes to build on prior knowledge. Students practice the process of recording, listening, communicating and retaining the information that is learned.

Essential Questions.

Begin the day by working on an assignment on the board when entering the room, i.e. answering a question(s) regarding the new section (s), solve math problems given in their textbook, or write their personal experience on a given topic.

Guided Practice

Demonstrate a given method, then allow students to work towards grasping and skills by working on group and individual projects while receiving the necessary support instruction to guide students towards mastery of concepts.

Peer Tutoring and Teaching

As students master skills, they will lead small group discussions and demonstrations, serving as links between other students and the instructor. Students observe and monitor each other using tools and building their projects to ensure concepts and safety mastery.

Differentiated Instruction

Allow opportunities for students with a variety of learning styles (auditory, kinesthetic, visual, etc.) to participate in all activities by adapting teaching methods to accommodate learning styles. The instructor uses visual aids, hands on demonstrations and verbal instructions. Strategies to engage English Language Learning (sentence starters, fill-in-the-blank) will be used.

Field Trips (wholesale market, local businesses)

Local industry partners are consulted to arrange field trips for students. During these field trips, students will purchase small items from the wholesale market to sell at school. Students will visit a company that helps entrepreneurs launch their business (advertising, packaging, etc.). In addition, students will have the opportunity to spend time with their industry partners. Industry partners will demonstrate how they can help future entrepreneurs launch their own business.

Guest Speakers

Industry speakers (bankers, entrepreneurs, investors) visit the classroom to talk to students about the importance of a variety of skills in their industry. These guest speakers also lend their expertise to help students with their business plan (business ideas, advertising, financing, etc.)

Small Group Demonstration and Instruction

Instructor provides small group instruction and demonstrations using a variety of resources to ensure comprehensive up-close learning experiences on product innovation, negotiation, and advertisement.

Facilitating Group Work

Assign students roles for group work on team projects such as: team facilitator, recorder, reporter, supplies person, etc. Explain group instructions clearly and periodically, check in with groups throughout the group task. Ask questions of team ember as they engage in the project. Give students a final reflection and evaluation of team dynamics after group work is completed.

Scaffolding Instruction

Rather than giving students formulas and methods, tap into students' prior knowledge and ask follow-up questions so that students can discover the concept or methods by themselves. This can be done either one-on-one with a partner or as a part of the whole class dialogue. The business plan is broken down into pieces so that students build from one component to the next.

2017-18
2018-2019

ENGLISH LANGUAGE LEARNERS Plan

We believe in the potential of our students. We believe all students must have equal access to a rich education. We believe and acknowledge that English Learners (EL) students have a rich language and cultural background that provides a strong foundation for learning. We hold that knowledge is not language-based. We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

625 Coleman Avenue
Los Angeles, CA 90042

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Introduction

The *English Learners Plan* was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive *English Learners (EL) Plan* is premised on the ideal of equal educational opportunities for all students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

a) Providing a framework of the English Learners Program.
b) Providing identification and assessment of appropriate instructional placement.
c) Providing staff training programs which will enhance bilingual competencies of personnel.
d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
f) Providing in-service training to develop and improve instructional strategies.
g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan.*
i) Providing periodic and ongoing evaluations of the instructional programs.
j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All LAICHS personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this *Master Plan.* However, staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of Mr. Moseley, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. All personnel in the Los Angeles International Charter High School are to fully implement this *Master Plan;* failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

English Learners Vision Statement

We believe in the potential of our students.
We believe all students must have equal access to a high quality education.
We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.
We hold that knowledge is not language-based.
We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.

Based on these beliefs, LAICHS addresses the needs of its EL students, grades 9 through 12 through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in the LAICHS.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. All EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community:

- Build an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provide the leadership, build the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Create the structures that support academic success for English Learners.
- Build the capacity to deliver programs that address the specific needs of our English Learners.
- Implement an accountability model that ensures the success of English Learners in our schools.

GOALS FOR ENGLISH LEARNERS PROGRAM

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- ✓ The *English Learner Master Plan* programs will be developed and fully implemented.
- ✓ All English Learners will master the English language as efficiently and effectively as possible.
- ✓ All English Learners will achieve academic success.
- ✓ There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ✓ ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will develop the ability to live and work productively in various cultural settings throughout the wider society.
- ✓ ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- ✓ Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- ✓ Academic preparation
- ✓ Information literacy
- ✓ Fluency in technology
- ✓ Cross-Cultural sensitivity
- ✓ Interpersonal communication
- ✓ Community and civic participation
- ✓ Social and environmental responsibility.

Essential Elements for English Learner Programs

In order to create the necessary conditions for English Learners to achieve at higher levels LAICHS will implement the following essential elements.

Learning Environment

English Learners at LAICHS will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

Curriculum

English Learners will have access to a challenging, well-articulated curriculum which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to California Department of Education State and LAICHS' standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

Pedagogy

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice which have daily impact on students' families and their communities.

Instructional Resource

English Learners will have equal access to a broad range of high quality, standards aligned instructional resources in English and their home language that facilitate access to the core curriculum. These resources will include print, audio, visual, graphic, and electronic materials that provide models of authentic language use, including academic language.

Family and Community Engagement

LAICHS promotes strong family and community engagement programs. These programs include: English Learners Advisory Committee (ELAC), Annual Mini-Conferences, and Parent Meetings as needed at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments which support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their LAICHS' policy as well as the decision making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

Staffing and Professional Development

Based on clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, LAICHS is developing a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

Record Keeping

To ensure that accurate records are kept, every student identified as EL in LAICHS has an English Learner Folder (ELF). The ELF is maintained with the student's cumulative file in grades 9-through 12 and is kept in the office should contain the following:

1. CELDT Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey
5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

INITIAL IDENTIFICATION
(CCR-EL4)

Initial Identification

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at LAICHS.

Schools in California are required, at the time of the student's enrollment into LAICHS to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). [See Form B in Appendix] When enrolling a student at LAICHS, a parent or guardian is required to complete a Home Language Survey as part of the process.

Assessment of English Language Proficiency

EL4b Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students whose Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in LAICHS. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Development Test (CELDT), the state approved instrument for testing English language proficiency, is used for this purpose. The CELDT assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the CELDT are designated initially as fluent English Proficient and placed in the appropriate language program.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the CELDT, and will be initially designated as English Only (EO) and placed in the appropriate program.

Primary Language Proficiency Assessment

EL4c LAICHS has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. LAICHS uses the Idea Proficiency Test (IPT) in Spanish a state approved assessment, for this purpose. The IPT is administered by a trained fluent speaker of the student's primary language. When no staff person is available for speakers of other languages, an informal assessment will be administered.

Parental Notification

EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

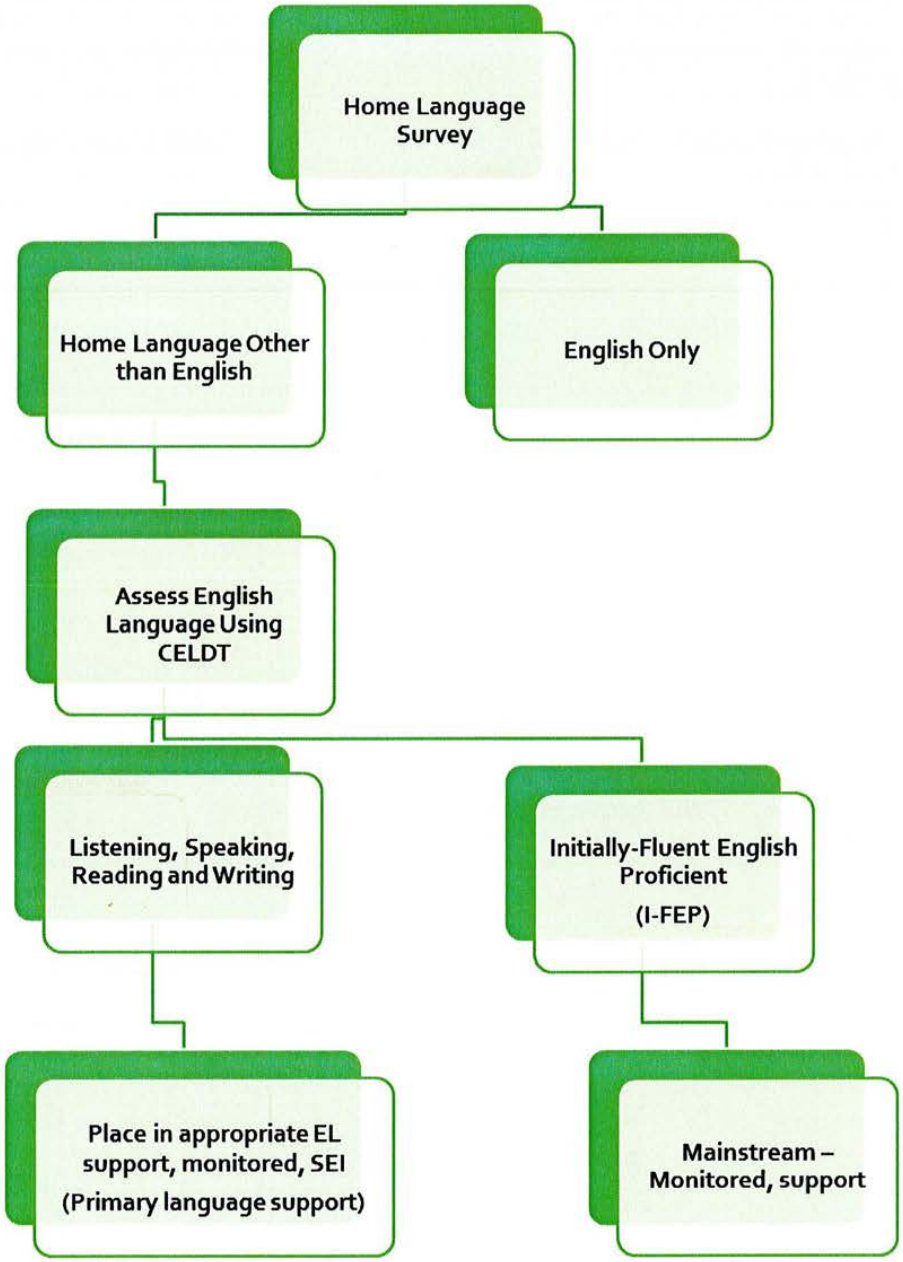
Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form [See Form C] and the Initial Primary Language Identification Form [See Form D] will be sent to parents by the site resource teacher.

Maintenance of Records

Upon completion of the assessment process in grades 6 through 10, the school will record the results into LAICHS's database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

FLOW CHART – Figure 1

Assessment for Initial identification and Program Placement



The instruction for LAICHS English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of an English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan

Parental Involvement

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

Instructional Programs
[CCR-EL3]

Instructional Programs

EL3 LAICHS is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. LAICHS provides additional and appropriate educational services to English learners in grades 9 through 12 in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the LAICHS's average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EL3a Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

EL3b English learners are meeting LAICHS's content and performance standards for their respective grade levels in core curricular areas. LAICHS may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. LAICHS may choose to concentrate first on teaching English so long as LAICHS's subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. LAICHS has a plan that describes any academic deficits will be monitored and remedied.

These models comply with all current state and federal laws, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

Elements of Program Options

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

English Learners Program Settings* - Table A
High School Grades 9 through 12

*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1) Grade-level content instruction in English designed for English Learner;
2) Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3) Language-sensitive and culture-sensitive content teaching;
4) Developed through comprehensible language;
5) Making accommodations in the learning environment so more students are able to access the content;
6) An ideal place to use language for communication;
7) A natural vehicle through which to teach English;
8) Good language teaching when the input is made comprehensible;
9) Instruction encouraging the active use of language and the emphasis on big ideas;
10) Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11) Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and

Key Features of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

1) modeling
2) contextualizing
3) reframing
4) checking for comprehension
5) questioning
6) orchestrating all modalities of learning
7) bridging
8) building schema
9) developing metacognition
10) monitoring/assessing
11) adjusting speech register
12) interacting

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

Structured English Immersion (SEI)

The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects "nearly all," but not exclusively in English. Teachers may use the student's primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

LAICHS makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion. ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE provides grade level academic instruction which gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught "overwhelmingly" in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the LAICHS' adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD, Hughes or in-training. In grades 9 through 12 students are grouped according to their level of English proficiency, for 45 minutes as determined by the CELDT and other local ELD assessments students are provided ELD instruction per day at CELDT levels 1 and 2, and at CELDT Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the CELDT. Instruction must include listening, speaking, reading, and writing.

- All students participate in activities which promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at CELDT levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for CELDT level 3. A math and reading laboratory will be provided in Home room to support student advisement, and supplemental support.

However, for some CELDT 3s, and for CELDT 4s and 5s, ELD instruction may be provided within sheltered or even "mainstream" English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

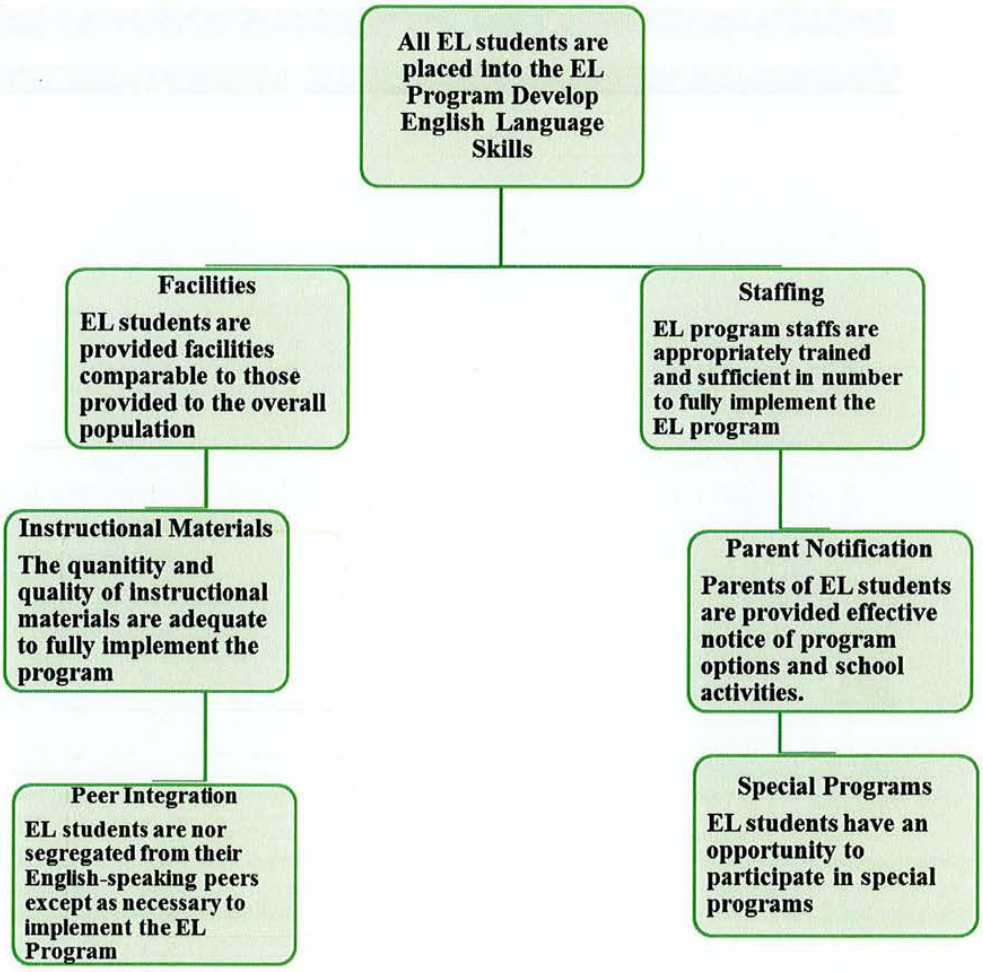
a. The ELA teacher knows the CELDT levels of students (oral, reading, and writing).
b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
c. The teacher also uses interim ELD assessments beyond CELDT
d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
e. The teacher and students can identify which ELD Standards are being taught.
f. The right materials for ELD are available and used.
g. The teacher has evidence (see "c", above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

English Language Mainstream Program

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students' English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using LAICHS's-adopted program from an appropriately certified teacher, i.e., CLAD, BCLAD, or Hughes. In grades 9-10, students are provided 1 period of ELD instruction per day at CELDT Levels 1 and 2, and at CELDT Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the CELDT. Instruction must include listening, speaking, reading, and writing.
- Core instruction in Language Arts, Math, Science, and Social Science is "overwhelmingly" in English using SDAIE methodology.


All EL students are placed into the EL Program Develop English Language Skills
Facilities
EL students are provided facilities comparable to those provided to the overall population
Staffing
EL program staffs are appropriately trained and sufficient in number to fully implement the EL program
Instructional Materials
The quanitity and quality of instructional materials are adequate to fully implement the program
Parent Notification
Parents of EL students are provided effective notice of program options and school activities.
Peer Integration
EL students are nor segregated from their English-speaking peers except as necessary to implement the EL Program
Special Programs
EL students have an opportunity to participate in special programs

Expanded Program (Grades 9-10)

The Instructional program for high school students enrolling with CELDT scores at levels 1 or 2, will consist of a 5 to 6 year program and/or a modified program.

Year	Criteria	CEDLT Score	CST English Language Arts	Grade English Language Arts	CST Mathematics	Grades Mathematics	Teacher Recommendation	Social Science	Science

ENGLISH LEARNERS (EL's)

Los Angeles International Charter High School administer the California English Language Development Test (**CELDT**) initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the **Home Language Survey** that their primary language as other than English. In addition for those students who have no record of English language development assessment results. Los Angeles International Charter High School also administers the **CELDT** annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education ELD Standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

During our most recent assessment of English proficiency, we identified 18 students assessed using CELDT. The number of students who were re-designated as English Proficient is 28%. Of the current 261 enrolled students the following data reflects their count and classification:

English Only	112	55%
Initial Fluent English Proficient	22	08%
English Learners	18	07%
Reclassified English Proficient	81	30%
	0	0%
Total	261	100%

This assessment was based on the following four criteria set for in the State Board of Education's Reclassification Guidelines and the Los Angeles Unified School District (LAUSD) Master Plan for English Learners.

1. Comparison of performance in basic skills – earning C grades on core subjects at grade level.
2. Assessment of English Proficiency
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

Reclassification

As stated in: LAICHS's Charter School continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the re-designation process; which indicates that students, while achieving an early advanced and advanced on the CEDLT were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

Categorized English Learner Count
Total English Learner by Proficiency Level

Beginning	1
Early Intermediate	1
Intermediate	6
Early Advanced	
Advanced	0

Language Break Down

Spanish	

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. The *No Child Left Behind Act* of 2001 (NCLB) requires a development of a *Local Education Plan*. LAICHS Charter School is following and adhering to the California State Standards and as outlined in **LACOE's** for English Learners. Further an assessment of the student's primary language literacy level as well as math skill will be used to determine the student's English level, and used as a basis for English Language Development.

All limited English proficient student will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of LAICHS's Charter School and various organizational perspectives or frames.

Stage 1: Implementing an English Mainstream Service Option
Time Frame: August 2015 through June 16, 2015
Implementation Target Date: August 17, 2015

- Integration of the English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, High Point.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Lead Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

Stage 2: Follow-up and Monitor Progress
Time Frame: August 2015 through June 16, 2015
Implementation target date: August 17, 2015

- Action Research: Survey Levels of Use (LOU)
- Literacy Coach will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor California High School Exit Exam (CAHSEE) results.
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

Table 1.3

Training Component	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, High Point. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
Theory Presentation		Professional trainer will conduct workshop on using the assessment	Current EMI teachers will conduct an ELD lesson, focusing on ELD strategies.

Modeling	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
Practice	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
Feedback	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
Coaching	Facilitator will provide coaching to participants groups	Facilitator will provide coaching to participants groups	Current coach will provide support to individual teachers

Success Indicators

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on CELDT assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan.

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- Annual Standardized Testing and Reporting (STAR) Program
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- CELDT

In addition, LAICHS will work during the 2015-2016 school year toward achieving the following success indicators:

1. English Learners will increase by 5% on the basic re-designation in the California Smarter Balance scores for English/Language Arts section
2. English Learners will increase by 5% on the basic re-designation in the California Smarter Balance scores for the mathematics section.

The LAUSD ELD Handbook will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training usually offered in the spring. This will allow our teachers to become qualified to train other teachers during in-service professional development.

LAICHS teachers also participate in BTSA professional development, as university.

Required Reclassification Assessments

Name of Student: _____ **Date:** _____ **Grade:** _____

School: _____ **Teacher:** _____

Assessment Requirement _____ **Data Source** _____

C.E.L.D. T. Proficiency Level **English Language** **Date:**

Early Advance ☐ **Advance** ☐ **Development Standards Initials:** _____

Teacher Observation **SOLOM** **Date:**
_____

19 points or higher
Total Points: _____ **Initials:** _____

English/Language Arts **Approved Smarter Balance Score:** ____
Basic or Above **Standards Test**

Report Card Grades **"3" or better**
English/Language Arts: _____
Math
(Equivalent to "C" average)
Soc. Sci.: _____
Science: _____

Parent Notification **Telephone Date:** _____ **Conference Date:** _____

Letter Sent: _____

Follow-Up Dates: _____
1st Quarter: _____ **2nd Quarter:** _____ **3rd Quarter:** _____ **4th Quarter:** _____

Alternate Reclassification ☐ **Date:** _____

Reclassification Approved ☐ **Date:** _____

Reclassification Denied ☐ **Date:** _____

***(See inside folder for rationale)**

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

____Annual Notification-English ____Learner Progress ____Initial Identification Form

Student Name_____ Grade Level_____ Date_____

Dear Parent(s) Guardian(s):

Each school year; parents/guardians shall be informed of the appropriate program placement of their child will be place in an English Immersion Program (SEI) or Mainstream English Language Program and shall be notified of an opportunity to apply for parental exception waiver for an alternative education program (Education Code 310:5CCR 11303). An English learner shall be transferred from a Structured English Immersion program to a Mainstream English Language program when the student has acquired an Intermediate level as measured by the CELDT, an approved California Department of Education assessment (Education Code 305: 5CCR 1131). A student shall be placed in a Mainstream English Language program upon parent/guardian request (5CCR 11032).

English Learner (EL) Program Instrument for
Categorical Program Monitoring (CPM): An Ongoing Monitoring Process

Desired Outcomes

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 *USC* 1703[f], 6892; *EC* 300[f], 5 *CCR* 11302[a])

2. ELs meet state standards for academic achievement. (20 *USC* 1703[f], 6812, 6892; 5 *CCR* 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

I. **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

II. **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency (LEA), as required by law.

VII. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

Note: Because the methodology of the California Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

I	**Involvement** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

I-EL 1. The LEA outreach to parents of ELs includes the following actions:

(a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 *USC* 7012[e][2])

(b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:

- **Attain English proficiency**
- **Achieve at high levels in core academic subjects**
- **Meet challenging state academic standards expected of all students (20 *USC* 7012[e][1])**

(c) A LEA that has failed to make progress on the annual measurable achievement objectives (AMAO) informs parents/guardians of ELs of such failure no later than 30 days after such failure occurs. (20 *USC* 6312[g][1][B][1], 7012[b])

Evidence Reviewed

Documents	**Interviews**
☐ LEA policies/procedures on parental involvement ☐ Samples of communications provided to parents in languages other than English ☐ Copy of letter sent to parents if the LEA fails to make progress on annual measurable achievement objectives ☐ Minutes of parent meetings ☐ Calendar of regularly scheduled parent meetings ☐ Other: _____	☐ Parents ☐ Teachers ☐ Principals ☐ LEA Administrators ☐ Others: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

I-EL 2. A school site with 21 or more ELs has a functioning EL Advisory Committee (ELAC) that meets the following requirements:

(a) Parent members are elected by parents or guardians of ELs. (5 *CCR* 11308[b]; *EC* 62002.5)

(b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. (*EC* 52176[b])

(c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body

meets the criteria in (b). (*EC* 52176[b][c], 64001[a], 5 *CCR* 11308[d])

(d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (*EC* 64001[a])

(e) The ELAC advises the principal and staff on the school's program for EL. (*EC* 52176[c])

(f) The ELAC assists in the development of the school's:

1. **Needs assessment**
2. **Language Census Report (R30-*LC*)**
3. **Efforts to make parents aware of the importance of regular school attendance**

(*EC* 52176[c])

(g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. *CCR* 11308[d]) (5

(h) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more EL parent advisory committees in the district. (5 *CCR* 11308[b])

(*EC* 35147, 52176[a], 52168[b][4], 62002.5; 20 *USC* 6312[g][4], 7012)

Evidence Reviewed

Documents	Interviews	Observations
☐ ELAC meeting notifications, agendas, minutes, and sign-in sheets ☐ ELAC training materials ☐ Bylaws (if the committee has bylaws) ☐ ELAC membership list with parents of ELs indicated ☐ Other: _____	☐ ELAC members ☐ Others: _____	☐ ELAC meeting (if scheduled) ☐ Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

I-EL 3. A LEA with 51 or more ELs has a functioning DELAC or a subcommittee of an existing district

committee in which at least 51 percent of the members are parents (not employed by the district) of ELs.

(a) The DELAC advises the school district governing board on all of the following tasks:

1. **Development of a district master plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement (5 *CCR* 11308[c][1])**
2. **Conducting of a district-wide needs assessment on a school-by-school basis (5 *CCR* 11308[c][2])**
3. **Establishment of district program, goals, and objectives for programs and services for ELs (5 *CCR* 11308[c][3])**
4. **Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 *CCR* 11308[c][4])**
5. **Administration of the annual Language Census Report (5 *CCR* 11308[c][5])**
6. **Review and comment on the school district's reclassification procedures *CCR* 11308[c][6])**
7. **Review and comment on the written notifications required to be sent to parents and guardians (5 *CCR* 11308[c][7])**

(b) The LEA provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 *CCR* 11308[d])

(*EC* 35147, 52168[b][4], 52176[a], 62002.5; 20 *USC* 6312[g][4], 7012)

Evidence Reviewed

Documents	Interviews	Observations
☐ DELAC agendas, meeting notifications, minutes, sign-in sheets ☐ DELAC training materials ☐ Governing board meeting(s) where DELAC provided advice ☐ Samples of communications provided to parents in languages other than English ☐ Other: _____	☐ DELAC members ☐ Others: _____	☐ DELAC meeting ☐ Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II	**Governance and Administration** Policies, plans, and administration of categorical programs meet statutory requirements.

II-EL 4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.

4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (*EC* 52164.1[a])

4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (*EC* 52164.1[b]; 5 *CCR* 11307[a], 11511)

4.3 Within 90 calendar days of initial enrollment, each EL is assessed for primary language proficiency. (*EC* 52164.1[c])

4.4 Parents/guardians of ELs are notified of their child's initial English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (*EC* 52164.1[c]; 5 *CCR* 11511.5)

4.5 (For school districts receiving Title III funds) Within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of ELs are notified of:

1. Their child's initial English language and primary language proficiency level
2. How such level was assessed
3. Their child's language designation
4. Descriptions of program options
5. Program placement
6. Exit criteria
7. For ELs with a disability [with an individualized education program (IEP)], how such program will meet the objectives of the IEP
8. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 *USC* 6312, 7012)

4.6 (For school districts receiving Title III funds) Parents/guardians of ELs are informed annually, not later than 30 days after the beginning of the school year, of:

1. Their child's English proficiency level

2. How such level was assessed
3. The status of the child's academic achievement
4. Their child's language designation
5. Descriptions of program options
6. Program placement
7. Exit criteria
8. For ELs with a disability (on IEPs), how such program will meet the objectives of the IEP
9. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 *USC* 6312, 7012)

4.7 Each EL is annually assessed for English language development and academic progress. (5 *CCR* 11306)

4.8 All currently enrolled ELs are assessed for English language proficiency by administering the CELDT during the annual assessment window. (5 *CCR* 11511.1[b])

4.9 Each EL with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. (5 *CCR* 11516)

4.9a Parents/guardians of ELs are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (*EC* 52164.1[c]; 5 *CCR* 11511.5)

(20 *USC* 6312(g); *EC* 313 [a-c], 62002)

Evidence Reviewed

Documents	**Interviews**
☐ LEA policies/procedures that describe identification of EL and notifications to parents ☐ Student records (including CELDT data, academic assessment and primary language assessment) ☐ IEPs (selected students) ☐ Notifications sent to parents or guardians, including notifications in languages other than English ☐ Other: _____	☐ LEA Administrators ☐ Site administrators ☐ Teachers ☐ Parents ☐ Others: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

III Funding

	Allocation and use of funds meet statutory requirements for allowable expenditures.

III-EL 5. Adequate general fund resources are used to provide each EL with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

5.1 Funds provided by Economic Impact Aid (EIA) and Title III for limited English-proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. (20 *USC* 6825[g]; 5 *CCR* 4320[a]; *EC* 52168 [b]1-6,[c])

(20 *USC* 1703[f]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013)

Evidence Reviewed

Documents	Interviews	Observations
☐ Single Plan for Student Achievement ☐ LEA fiscal records for EIA-LEP funds ☐ LEA fiscal records for Title III funds ☐ Time-accounting records of single and/or multi-funded staff (such as Personnel Activity Reports [PARs]) ☐ Job descriptions and/or duty statements ☐ Other: _____	☐ LEA Administrators ☐ Site administrators ☐ Teachers ☐ Paraprofessionals ☐ Others: _____	☐ Classroom ☐ Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

IV-EL 6. The LEA implements a process and criteria to determine the effectiveness of programs

for ELs, including:

(a) A way to demonstrate that the programs for ELs produce, within a reasonable period of time:

- **English language proficiency comparable to that of average native speakers of English in the district**
- **Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English**

(b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level.

(20 *USC* 1703[f], 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009–1011, *EC* 64001[f])

Evidence Reviewed	
Document	**Interview**
☐ LEA Plan and Addendum	☐ Teachers
☐ Title III Action Plan or English Learner Subgroup Self-Assessment (ELSSA)	☐ Parents
☐ Other evaluation reports	☐ Students
☐ Other: _____	☐ Advisory committee members

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

IV-EL 7. The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

(a) Assessment of English language proficiency (CELDT) (*EC* 313[d][1]; 5 *CCR* 11303[a])

(b) Comparison of pupil's performance in basic skills against an empirically-established range of performance such as: California Standards Test for English Language Arts (CST-ELA) (*EC* 313[d][4]; 5 *CCR* 11303[d])

(*EC* 313[d][2]; 5 *CCR* 11303[b])

(d) Opportunities for parent opinion and consultation during the reclassification process (*EC* 313[d][3]; 5 *CCR* 11303[c])

7.1 The LEA maintains in the pupil's permanent record documentation of the following:

1. Language and academic performance assessments
2. Participants in the reclassification process

3. Decision regarding reclassification

7.2 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (20 *USC* 6841; 5 *CCR* 11304)

Evidence Reviewed

Documents	Interviews	Observations
☐ LEA-established criteria/procedures for reclassification ☐ List of students reclassified as fluent English-proficient, including academic achievement data ☐ List of ELs by time spent in program, including CELDT scores and academic achievement data ☐ Documentation that verifies that reclassified students have met the LEA reclassification criteria ☐ Documentation that verifies that students who meet LEA reclassification criteria have been reclassified ☐ Student records (selected) ☐ IEPs (selected students) ☐ Records of reclassification follow-up monitoring for two years, including evidence of interventions, as applicable. ☐ Other: _____	☐ Administrators ☐ Site administrators ☐ Teachers ☐ Parents ☐ Students ☐ Others: _____	☐ Classrooms ☐ Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

V	**Staffing and Professional Development** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

V-EL 8. Teachers assigned to provide English language development or access to core curriculum instruction for ELs are appropriately authorized or are actively in training for an

appropriate EL authorization.

8.1 On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

(20 *USC* 6319[a][1], 6826[c]; *EC* 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

Evidence Reviewed

Documents	Interviews	Observations
☐ List of teachers assigned to teach ELs and their EL authorization or training status ☐ LEA policy or plan to assure that all teachers are appropriately authorized ☐ For teachers in training, documentation verifying commitment to complete authorization (such as Memorandum of Understanding [MOU]) ☐ Other: _____	☐ Teachers ☐ Paraprofessionals ☐ Counselors ☐ Administrators ☐ Others: _____	☐ Classrooms ☐ Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

V-EL 9. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

(a) Designed to improve the instruction and assessment of ELs (20 *USC* 6825[c][2][A])

(b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for ELs (20 *USC* 6825[c][2][B])

(c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 *USC* 6825[c][2][C])

(d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 *USC* 6825[c][2][D])

(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

Evidence Reviewed

Documents	Interviews	Observations
☐ Professional development policies ☐ Professional development records for teachers, paraprofessionals, counselors, administrators ☐ Other: _____	☐ Teachers ☐ Paraprofessionals ☐ Counselors ☐ Administrators ☐ Others: _____	☐ Classrooms ☐ Other: _____
Findings:		
Conclusion ☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

VI	**Opportunity and Equal Educational Access** Participants have equitable access to all programs provided by the local educational agency, as required by law.

VI-EL 10. All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

10.1 Based on LEA criteria of reasonable fluency, ELs are placed in structured English immersion (SEI) or in English language mainstream (ELM) program settings. ELs who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests. (5 *CCR* 11301)

10.2 The LEA has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language.
(*EC* 305, 306, 310, and 311)

Note: The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency.

Evidence Reviewed

Documents	Interviews	Observations
☐ LEA policies/procedures ☐ Student records ☐ IEPs (selected students) ☐ Written notifications sent to parents ☐ Descriptions of SEI and ELM program designs ☐ Other: _____	☐ Staff ☐ Parents ☐ Others: _____	☐ Classrooms ☐ Other: _____
Findings:		
Conclusion ☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

VI-EL 11. Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

11.1 LEA procedures for granting parental exception waivers include the following components:

1. Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, English language mainstream program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 *CCR* 11309[b][1])

2. Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English language classroom the first year of enrollment in a California school. (5 *CCR* 11309[b][2])

3. Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 *CCR* 11309[b][3])

4. Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under *EC* Section 311(c) must be acted on either no later than ten calendar days after the expiration of the placement or within 20 instructional days of submission of the waiver, whichever is later.
(5 *CCR* 11309[c] [4])

11.2 Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5 *CCR* 11309[b][4])

11.3 If a waiver is denied, Parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. (5 *CCR* 11309[d])

11.4 Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered.

(20 *USC* 6312[g][1][A]; *EC* 310, 311, and 48985; 5 *CCR* 11309[a])

Note: The IEP team determines placement of each special education student regardless of language proficiency.

Evidence Reviewed

Documents	Interviews	Observations
☐ LEA policies/procedures ☐ Alternative program(s) description(s) ☐ Written notifications to parents ☐ Records of waivers (list of students whose waivers were approved/denied) ☐ Copies of waivers approved/denied ☐ List of students in alternative program (if applicable) ☐ IEPs (selected students) ☐ Other: _____	☐ Administrators ☐ Teachers ☐ ELAC/DELAC members and other parents ☐ Others: _____	☐ Classrooms ☐ Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VII Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs.

VII-EL 12. Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.

(20 *USC* 1703[f], 6825[c][1][A]; *EC* 300, 305, 306, 310; 5 *CCR* 11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

Evidence Reviewed

Documents	Interviews	Observations
☐ ELD curriculum/course descriptions ☐ List of all ELs by time in program, including CELDT and CST data	☐ Teachers ☐ Counselors	☐ Classrooms ☐ Other: _____

☐ Class lists, daily schedules, or master schedule ☐ Student records (including CELDT and CST assessment data) for selected students ☐ IEPs (selected students) ☐ Other: _____	☐ Administrators ☐ Others: _____	

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VII-EL 13. Academic instruction for ELs is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

13.1 The LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

(20 *USC* 1703[f], 6312[c][1][M], 6825[c][1][B]; *EC* 306, 310; *5 CCR* 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011])

Evidence Reviewed

Documents	Interviews	Observations
☐ Grade-level course descriptions ☐ Class lists or master schedule ☐ List of ELs by time in program, including CELDT and CST data ☐ Student records (including assessment data and report card grades) for selected students ☐ IEPs (selected students) ☐ List of students who have been retained, with English language proficiency status (English Learner, reclassified fluent English-proficient, initially fluent English-proficient [IFEP], English only) indicated ☐ Records of students participating in intervention programs and selection criteria ☐ LEA plan for monitoring student progress (including criteria/benchmarks) ☐ Other: _____	☐ Students ☐ Teachers ☐ Counselors ☐ Administrators ☐ Others: _____	☐ Classrooms ☐ Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

Professional Development Calendar

July and August	Effective Communication	January	Data-Driven Instruction
September	Highly Effective Teacher; Equity Professional Development	February	Scaffolding & Special Education Students
October	High Expectations	March	Diversity Competencies & EL Learning
November	LCAP, AUDIT review	April	Time Management

Data-Driven Instruction	Provides teachers with the framework necessary to design student programs around qualitative data such as benchmark assessment, standardized test data, and grades. Achievement chats and works samples will be analyzed in real-time to ensure that teachers learn to read, evaluate, and utilize student data holistically. Teachers will then be able to make better informed decisions about student academic needs.
Diversity Competencies	Promotes the understanding of and appreciation for the contributions and benefits of diversity. This is achieved by teaching asset-based thinking, suspension of judgment, interpersonal awareness, and locus of control concepts.
Effective Communication	Provides the skills needed to have effective, necessary, and (at times) difficult conversations with students, families, and coworkers. This unit is based on the book Fierce Conversations by Susan Scott (2004).
Equity Professional Development	Familiarizes teachers and staff with the achievement gap that persists nationwide between students of different race or ethnicities, socio-economic status, genders, and age groups.
High Expectations	Provides real-life examples of student work to ensure that high academic standards are held, and "A"-quality work is recognized. Teachers will also bring their own student work to ensure that students are held to a consistent standard and receive effective feedback.
Highly Effective Teacher	Helps teachers to become highly effective within LAI's educational model with researched-based instructional practices.
No-Fear Audit	Assists teachers in record-keeping and progress monitoring. Topics will include efficiency, file management, checklists, and other best-practices sourced from teachers who maintain highly accurate student files.
Powerful Teaching	Provides skills such as goal-setting, positive coaching, communicating and maintaining high expectations, and owning student data to improve instruction.
Time Management	Equips teachers with strategies to increase productivity.

Business Teachers: October: NFTE Training
November: Financial Training
February: ADOBE Training
March: Workshop

LA International Charter High School | 2018-2019 CALENDAR

6-10 Professional Development
10 Open House @ 12:00 pm
13 1st Day of School

15 instructional days

AUGUST '18

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Labor Day
5 Monday's Schedule
27 Progress Report (1)

19 instructional days

SEPTEMBER '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

10 PSAT (9th, 10th, & 11th)
15-16 Benchmarks
18-19 Makeup Benchmarks
19 Quarter 1 ends
25 Q1 Progress Report (2)
25 Back to School Night

23 instructional days

OCTOBER '18

S	M	T	W	Th	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 Veterans Day
14 Monday's Schedule
19-21 Pupil Free Days
22-23 Thanksgiving Holiday

16 instructional days

NOVEMBER '18

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

24-Jan 4 Winter Break

15 instructional days

DECEMBER '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7-8 Semester 1 Final Exams
10-11 Makeup Final Exams
14 M.L. King Day No School
15 First day of Semester 2 (Q3)
16 Semester 1 Report Cards
16 Monday's Schedule

18 instructional days

JANUARY '19

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

15 Progress Report (3)
18 Presidents' Day
20 Monday's Schedule

19 instructional days

MARCH '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7		9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11-12 Benchmarks
14-15 Makeup Benchmarks
15 Quarter 3 ends
18 Professional Development
20 Monday's Schedule
21 Q3 Progress Report (4)
21 Back to School Night

20 instructional days

APRIL '19

S	M	T	W	Th	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Caesar Chavez No School
3 Monday's Schedule
8-12 Physical Fitness Test
15-19 Spring Break

16 instructional days

MAY '19

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-21 12th grade Final Exams
23-24 Makeup 12th grade Finals
27 Memorial Day No School
28-29 9th -11th Final Exams
29 Monday's Schedule
30-31 Makeup 9th-11th Finals
AP testing dates announced in Spring

22 instructional days

JUNE '19

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6 Last Day of Semester 2
6 Pupil Free Day
6 Graduation
7 School Closed/ Teacher Check Out

Summer Office Hours 9am – 4pm

3 instructional days

First Semester
8/13 – 1/11
93 days

Second Semester
1/15 – 6/6
93 days

Total 186 days

- Minimum day schedule
- Non-school day
- School closed
- Progress Report/Cards Mailed
- Final Exams
- Benchmarks (Midterms)

Monday / Thursday		
Period	Time	Mins
1	8:00am - 9:30am	90
Nutrition	9:35am - 9:45am	10
2	9:50am - 11:20am	90
3	11:25am - 12:55pm	90
Lunch	1:00pm - 1:40pm	40
4	1:45pm - 3:15pm	90
Total Instructional Mins		360

Tuesday / Friday		
Period	Time	Mins
5	8:00am - 9:30am	90
Nutrition	9:35am - 9:45am	10
6	9:50am - 11:20am	90
7	11:25am - 12:55pm	90
Lunch	1:00pm - 1:40pm	40
8	1:45pm - 3:15pm	90
Total Instructional Mins		360

Wednesday		
Period	Time	Mins
1	8:00am - 8:40am	40
2	8:45am - 9:25pm	40
Nutrition	9:30am - 9:40pm	10
3	9:45am - 10:25am	40
4	10:30am - 11:10am	40
5	11:15am - 11:55pm	40
Lunch	12:00pm - 12:30pm	30
6	12:35pm - 1:15pm	40
7	1:20pm - 2:00pm	40
8	2:05pm - 2:45pm	40
PD	3:00pm - 4:00pm	60
Total Instructional Minutes		320

Room #	Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
1	T. Medina		PE 1	PE 1 / PE 2	Dance	Dance	Yoga		Dance
2	Resource Room								
3	C. Opsahl	College Prep 11	Intro to Business	Government	Government	Government		College Prep 11	College Prep 11
4	A. Lepore	College Prep 12	AP US History	US History		Honors World History	World History	College Prep 12	Student Government
5	S. Restrepo	Chemistry	Env. Science		Env. Science	Env. Science	Chemistry	Chemistry	Earth Science
6	D. Moreno	Graphic Design	Graphic Design		Art 1	Art 1	Adv. Art	Adv. Art	Animation
7	Multi Purpose Room								
8	D. Shifren	Spanish 2		Spanish 1	Spanish 1	Spanish Theatre	Spanish 3	Spanish 2	APEX
9	R. Breaux	Biology	College Prep 10	College Prep 10	Sports Conditioning		Biology	College Prep 9	College Prep 9
10	M. Zarro Anaya		English 9	English 9	AP Literature	English 12	English 12	Drama	Drama
11	C. Schield	Honors English 10	English 10	English 11	English 10	AP Language		Eng. Intervention	English 11
12	Y. Mitton	Math 2		Honors Math 3	Intro to Business	Math 3	Math Intervention	Honors Math 2	Math 3
13		Math 1	Calculus		Calculus	Math 1	Int. Math 2	Int. Math 2	APEX

Los Angeles County Office of Education
Charter School Office

Required Documents: Petition to Renew a Charter Authorized by the County Board

Submission Package: Submit one (1) set of the following required documents to the Los Angeles County Office of Education (LACOE) Charter School Office.

Check items submitted and submit form with petition documents

☑ 1. Completed and signed *Notice of Submission: Petition to Renew a Charter* Form

☑ 2. Completed and signed *Required Documents: Petition to Renew a Charter Authorized by the County Board* Form

☐ **Table of Contents for Sections I through IV** (identify page number for each required element)

Section I

☑ I.1 List of Affirmations and Assurances signed by petitioner

☑ I.2 Documentation that the Charter School is eligible for renewal under at least one of the criteria established under *EC* 47607(b)

☑ I.3 Charter Petition pursuant to *EC* 47605 (Appeal), 47505.5 (County Direct), or 47605.6 (Countywide) Begin each element by citing the specific *EC* section. The petition must include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed (*California Code of Regulations*, Title 5, section 11966.4).

☐ ~~I.4 If the petition is for a countywide charter, include a rationale addressing *EC* 47605.6(a)~~[1]

☑ I.5 Resumes for petitioner(s) and members of the Board of Directors

☑ I.6 Evidence the school's governing body approved submission of the petition to the County Board

Section II

☐ ~~II.1 Proposed first year operational budget including start-up costs, cash-flow, and assumptions~~

☑ II.2 Multi-year financial projections for the first three (3) years of operation

☑ II.3 Copies of the three (3) most recent Independent Financial Audits of 501(c)(3) (if applicable)

☑ II.4 Fiscal Policies approved by the governing board

☐ ~~II.5 Debt Schedule (including total principal, interest due and term of debt)~~

☑ II.6 CMO Contracts and/or Contracts exceeding $5,000 annually

☐ ~~II.7 Public Charter Schools Grant Program application and budget (if applicable)~~

Section III

☑ III.1 Current Bylaws of 501(c)(3) (if school operated as/by a nonprofit)

☑ III.2 Current Articles of Incorporation of 501(c)(3) (if school operated as/by a nonprofit)

Section IV

☑ IV.1 Lease/Rental or Proposition 39 Agreement(s) or Similar Document(s)

☑ IV.2 Certificate(s) of Occupancy (if applicable)

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[1] *EC* 47605.6(a)(1): A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. The County Board may impose any additional requirements beyond those of *EC* 47605.6 that it considers necessary for the sound operation of a countywide charter school.

Los Angeles County Office of Education
Charter School Office

☑ IV.3 Copy of the student/parent handbook, school safety plan, employee handbook, and any procedure the school will follow to ensure the health and safety of students and staff.

☑ IV.4 Copy of the student application form and enrollment form

Directions: Submit all documents simultaneously in a loose-leaf (3-ring) binder with numbered dividers inserted between sections. Continuously page number (paginate) the entire document (excluding dividers). Copies are to be single-sided. Also submit an electronic copy of items 1 – 2, Table of Contents, and Sections I – IV via CD or Flash Drive. Items 1 – 2 may be combined as one file; Table of Contents and each section shall be submitted as separate files. Section II (Budgets) shall be submitted as unlocked spreadsheets. Section III must be submitted as two (2) separate files (III.1, III.2).

Once LACOE verifies that all required documents have been submitted, it will notify the petitioner in writing. The petitioner shall have no less than five (5) working days to submit 13 collated, two-sided (back-to-back), three-hole punched, rubber banded copies of the Table of Contents and Sections I through IV.

LACOE reserves the right to request additional documents and information as necessary to provide the County Board with a complete understanding of the proposed charter.

LACOE may conduct a facilities inspection as part of the petition review process and will conduct an inspection of any new sites.

Required Certification

Submission of a petition and this signed document certifies that:

1. The governing board has taken action to approve the submitted petition and budget.
2. The governing board has taken to approve submission of the petition to the County Board.
3. The governing board and lead petitioner(s) have read, understand, and intend to adhere to the requirements outlined in this document, the *Overview of the Process for Considering a Petition to Renew a Charter Authorized by the County Board**; Los Angeles County Board Policies and Administrative Regulations regarding Charter Schools**; and the *Charter School Monitoring and Oversight Memorandum of Understanding* (MOU)***.

Printed name of board signatory: Jose Montoya

Signature of board signatory: _____ Date: ~~11.6.2018~~ 11/29/2018

Printed name of lead petitioner(s): Angie R. Sims

Signature of lead petitioner(s): _____ Date: 11.21.2018

*Please review the document, *Overview of the Process for Considering a Petition to Renew a Charter Authorized by the County Board* or contact the Charter School Office for additional information.

***Los Angeles County Board Policies and Regulations are available at http://gamutonline.net/district/lacoe/PolicyCategoryList/2422/0*

****The Charter School Monitoring and Oversight MOU is available at http://www.lacoe.edu/Portals/0/LACOE/CharterSchools/MOU_Template_FINAL_3-2016.pdf*

Los Angeles County Office of Education
Charter School Office
12830 Columbia Way
Downey, CA 90242
(562) 922-8806

Notice of Submission: Petition to Renew a Charter

Charter Type:
- ☐ Previously Authorized on Appeal (*EC* 47605)
- ☐ Direct to County Board (*EC* 47605.5)
- ☐ Countywide (*EC* 47605.6)

Submit form with petition documents ***Please print or type***

Name of Charter School: Los Angeles International Charter School

Contact Information:

Name of lead petitioner(s) / relationship to charter school: Angie R. Sims/ Executive Director

Name of lead contact (if not petitioner):

Address: 625 Coleman Ave
Los Angeles
CA 90042

Telephone number(s): 323.257.14.99
562.980.5189

FAX number:

Email: asims@laicharter.org

School Information:

Enrollment: Current: 150 Proposed: 220 - 240

Grade levels: Current: 9-12 Proposed: 6-12

Current school address: 625 Coleman Ave
If more than one site, provide main site here; attach list of additional site addresses.
Los Angeles CA 90042

Will the school remain at the current site(s)? (Yes)/No If no, attach explanation and new address(es).

Los Angeles County Office of Education
Charter School Office
12830 Columbia Way
Downey, CA 90242
(562) 922-8806

Notice of Submission:

Signature of lead petitioner(s): _____

_____

Date: 11/21/18

Angelique R. Sims
19518 S. Reinhart Ave Carson, Ca 90746
310.760.1306 (message) asims44546@aol.com

Objective
Seeking a position in the field of education based on superior experience and education where there is personal and professional growth.

Education
University of California Los Angeles, Single Subject Credential Business 2015
California State University Long Beach, Career Tech Business Credential (K-12) 2009
National University, Administrative Credential 2009
University of Phoenix; Master of Business Administration, 2001,
California State University Dominguez Hills; Bachelor of Arts Psychology and Communications 1997

Experience – (1997-Present)
Los Angeles International Charter High School **-Executive Director**
· Ensure academic and fiscal compliance, build college preparatory program, manage staff and oversee budget, build culture, develop a solid board of directors, build a solid academic program for struggling students, execution of employee and student handbooks, and (other duties listed in cover letter)
Academia Avance and LAAAE- **Teacher & Administrator**
· ELA/ESL Curriculum; Pre-Algebra; Life-Science; Business, Marketing, Economics 7-12th Grade, Assistant Principal, Dean of Student Activities, 12th grade Advisor & Administrator for Special Education (Present)
Compton Unified School District- **Teacher**
· Foster Elementary School-3rd Grade ESL/SST/Strategic Alignment Plan/Student-Parent Handbook (1997-1999)
· Dominguez High School- 9-10th Grade English/Journalism/SAT PREP (1999-2001)
Boston Public Schools- **Teacher**
· English High School - 9th Grade English/Journalism/ ESL Curriculum (2001-2002)
· Excel High School- 9th Grade English/Journalism (2002-2003)
Kayne-Eras Center- **Teacher** ages 15-21 GED/English/Mathematics (2003-2005)
Heritage College Ready High School- **Teacher** 9th Grade English/SST (2005-2006)
California State Uni. Dominguez Hills- Instructor-Classroom Mgmt. for Urban Setting, Teacher Supervisor (2003-2004)
University of Phoenix- Professor of Undergraduate Studies/Business Dept- (2001- 2011)

Professional Duties
• Professor of Undergraduate Studies (University of Phoenix)
• Instructor of Business Practices, Pre-Algebra, ELA and Life-Science for Middle and High School

• Designed Curriculum and Scope and Sequence for Middle and High School at LAAAE
• Instructing adults in Credential Program/ Classroom Management and Teacher Candidate Supervisor (CSUDH)
• Trained teachers on executing outcome based assessment strategies, utilizing multiple measures for formal and informal assessments (district, classroom, and assessment and portfolio files) as well as classroom management skills. Developed ELA/ESL curriculum.
• Taught English/ Essential Language Skills to high school students and special education adults.
• As Co- Chair of the Student Studies Team (SST) - analyzed student behavior and academic ability and devised strategies and modifications to help improve student performance. Did follow- ups with students in order to verify the effectiveness of the modifications and inputted the data.
• Taught SAT I & II prep for Kaplan through University of California Irvine, and Summer Bridge while developing outcome assessment as well as implemented social activities that represented the diversity of the campus culture.
Credentials: California State Credential in Adult Education- Elementary, K-12 Education

Publications/ Conferences
• Co- Authored with a team at Ball State University and Cal State University Dominguez Hills-Academic Integrity: American Psychological Journal/ Western Regional Conference, Santa Clara University: 1996
• Academic Integrity: University of California Los Angeles: 1995, 1996
• Authored Business Plan: Profilers Inc. University of Phoenix 2000
• Editor, Layout Manager, Photo Editor, Calendar Editor, and Columnist- "He Said/She Said" for "The Rainbow": California State University Dominguez Hills: 1995-1997

Credentials Held: Administrative Credential
Adult Education: K-12 Elem & Second, Business Management
Career Technical: Business, Finance, Marketing, Management, Sales, Economics
Single Subject Business

Claudia Perez

1305 El Paso Drive, Los Angeles, CA 90065| Claudiaperez0306@gmail.com | (818) 738-5633

EDUCATION

Los Angeles Center for Enriched Studies — Los Angeles, CA
Diploma — 06/1991

California State University, Northridge — 1991-1995
B.S., Criminology and Corrections — (not completed)

EXPERIENCE

TJ Maxx — Granada Hills, CA
District Administrative Assistant — 2016 to Present

- Provide administrative support to the District Manager and District Loss Prevention Manager
- Prepare and maintain various reports used for tracking statistical data. Such as Payroll, Management Vacancy Plans, LOA's and Management Plans
- Prepare correspondences for the District, Stores and Home Office.
- Maintain confidential information and employee files for Field Management
- Facilitates the flow of information between stores, regional office and home office.
- Answer incoming calls and customer complaints.

St. Ignatius of Loyola Elementary — Los Angeles, CA
Development Coordinator — 2015 to Present

- Actively support St. Ignatius' mission.
- Create and execute an annual fundraising plan, Support the Head of School, Board of Trustees, staff and volunteers with donor development and fundraising.
- Secure financial support from individuals, foundations and businesses Steward ongoing relationships with donors.
- Cultivate new relationships beneficial to the organization.
- Draft mail and e-mail appeals
- Perform related duties as assigned.

Southern California Gas Company — Los Angeles, CA
Legal Administrative Associate — 2013 to 2015

- Provided technical and administrative support to attorneys on complex litigation matters
- Maintained accurate calendars and dockets; produced legal documents under strict deadlines
- Arranged meetings, made travel arrangements and processed detailed travel reimbursements
- Reviewed vendor invoices for accuracy and prepared voucher requests for payment.

State of California, Dept. of Industrial Relations — Los Angeles, CA
Legal Secretary — 2005 to 2013

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- Drafted legal documents such as letters, formal notices, subpoenas and Subpoena Duces Tecum
- Filed time-sensitive briefs, petitions, writs and answers in accordance with the California Code of Civil Procedure and Civil Code relative to the Superior, Appellate and Supreme Courts
- Provided information-management support to three attorneys, requiring vast knowledge of current workers' compensation laws and regulations
- Rendered specialized support to attorneys on personnel, public works, bankruptcy and death without dependents teams
- Communicated directly with the public, outside attorneys and various courts when required
- Scheduled and coordinated public hearings
- Properly maintained all files and record
-

Law Offices of Gary W. Moss — Beverly Hills, CA
Legal Assistant — 2003-2005

- Conducted potential client interviews, intake, and prepared client packages
- Researched issues for filings including criminal defense, family law and civil litigation matters
- Drafted pleadings and propounded and responded to written discovery requests

FIRST FEDERAL BANK OF CA — Bel Air, CA
Financial Service Rep II — 2001-2003

- Responsible for processing all new account transactions; assisting customers in their selection of various accounts and financial services;
- cross-selling the Bank's products and services; opening, maintaining and closing of all account types;
- Performing branch clerical duties; assisted in the cross-training branch staff members
- . Proficient in the areas of teller, vault, safe deposit and basic branch operation functions.

FIDELITY FEDERAL BANK — Glendale, CA
MIS Liaison — 1996 - 2001

- Provided administrative support to all bank branches.
- Prepared reports, maintaining General Ledger accounts regarding Foreign deposited items, Cashiers Checks, Money Orders, Travelers Checks and Daily Bank Deposits.

ADDITIONAL SKILLS

Technical:	Proficient in SAP, MS Office Suite, QuickBooks, and Filemaker Pro, Donor Perfect
Interpersonal:	Excellent written and verbal abilities; Fluent in Spanish Current President of the Board of Directors for the Los Angeles International Charter High School

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NOREENARIMURA

6186 Oak Crest Way | Los Angeles, CA 90042 | 323-384-2285 |
noreenojeda@yahoo.com

EXPERIENCE

Infant Hearing Screener/ Manager July 2008 to Present
Contracted to Huntington Memorial Hospital
Pasadena, CA

LEADERSHIP

Board of Directors Member December 2017 to Present
Los Angeles International Charter School, Board of Directors
2017 to Present

ADDITIONAL SKILLS

Excellent Organizational Skills
Detailed and multi-tasked Oriented
Computer Literate
Excellent Communication and Interpersonal Skills
Ability to work Independently and as a team player
Ability to delegate as needed
Ability to effectively prioritize daily tasks and assignments

Sharon M. Miller
3643 Cazador St.
Los Angeles, CA 90065
323-356-7228

Management Skills

30 years. of experience in: Office Management
Sales Support
Development of teams in a professional service industry

30 years. of experience in: All facets of Bookkeeping, billing, payroll, and collections.

Excellent Verbal and Written Communication Skills

Organization/Project Management Skills

Effectively organize, plan and coordinate multiple projects and deadlines
Excellent analytical and Problem solving ability
Meticulous attention to detail

Administrative Skills

Able to handle:
Heavy workloads while Ensuring smooth administration of office
Personnel Administration
Human Resources
Bookkeeping
Payroll
Notary Public
Quick Books Pro
Word Processing
Microsoft Office

'I have over 30 years of experience in managing various aspects of corporate office operations in professional service industries, strong leadership qualities such as; project management, organizational, analytical and problem solving skills. I have excellent verbal and in "deadline" situations.

Work Experience

Southwest California Synod - FIT Administrative — August, 2011 - Present
1300 East Colorado Street, Glendale Ca 91205 — (818) 507-9591

First Lutheran School - PIT Teachers Assistant — September, 2008-Present
1300 East Colorado Street, Glendale C 91205. — (818) 244-7319

Tobinwor1d – Accounts Payable Payroll. — September, 2006- May, 2007
920 East Broadway , Glendale CA 91205 — (818)244-7319

Rey-Crest Roofing and Waterproofing – F/C Bookkeeper — April, 1990- August, 2006
(323)257-9329

Thorne Hall
Occidental College- Theater Assistant & Box Office. — September, 1984-June 1988
1600 Campus Road, Los Angeles CA 90041

Education

Occidental College - Comparative Literature Major
Glendale Community College - Bookkeeping courses
Professional Development Center - Microsoft Office
American Notary Group - Notary Public

William E. Flores

1930 Thomas Street, Los Angeles, CA 90031
(213) 806-0077 | weflores7@gmail.com

Education

Pasadena Community College **(2017- Present)**
- Design Technology: Mechanical/ Manufacturing

University of California, Irvine **(2016-2017)**
- Undergraduate/ Undeclared
- Dean's Honor List (Winter Quarter 2017)

Los Angeles International Charter High School **(2012-2016)**
- High School Diploma
- Academic Achievement Award for Art (2015)
- President's Award for Educational Excellence (2012)

Experience

Prop Maker **(10/2012 - Present)**
- Design, fabricate, and paint custom props from popular movies and video games
- Inform customers about different materials, techniques, and costs to provide a product that is right for them.
- Regularly check in with clients to provide updates
- Package and ship products to their respective owners

Juanitas Cafe | Olvera Street - Los Angeles, CA **(07/2016 - Present)**
Waiter
- Served food and beverages to customers
- Responsible for handling of large sums of cash
- Aids in preparing large orders for events and to go orders
- Transporting produce from offsite kitchen to restaurant
- Communicating customer dietary restrictions to kitchen staff
- Assists in planning of promotional strategies through social media
- Performing Additional Duties as needed

L.A. Derby Dolls | Los Angeles, CA **(05/2015 - 09/2016)**
Booth Manager (Volunteer)
- Ordered and Delivered inventory
- Assembly/ Disassembly of equipment
- Trained additional staff for large scale events
- Recommended merchandise to customers based on their needs and preferences
- Organized and implemented promotional techniques

Additional Skills

- Bilingual (English & Spanish)

Proficient in:

- Microsoft Word & Powerpoint
- Apple Keynote & Pages
- iMovie
- Photoshop/ Pixelmator
- Autodesk AutoCAD
- SolidWorks

Michael M. Baslee, Ed.D.

4517 Don Diego Dr., Los Angeles, CA, 90008Phone: 310-749-4189 Email: drmichaelbaslee@gmail.com

EDUCATION:

Doctorate of Education in Organizational Leadership, Pepperdine University, 2007

Dissertation: Perceptions of Black Male Teachers Toward Employee Assistance Program Utilization

M.A., Psychology, Pepperdine University, 2001

M.A., Education, Pepperdine University, 1999

Single Subject Teaching Credential Program, University of San Diego, 1995

B.A, Africana Studies (Minor: Psychology) (Outstanding Departmental Graduate)(Black Baccalaureate Honor

Graduate and Speaker), San Diego State University, 1993

A.A. (4) Liberal Studies, Behavioral Sciences, Black Studies, Speech Communication, San Diego

City College, 1991-1994

CLAD Certificate, University of Phoenix, 2009

EXPERIENCE:

Activities Director, 2015-Present Centennial High School, Compton, CA

Adjunct Faculty in Writing, 2011-Present Ryokan College, Culver City, CA

Adjunct Faculty in Education, 2009-2010 Whittier College, Whittier, CA

Adjunct Faculty in Africana Studies, 2009 San Diego State University, San Diego, CA

Administrative Intern (Summer School Principal), 2009 Vanguard Learning Center, Compton CA

Adjunct Faculty in Education, 2008- 2011 (Ed. 600, 601, 602, 699) Pepperdine University, Los Angeles, CA

Intervention Support Facilitator, 2006 -2009 (full time); 2011-2012 (part time) Centennial High School, Compton CA

Adjunct Instructor (multiple disciplines), 2006 ITT Technical Institute, Torrance, CA

Teacher/ Department Chair, 1996 – 2006, 2009-Present Centennial High School, Compton CA

CREDENTIALS:

Clear Professional Single Subject Credential

Certificate of Eligibility for the Administrative Services Credential (C-19 letter)

AWARDS AND HONORS:

Phi Beta Kappa Inductee, 1993

Thrice elected ('10-'12; '12-'14 '14-'16) Western Region Director of Education, Phi Beta Sigma Fraternity, Inc.

Current ('16-'18) Western Region Director of Social Action, Phi Beta Sigma Fraternity, Inc.

2017 Educator of the Year, Omicron Rho Zeta chapter, Zeta Phi Beta Sorority, Inc, Inglewood, CA

JOSE MONTOYA
3234 E Whitebirch Dr.
West Covina CA, 91791
323.423.6926

EDUCATION

Whittier Law School, Costa Mesa, CA — May 2014
Juris Doctor

Honors: Honor Roll & Dean's List, (Two Consecutive Years)
2014 Outstanding Graduate in Environmental Law, *Recipient*
CALI Awards (Highest Grade): Constitutional Law I & International Refugee Law

Activities: Association of Environmental Professionals
State Bar of California Certified Law Clerk

University of California, Riverside, Riverside, CA — May 2010
Bachelor of Arts, Sociology

Honors: Dean's List

EXPERIENCE

Lozano Smith, Los Angeles, CA — March 2018 – Present
Associate

- Provide legal advice to administrators on personnel matters such as discipline, layoffs, discrimination complaints, disability accommodations, and leave.
- Draft memoranda regarding student and employee issues such as first amendment rights, and employee and student records.
- Conduct independent and impartial workplace investigations of allegations of harassment, discrimination, retaliation and other alleged workplace misconduct.
- Advise public and private clients on an array of state and federal environmental laws, with a specific focus on the California Environmental Quality Act and the National Environmental Policy Act.
- Draft construction agreements for public agencies with contractors, design professionals, and construction managers.

Alvarez-Glasman & Colvin, Industry, CA
Associate — May 2015 – February 2018
Law Clerk — Oct. 2013 – May 2015

- Advise city councils, boards and commissions, city managers, and departments on a myriad of legal and quasi-legal issues under the municipal code, city policies, and state and federal laws.
- Draft and prepare legal documents including city ordinances and resolutions, memoranda to city councils and staff, Public Record Act responses, contracts, and opinion letters.
- Counsel clients regarding interpretation of the California Environmental Quality Act ("CEQA") as it relates to public works projects.
- Assist senior counsel on CEQA litigation cases brought against public agency clients.
- Conduct extensive research on the Public Records Act, Brown Act & Government Tort Claims Act.
- Manage and implement the following aspects of litigation: initial client interviews, pleadings, discovery, settlement negotiations, arbitration, mediation, and court appearances.

L.A. City Attorney's Office, Central Trials, Los Angeles, CA — June 2013 – Dec. 2013
Certified Law Clerk

- Researched, drafted, submitted and opposed motions to suppress before the court.
- Assisted with pre-trial and all aspect of trial case preparation for misdemeanor cases.
- Reviewed arrest reports, obtained witness statements, issued discovery requests and subpoenas for trial.

Kazerouni Law Group APC., Santa Ana, CA — Jan. 13 – May 2013
Law Clerk

- Conducted legal research to be used in unfair debt collection cases and class actions filled under the Fair Debt Collection Practices Act & Rosenthal Fair Debt Collection Practices Act.
- Formatted, drafted, and responded to discovery and drafted complaints and meet and confer letters.

SPECIAL MEETING MINUTES
LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
NOVEMBER 6, 2018

7:00 a.m.
625 Coleman Ave. Los Angeles, California 90042 (Room 12)

1. **Call to Order: 7:23 a.m.**

2. **Roll Call**

Jose Montoya (Secretary) - Present
Claudia Perez (President) - Present
Sherri Miller (Treasurer) – Present Via Telephone. Physical Address was published ahead of time. 3643 Cazador Street, Los Angeles, CA 90065.
Noreen Arimura – Absent
Michael Baslee - Absent
William Flores – Present

3. **Approval of Agenda**

Motion to approve agenda was made by Mr. Montoya. Seconded by Mr. Flores. Motion carried unanimously by board members present.

4. **Approval of Minutes from 7.24.2018 (Special Meeting), 8.28.2018 and 10.30.2018**

Motion to approve July 24, 2018, September 28, 2018 and October 30, 2018 minutes made by Mr. Flores. Seconded by Ms. Perez. Motion carried unanimously by board members present.

5. **Public Comment**

Ms. Mitten LAICHS Math Professor said hello.

6. **Consideration and approval of final update of charter petition.**

Ms. Sims made further revisions and incorporated additional education code provisions.

Petition was updated to address cyber bulling and so were definitions. Discipline policy was also further addressed.

Motion to approve the updated charter petition renewal made by Jose Montoya. Seconded by Ms. Perez. Motion carried unanimously by board members present.

7. Items for Future Meetings

No items.

8. Adjournment: 7:43 a.m.

Motion to adjourn was made by Mr. Flores. Seconded by Mr. Montoya. Motion carried unanimously by board members present.

Respectfully submitted by:

Jose Montoya, Secretary

11/29/16
Date

Los Angeles International Charter High School

CHARTER IMPACT

Multi-Year Forecast

Revised 11/6/18

	2019-20 Forecast	2020-21 Forecast	2021-22 Forecast	2022-23 Forecast	2023-24 Forecast
Assumptions					
LCFF COLA	*2.57%*	*2.67%*	*3.42%*	*3.26%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment	*172.00*	*200.00*	*240.00*	*240.00*	*240.00*
Average Daily Attendance	*163.40*	*190.00*	*228.00*	*228.00*	*228.00*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	1,179,372	1,377,430	1,698,098	1,764,899	1,751,668
8012 Education Protection Account	261,652	304,246	365,096	380,308	395,520
8096 In Lieu of Property Taxes	394,243	458,423	550,107	550,107	550,107
	1,835,267	2,140,098	2,613,301	2,695,314	2,697,295
Federal Revenue					
8220 Federal Child Nutrition	9,150	10,640	12,768	12,768	12,768
8290 Title I, Part A - Basic Low Income	62,598	72,788	87,346	87,346	87,346
8291 Title II, Part A - Teacher Quality	5,898	6,858	8,230	8,230	8,230
	77,646	90,287	108,344	108,344	108,344
Other State Revenue					
8311 State Special Education	40,033	46,550	55,860	55,860	55,860
8520 Child Nutrition	4,575	5,320	6,384	6,384	6,384
8545 School Facilities (SB740)	187,420	217,550	227,685	227,685	227,685
8550 Mandated Cost	6,445	6,292	6,397	7,018	7,018
8560 State Lottery	33,334	38,760	46,512	46,512	46,512
	271,807	314,472	342,838	343,458	343,458
Other Local Revenue					
8699 School Fundraising	19,935	23,180	27,816	27,816	27,816
	19,935	23,180	27,816	27,816	27,816
Total Revenue	**$ 2,204,655**	**$ 2,568,037**	**$ 3,092,299**	**$ 3,174,932**	**$ 3,176,913**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	685,935	747,653	762,606	777,859	793,416
1170 Teachers' Substitute Hours	6,750	13,770	14,045	14,326	14,613
1200 Pupil Support Salaries	52,961	54,021	55,101	56,203	57,327
1300 Administrators' Salaries	115,000	117,300	189,646	193,439	197,308
	860,646	932,744	1,021,399	1,041,827	1,062,663

Los Angeles International Charter High School

Multi-Year Forecast

Revised 11/6/18

CHARTER IMPACT

	2019-20 Forecast	2020-21 Forecast	2021-22 Forecast	2022-23 Forecast	2023-24 Forecast
Classified Salaries					
2100 Instructional Salaries	12,960	13,219	13,484	13,753	14,028
2200 Support Salaries	29,260	29,845	30,442	31,051	31,672
2400 Clerical and Office Staff Salaries	143,940	146,819	149,755	152,750	155,805
	186,160	189,883	193,681	197,554	201,506
Benefits					
3101 STRS	156,035	178,154	195,087	198,989	202,969
3301 OASDI	11,542	11,773	12,008	12,248	12,493
3311 Medicare	15,179	16,278	17,619	17,971	18,330
3401 Health and Welfare	117,000	125,970	135,252	137,957	140,716
3501 State Unemployment	10,273	10,780	11,270	11,270	11,270
3601 Workers' Compensation	18,319	19,646	21,264	21,689	22,123
	328,347	362,601	392,500	400,125	407,902
Books and Supplies					
4100 Textbooks and Core Curricula	30,000	35,581	43,552	44,423	45,311
4200 Books and Other Materials	500	593	726	740	755
4302 School Supplies	1,700	2,016	2,468	2,517	2,568
4303 Special Activities/Field Trips	29,000	34,395	42,100	42,942	43,801
4304 Uniforms	7,200	8,540	10,452	10,661	10,875
4305 Software	8,500	10,081	12,340	12,586	12,838
4400 Noncapitalized Equipment	-	-	-	-	-
4700 Food Services	41,769	49,540	60,636	61,849	63,086
	118,669	140,746	172,274	175,719	179,234
Subagreement Services					
5102 Special Education	19,934	23,642	28,938	29,517	30,108
5103 Substitute Teacher	25,300	30,007	36,729	37,463	38,212
5105 Security	7,300	8,658	10,598	10,810	11,026
	52,534	62,308	76,265	77,790	79,346
Professional/Consulting Services					
5801 IT	15,323	18,174	22,245	22,690	23,144
5802 Audit & Taxes	9,000	9,180	9,364	9,551	9,742
5803 Legal	11,000	11,220	11,444	11,673	11,907
5804 Professional Development	12,000	14,233	17,421	17,769	18,124
5805 General Consulting	5,000	5,930	7,259	7,404	7,552
5810 Payroll Service Fee	5,086	6,032	7,383	7,531	7,681
5811 Management Fee	48,128	51,361	61,846	63,499	63,538
5812 District Oversight Fee	18,353	21,401	26,133	26,953	26,973
5813 County Fees	4,861	5,766	7,057	7,198	7,342
	128,751	143,297	170,152	174,268	176,004
Facilities, Repairs and Other Leases					
5601 Rent	303,580	303,580	303,580	303,580	303,580
5602 Additional Rent	23,071	23,071	23,071	23,071	23,071
5603 Equipment Leases	8,490	10,070	12,326	12,572	12,824
5610 Repairs and Maintenance	12,000	14,233	17,421	17,769	18,124
	347,141	350,954	356,397	356,992	357,599

Los Angeles International Charter High School

Multi-Year Forecast

Revised 11/6/18

	2019-20 Forecast	2020-21 Forecast	2021-22 Forecast	2022-23 Forecast	2023-24 Forecast
Operations and Housekeeping					
5201 Auto and Travel	1,834	2,175	2,662	2,716	2,770
5203 Business Meals	877	1,040	1,273	1,299	1,325
5300 Dues & Memberships	1,020	1,210	1,481	1,510	1,541
5400 Insurance	27,352	32,441	39,708	40,502	41,312
5501 Utilities	24,286	28,805	35,257	35,962	36,681
5502 Janitorial/Trash Removal	19,037	22,579	27,637	28,190	28,753
5510 Office Expense	6,305	7,478	9,153	9,336	9,522
5511 Postage and Shipping	467	554	678	692	706
5512 Printing	1,036	1,229	1,504	1,535	1,565
5513 Other taxes and fees	1,401	1,662	2,034	2,075	2,116
5514 Bank Charges	1,658	1,966	2,406	2,454	2,503
5515 Public Relations/Recruitment	19,403	19,792	20,187	20,591	21,003
5530 School Fundraising Expense	716	730	745	760	775
5531 ASB Fundraising Expense	638	650	663	677	690
5900 Communications	9,063	10,749	13,157	13,420	13,688
	115,094	133,060	158,546	161,717	164,951
Depreciation					
6900 Depreciation Expense	25,416	25,924	26,443	26,972	27,511
	25,416	25,924	26,443	26,972	27,511
Total Expenses	**$ 2,162,758**	**$ 2,341,516**	**$ 2,567,656**	**$ 2,612,964**	**$ 2,656,715**
Surplus (Deficit)	**$ 41,897**	**$ 226,521**	**$ 524,643**	**$ 561,968**	**$ 520,198**
Fund Balance, Beginning of Year	$ 764,000	$ 805,897	$ 1,032,418	$ 1,557,061	$ 2,119,028
Fund Balance, End of Year	**$ 805,897**	**$ 1,032,418**	**$ 1,557,061**	**$ 2,119,028**	**$ 2,639,226**
	37.3%	*44.1%*	*60.6%*	*81.1%*	*99.3%*
Cash Flow Adjustments					
Surplus (Deficit)	41,897	226,521	524,643	561,968	520,198
Cash Flows From Operating Activities					
Depreciation/Amortization	25,416	25,924	26,443	26,972	27,511
Public Funding Receivables	(37,627)	(83,487)	(65,848)	21,720	(2,612)
Accounts Payable	(1,573)	742	863	(178)	62
Total Change in Cash	28,114	169,700	486,100	610,482	545,159
Cash, Beginning of Year	425,041	453,155	622,854	1,108,954	1,719,436
Cash, End of Year	**$ 453,155**	**$ 622,854**	**$ 1,108,954**	**$ 1,719,436**	**$ 2,264,595**

Los Angeles International Charter High School

Monthly Cash Flow/Budget FY19-20

Revised 11/6/18

ADA = 163.40

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	53,877	53,877	96,979	96,979	96,979	96,979	96,979	117,345	117,345	117,345	117,345	117,345	1,179,372
8012 Education Protection Account	-	-	65,413	-	-	65,413	-	-	-	78,496	-	-	52,330	261,652
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	20,629	41,258	27,505	27,505	27,505	27,505	27,505	64,943	32,472	32,472	32,472	32,472	-	394,243
	20,629	95,135	146,795	124,484	124,484	189,897	124,484	161,922	149,817	228,312	149,817	149,817	169,675	1,835,267
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	458	869	869	869	869	869	869	869	869	1,739	9,150
8290 Title I, Part A - Basic Low Income	-	-	15,650	-	-	46,949	-	-	-	-	-	-	-	62,598
8291 Title II, Part A - Teacher Quality	-	-	1,475	-	-	4,424	-	-	-	-	-	-	-	5,898
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	17,124	458	869	52,241	869	869	869	869	869	869	1,739	77,646
Other State Revenue														
8311 State Special Education	1,746	1,746	3,142	3,142	3,142	3,142	3,142	4,166	4,166	4,166	4,166	4,166	-	40,033
8520 Child Nutrition	-	-	-	229	435	435	435	435	435	435	435	435	869	4,575
8545 School Facilities (SB740)	-	-	-	-	-	-	93,710	-	-	-	46,855	-	46,855	187,420
8550 Mandated Cost	-	-	-	-	-	6,445	-	-	-	-	-	-	-	6,445
8560 State Lottery	-	-	-	-	-	-	7,268	-	-	7,268	-	-	18,799	33,334
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1,746	1,746	3,142	3,371	3,577	10,022	104,554	4,601	4,601	11,868	51,456	4,601	66,523	271,807
Other Local Revenue														
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	997	997	2,592	2,193	2,193	2,193	2,193	2,193	2,193	2,193	-	-	19,935
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	997	997	2,592	2,193	2,193	2,193	2,193	2,193	2,193	2,193	-	-	19,935
Total Revenue	**22,375**	**97,877**	**168,058**	**130,904**	**131,123**	**254,353**		**169,585**	**157,480**	**243,243**	**204,335**	**155,287**	**237,937**	2,204,655
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	62,358	62,358	62,358	62,358	62,358	62,358	62,358	62,358	62,358	62,358	62,358	-	685,935
1170 Teachers' Substitute Hours	-	614	614	614	614	614	614	614	614	614	614	614	-	6,750
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200 Pupil Support Salaries	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	-	52,961
1300 Administrators' Salaries	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	-	115,000
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	13,997	76,968	76,968	76,968	76,968	76,968	76,968	76,968	76,968	76,968	76,968	76,968	-	860,646
Classified Salaries														
2100 Instructional Salaries	-	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	-	12,960
2200 Support Salaries	-	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	-	29,260
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995	-	143,940
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	11,995	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	-	186,160

Los Angeles International Charter High School

Monthly Cash Flow/Budget FY19-20

Revised 11/6/18

ADA = 163.40

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast
Benefits														
3101 STRS	2,538	13,954	13,954	13,954	13,954	13,954	13,954	13,954	13,954	13,954	13,954	13,954	-	156,035
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	744	982	982	982	982	982	982	982	982	982	982	982	-	11,542
3311 Medicare	377	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	-	15,179
3401 Health and Welfare	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	-	117,000
3501 State Unemployment	514	514	514	514	514	514	2,568	2,055	1,027	514	514	514	-	10,273
3601 Workers' Compensation	455	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	-	18,319
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	14,377	28,169	28,169	28,169	28,169	28,169	30,224	29,710	28,683	28,169	28,169	28,169	-	328,347
Books and Supplies														
4100 Textbooks and Core Materials	-	7,500	7,500	7,500	7,500	-	-	-	-	-	-	-	-	30,000
4200 Books and Reference Materials	100	100	100	100	100	-	-	-	-	-	-	-	-	500
4302 School Supplies	142	142	142	142	142	142	142	142	142	142	142	142	-	1,700
4303 Special Activities/Field Trips	-	-	-	-	-	9,667	9,667	9,667	-	-	-	-	-	29,000
4304 Uniforms	600	600	600	600	600	600	600	600	600	600	600	600	-	7,200
4305 Software	708	708	708	708	708	708	708	708	708	708	708	708	-	8,500
4400 Noncapitalized Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Food Services	-	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	-	41,769
	1,550	12,847	12,847	12,847	12,847	14,914	14,914	14,914	5,247	5,247	5,247	5,247	-	118,669
Subagreement Services														
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	-	19,934
5103 Substitute Teacher	-	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	-	25,300
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	664	664	664	664	664	664	664	664	664	664	664	-	7,300
5106 Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	4,776	4,776	4,776	4,776	4,776	4,776	4,776	4,776	4,776	4,776	4,776	-	52,534
Professional/Consulting Services														
5801 IT	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	-	15,323
5802 Audit & Taxes	-	-	-	-	-	-	-	3,000	3,000	3,000	-	-	-	9,000
5803 Legal	917	917	917	917	917	917	917	917	917	917	917	917	-	11,000
5804 Professional Development	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	12,000
5805 General Consulting	-	-	500	500	500	500	500	500	500	500	500	500	-	5,000
5810 Payroll Service Fee	424	424	424	424	424	424	424	424	424	424	424	424	-	5,086
5811 Management Fee	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	4,011	-	48,128
5812 District Oversight Fee	206	951	1,468	1,245	1,245	1,899	1,245	1,619	1,498	2,283	1,498	1,498	1,697	18,353
5813 County Fees	-	-	-	1,215	-	-	1,215	-	-	1,215	-	-	1,215	4,861
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	6,834	7,579	9,796	10,788	9,573	10,227	10,788	12,947	12,826	14,827	9,826	9,826	2,912	128,751
Facilities, Repairs and Other Leases														
5601 Rent	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	-	303,580
5602 Additional Rent	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	-	23,071
5603 Equipment Leases	708	708	708	708	708	708	708	708	708	708	708	708	-	8,490
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	12,000
	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	28,928	-	347,141
Operations and Housekeeping														
5201 Auto and Travel	-	-	-	-	-	-	458	458	458	458	-	-	-	1,834
5203 Business Meals	73	73	73	73	73	73	73	73	73	73	73	73	-	877
5300 Dues & Memberships	85	85	85	85	85	85	85	85	85	85	85	85	-	1,020
5400 Insurance	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	2,279	-	27,352
5501 Utilities	2,024	2,024	2,024	2,024	2,024	2,024	2,024	2,024	2,024		2,024	2,024	-	24,286
5502 Janitorial/Trash Removal	1,586	1,586	1,586	1,586	1,586	1,586	1,586	1,586	1,586	1,586	1,586	1,586	-	19,037
5510 Office Expense	525	525	525	525	525	525	525	525	525	525	525	525	-	6,305
5511 Postage and Shipping	-	-	47	47	47	47	47	47	47	47	47	47	-	467
5512 Printing	-	-	104	104	104	104	104	104	104	104	104	104	-	1,036

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5513 Other taxes and fees	-	-	140	140	140	140	140	140	140	140	140	140	-	1,401
5514 Bank Charges	-	-	166	166	166	166	166	166	166	166	166	166	-	1,658
5515 Public Relations/Recruitment	-	-	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	-	19,403
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5530 School Fundraising Expense	60	60	60	60	60	60	60	60	60	60	60	60	-	716
5531 ASB Fundraising Expense	53	53	53	53	53	53	53	53	53	53	53	53	-	638
5900 Communications	755	755	755	755	755	755	755	755	755	755	755	755	-	9,063
	7,441	7,441	9,838	9,838	9,838	9,838	10,296	10,296	10,296	10,296	9,838	9,838	-	115,094
Depreciation														
6900 Depreciation Expense	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	-	25,416
	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	-	25,416
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**87,240**	**184,661**	**189,274**	**190,266**	**189,051**	**191,771**	**194,846**	**196,491**	**185,676**	**187,163**	**181,704**	**181,704**	**2,912**	2,162,758
Monthly Surplus (Deficit)	**(64,866)**	**(86,783)**	**(21,216)**	**(59,362)**	**(57,928)**	**62,582**	**37,255**	**(26,906)**	**(28,196)**	**56,080**	**22,631**	**(26,417)**	**235,025**	41,897
														2%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(64,866)	(86,783)	(21,216)	(59,362)	(57,928)	62,582	37,255	(26,906)	(28,196)	56,080	22,631	(26,417)	235,025	41,897
Cash flows from operating activities														
Depreciation/Amortization	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	2,118	-	25,416
Public Funding Receivables	143,834	1,475	-	52,922	-	2,079	-	-	-	-	-	-	(237,937)	(37,627)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(4,485)	-	-	-	-	-	-	-	-	-	-	-	2,912	(1,573)
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	76,602	(83,191)	(19,098)	(4,322)	(55,810)	66,779	39,373	(24,788)	(26,078)	58,198	24,749	(24,299)		
Cash, Beginning of Month	425,041	501,642	418,452	399,354	395,032	339,222	406,001	445,374	420,586	394,507	452,705	477,454		
Cash, End of Month	**501,642**	**418,452**	**399,354**	**395,032**	**339,222**	**406,001**	**445,374**	**420,586**	**394,507**	**452,705**	**477,454**	**453,155**		

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LCFF State Aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
New School/New Grade Apportionment	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a	n/a	
In Lieu of Property Taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%	0.0%	
New School In Lieu of Property Taxes	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a	n/a	
Special Education	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	59,229	59,229	106,613	106,613	106,613	106,613	106,613	145,181	145,181	145,181	145,181	145,181	1,377,430
8012 Education Protection Account	-	-	-	65,413	-	-	65,413	-	-	97,359	-	-	76,062	304,246
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	27,505	55,011	36,674	36,674	36,674	36,674	36,674	64,179	32,090	32,090	32,090	32,090	-	458,423
	27,505	114,240	95,903	208,700	143,287	143,287	208,700	170,792	177,271	274,629	177,271	177,271	221,243	2,140,098
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	532	532	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	10,640
8290 Title I, Part A - Basic Low Income	-	-	18,197	-	-	18,197	-	-	18,197	-	-	-	18,197	72,788
8291 Title II, Part A - Teacher Quality	-	-	1,715	-	-	1,715	-	-	1,715	-	-	-	1,715	6,858
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	20,444	532	1,064	20,976	1,064	1,064	20,976	1,064	1,064	1,064	20,976	90,287
Other State Revenue														
8311 State Special Education	-	2,002	2,002	3,603	3,603	3,603	3,603	3,603	4,906	4,906	4,906	4,906	4,906	46,550
8520 Child Nutrition	-	-	266	266	532	532	532	532	532	532	532	532	532	5,320
8545 School Facilities (SB740)	-	-	-	-	-	-	108,775	-	-	-	54,388	-	54,388	217,550
8550 Mandated Cost	-	-	-	-	-	6,292	-	-	-	-	-	-	-	6,292
8560 State Lottery	-	-	-	-	-	-	9,690	-	-	9,690	-	-	19,380	38,760
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	2,002	2,268	3,869	4,135	10,427	122,600	4,135	5,438	15,128	59,826	5,438	79,206	314,472
Other Local Revenue														
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	1,159	1,159	3,013	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-	-	23,180
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	1,159	1,159	3,013	2,550	2,550	2,550	2,550	2,550	2,550	2,550	-	-	23,180
Total Revenue	**27,505**	**117,401**	**119,774**	**216,114**	**151,036**	**177,240**	**334,914**	**178,541**	**206,234**	**293,371**	**240,710**	**183,773**	**321,424**	**2,568,037**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	67,968	67,968	67,968	67,968	67,968	67,968	67,968	67,968	67,968	67,968	67,968	-	747,653
1170 Teachers' Substitute Hours	-	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	-	13,770
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200 Pupil Support Salaries	4,502	4,502	4,502	4,502	4,502	4,502	4,502		4,502	4,502	4,502	4,502	-	54,021
1300 Administrators' Salaries	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	9,775	-	117,300
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	14,277	83,497	83,497	83,497	83,497	83,497	83,497	83,497	83,497	83,497	83,497	83,497	-	932,744

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Classified Salaries														
2100 Instructional Salaries	-	1,202	1,202	1,202	1,202	1,202	1,202	1,202	1,202	1,202	1,202	1,202	-	13,219
2200 Support Salaries	-	2,713	2,713	2,713	2,713	2,713	2,713	2,713	2,713	2,713	2,713	2,713	-	29,845
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	12,235	12,235	12,235	12,235	12,235	12,235	12,235	12,235	12,235	12,235	12,235	12,235	-	146,819
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12,235	16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	-	189,883
Benefits														
3101 STRS	2,897	15,932	15,932	15,932	15,932	15,932	15,932	15,932	15,932	15,932	15,932	15,932	-	178,154
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	759	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	1,001	-	11,773
3311 Medicare	404	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443	-	16,278
3401 Health and Welfare	10,498	10,498	10,498	10,498	10,498	10,498	10,498	10,498	10,498	10,498	10,498	10,498	-	125,970
3501 State Unemployment	539	539	539	539	539	539	2,695	2,156	1,078	539	539	539	-	10,780
3601 Workers' Compensation	488	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	-	19,646
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	15,584	31,155	31,155	31,155	31,155	31,155	33,311	32,772	31,694	31,155	31,155	31,155	-	362,601
Books and Supplies														
4100 Textbooks and Core Curricula Mat	-	8,895	8,895	8,895	8,895	-	-	-	-	-	-	-	-	35,581
4200 Books and Other Reference Mater	119	119	119	119	119	-	-	-	-	-	-	-	-	593
4302 School Supplies	168	168	168	168	168	168	168	168	168	168	168	168	-	2,016
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	11,465	11,465	11,465	-	-	-	34,395
4304 Uniforms	712	712	712	712	712	712	712	712	712	712	712	712	-	8,540
4305 Software	840	840	840	840	840	840	840	840	840	840	840	840	-	10,081
4400 Noncapitalized Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Food Services	-	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	4,504	-	49,540
	1,838	15,237	15,237	15,237	15,237	6,223	6,223	17,688	17,688	17,688	6,223	6,223	-	140,746
Subagreement Services														
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	2,149	2,149	2,149	2,149	2,149	2,149	2,149	2,149	2,149	2,149	2,149	-	23,642
5103 Substitute Teacher	-	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	2,728	-	30,007
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	787	787	787	787	787	787	787	787	787	787	787	-	8,658
5106 Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	5,664	5,664	5,664	5,664	5,664	5,664	5,664	5,664	5,664	5,664	5,664	-	62,308
Professional/Consulting Services														
5801 IT	1,515	1,515	1,515	1,515	1,515	1,515	1,515	1,515	1,515	1,515	1,515	1,515	-	18,174
5802 Audit & Taxes	-	-	-	-	-	-	-	3,060	3,060	3,060	-	-	-	9,180
5803 Legal	935	935	935	935	935	935	935	935	935	935	935	935	-	11,220
5804 Professional Development	-	-	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	1,423	-	14,233
5805 General Consulting	-	-	593	593	593	593	593	593	593	593	593	593	-	5,930
5810 Payroll Service Fee	503	503	503	503	503	503	503	503	503	503	503	503	-	6,032
5811 Management Fee	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	4,280	-	51,361
5812 District Oversight Fee	275	1,142	959	2,087	1,433	1,433	2,087	1,708	1,773	2,746	1,773	1,773	2,212	21,401
5813 County Fees	-	-	-	1,441	-	-	1,441	-	-	1,441	-	-	1,441	5,766
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	7,507	8,375	10,208	12,777	10,681	10,681	12,777	14,016	14,081	16,496	11,021	11,021	3,654	143,297
Facilities, Repairs and Other Leases														
5601 Rent	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	-	303,580
5602 Additional Rent	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	-	23,071
5603 Equipment Leases	839	839	839	839	839	839	839	839	839	839	839	839	-	10,070
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	1,186	1,186	1,186		1,186	1,186	1,186	1,186	1,186	1,186	1,186	1,186	-	14,233
	29,246	29,246	29,246	29,246	29,246	29,246	29,246	29,246	29,246	29,246	29,246	29,246	-	350,954

Los Angeles International Charter High School

Monthly Cash Flow/Forecast FY20-21

Revised 11/6/18

ADA = 190.00

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast
Operations and Housekeeping														
5201 Auto and Travel	-	-	-	-	-	-	544	544	544	544	-	-	-	2,175
5203 Business Meals	87	87	87	87	87	87	87	87	87	87	87	87	-	1,040
5300 Dues & Memberships	101	101	101	101	101	101	101	101	101	101	101	101	-	1,210
5400 Insurance	2,703	2,703	2,703	2,703	2,703	2,703	2,703	2,703	2,703	2,703	2,703	2,703	-	32,441
5501 Utilities	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	-	28,805
5502 Janitorial/Trash Removal	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	1,882	-	22,579
5510 Office Expense	623	623	623	623	623	623	623	623	623	623	623	623	-	7,478
5511 Postage and Shipping	-	-	55	55	55	55	55	55	55	55	55	55	-	554
5512 Printing	-	-	123	123	123	123	123	123	123	123	123	123	-	1,229
5513 Other taxes and fees	-	-	166	166	166	166	166	166	166	166	166	166	-	1,662
5514 Bank Charges	-	-	197	197	197	197	197	197	197	197	197	197	-	1,966
5515 Public Relations/Recruitment	-	-	1,979	1,979	1,979	1,979	1,979	1,979	1,979	1,979	1,979	1,979	-	19,792
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5530 School Fundraising Expense	61	61	61	61	61	61	61	61	61	61	61	61	-	730
5531 ASB Fundraising Expense	54	54	54	54	54	54	54	54	54	54	54	54	-	650
5900 Communications	896	896	896	896	896	896	896	896	896	896	896	896	-	10,749
	8,807	8,807	11,327	11,327	11,327	11,327	11,871	11,871	11,871	11,871	11,327	11,327	-	133,060
Depreciation														
6900 Depreciation Expense	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	25,924
	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	25,924
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**91,655**	**200,291**	**204,645**	**207,214**	**205,118**	**196,104**	**200,900**	**213,065**	**212,052**	**213,928**	**196,444**	**196,444**	**3,654**	**2,341,516**
Monthly Surplus (Deficit)	**(64,150)**	**(82,891)**	**(84,871)**	**8,900**	**(54,083)**	**(18,865)**	**134,014**	**(34,524)**	**(5,818)**	**79,443**	**44,266**	**(12,671)**	**317,770**	**226,521**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(64,150)	(82,891)	(84,871)	8,900	(54,083)	(18,865)	134,014	(34,524)	(5,818)	79,443	44,266	(12,671)	317,770	226,521
Cash flows from operating activities														
Depreciation/Amortization	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	25,924
Public Funding Receivables	172,283	-	-	-	46,855	18,799	-	-	-	-	-	-	(321,424)	(83,487)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(2,912)	-	-	-	-	-	-	-	-	-	-	-	3,654	742
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	107,382	(80,730)	(82,711)	11,061	(5,068)	2,094	136,174	(32,364)	(3,657)	81,603	46,426	(10,511)		
Cash, Beginning of Month	453,155	560,536	479,806	397,095	408,156	403,089	405,183	541,357	508,993	505,335	586,939	633,365		
Cash, End of Month	**560,536**	**479,806**	**397,095**	**408,156**	**403,089**	**405,183**	**541,357**	**508,993**	**505,335**	**586,939**	**633,365**	**622,854**		

Los Angeles International Charter High School

Monthly Cash Flow/Forecast FY21-22

Revised 11/6/18

ADA = 228.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast
LCFF State Aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
New School/New Grade Apportionment	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a	n/a	
In Lieu of Property Taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%	0.0%	
New School In Lieu of Property Taxes	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a	n/a	
Special Education	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	70,754	70,754	127,357	127,357	127,357	127,357	127,357	183,961	183,961	183,961	183,961	183,961	1,698,098
8012 Education Protection Account	-	-	-	76,062	-	-	76,062	-	-	121,699	-	-	91,274	365,096
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	33,006	66,013	44,009	44,009	44,009	44,009	44,009	77,015	38,507	38,507	38,507	38,507	-	550,107
	33,006	136,767	114,763	247,427	171,366	171,366	247,427	204,372	222,468	344,167	222,468	222,468	275,235	2,613,301
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	638	638	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	12,768
8290 Title I, Part A - Basic Low Income	-	-	21,837	-	-	21,837	-	-	21,837	-	-	-	21,837	87,346
8291 Title II, Part A - Teacher Quality	-	-	2,057	-	-	2,057	-	-	2,057	-	-	-	2,057	8,230
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	24,532	638	1,277	25,171	1,277	1,277	25,171	1,277	1,277	1,277	25,171	108,344
Other State Revenue														
8311 State Special Education	-	2,328	2,328	4,190	4,190	4,190	4,190	4,190	6,052	6,052	6,052	6,052	6,052	55,860
8520 Child Nutrition	-	-	319	319	638	638	638	638	638	638	638	638	638	6,384
8545 School Facilities (SB740)	-	-	-	-	-	-	113,842	-	-	-	56,921	-	56,921	227,685
8550 Mandated Cost	-	-	-	-	-	6,397	-	-	-	-	-	-	-	6,397
8560 State Lottery	-	-	-	-	-	-	11,628	-	-	11,628	-	-	23,256	46,512
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	2,328	2,647	4,509	4,828	11,225	130,298	4,828	6,690	18,318	63,611	6,690	86,867	342,838
Other Local Revenue														
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	1,391	1,391	3,616	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	-	27,816
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	1,391	1,391	3,616	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	-	27,816
Total Revenue	**33,006**	**140,485**	**143,333**	**256,191**	**180,530**	**210,822**	**382,062**	**213,537**	**257,389**	**366,822**	**290,416**	**230,435**	**387,272**	3,092,299
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	69,328	69,328	69,328	69,328	69,328	69,328	69,328	69,328	69,328	69,328	69,328	-	762,606
1170 Teachers' Substitute Hours	-	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	-	14,045
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200 Pupil Support Salaries	4,592	4,592	4,592	4,592	4,592		4,592	4,592	4,592	4,592	4,592	4,592	-	55,101
1300 Administrators' Salaries	15,804	15,804	15,804	15,804	15,804	15,804	15,804	15,804	15,804	15,804	15,804	15,804	-	189,646
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	20,396	91,000	91,000	91,000	91,000	91,000	91,000	91,000	91,000	91,000	91,000	91,000	-	1,021,399

Los Angeles International Charter High School

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	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast
Classified Salaries														
2100 Instructional Salaries	-	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	1,226	-	13,484
2200 Support Salaries	-	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	-	30,442
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	12,480	12,480	12,480	12,480	12,480	12,480	12,480	12,480	12,480	12,480	12,480	12,480	-	149,755
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12,480	16,473	16,473	16,473	16,473	16,473	16,473	16,473	16,473	16,473	16,473	16,473	-	193,681
Benefits														
3101 STRS	3,173	17,447	17,447	17,447	17,447	17,447	17,447	17,447	17,447	17,447	17,447	17,447	-	195,087
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	774	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	-	12,008
3311 Medicare	437	1,562	1,562	1,562	1,562	1,562	1,562	1,562	1,562	1,562	1,562	1,562	-	17,619
3401 Health and Welfare	11,271	11,271	11,271	11,271	11,271	11,271	11,271	11,271	11,271	11,271	11,271	11,271	-	135,252
3501 State Unemployment	564	564	564	564	564	564	2,818	2,254	1,127	564	564	564	-	11,270
3601 Workers' Compensation	528	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	-	21,264
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	16,746	33,750	33,750	33,750	33,750	33,750	36,004	35,440	34,313	33,750	33,750	33,750	-	392,500
Books and Supplies														
4100 Textbooks and Core Curricula Mat	-	10,888	10,888	10,888	10,888	-	-	-	-	-	-	-	-	43,552
4200 Books and Other Reference Mater	145	145	145	145	145	-	-	-	-	-	-	-	-	726
4302 School Supplies	206	206	206	206	206	206	206	206	206	206	206	206	-	2,468
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	14,033	14,033	14,033	-	-	-	42,100
4304 Uniforms	871	871	871	871	871	871	871	871	871	871	871	871	-	10,452
4305 Software	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	-	12,340
4400 Noncapitalized Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Food Services	-	5,512	5,512	5,512	5,512	5,512	5,512	5,512	5,512	5,512	5,512	5,512	-	60,636
	2,250	18,650	18,650	18,650	18,650	7,617	7,617	21,651	21,651	21,651	7,617	7,617	-	172,274
Subagreement Services														
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	2,631	2,631	2,631	2,631	2,631	2,631	2,631	2,631	2,631	2,631	2,631	-	28,938
5103 Substitute Teacher	-	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	-	36,729
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	963	963	963	963	963	963	963	963	963	963	963	-	10,598
5106 Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	-	76,265
Professional/Consulting Services														
5801 IT	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	-	22,245
5802 Audit & Taxes	-	-	-	-	-	-	-	3,121	3,121	3,121	-	-	-	9,364
5803 Legal	954	954	954	954	954	954	954	954	954	954	954	954	-	11,444
5804 Professional Development	-	-	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	-	17,421
5805 General Consulting	-	-	726	726	726	726	726	726	726	726	726	726	-	7,259
5810 Payroll Service Fee	615	615	615	615	615	615	615	615	615	615	615	615	-	7,383
5811 Management Fee	5,154	5,154	5,154	5,154	5,154	5,154	5,154	5,154	5,154	5,154	5,154	5,154	-	61,846
5812 District Oversight Fee	330	1,368	1,148	2,474	1,714	1,714	2,474	2,044	2,225	3,442	2,225	2,225	2,752	26,133
5813 County Fees	-	-	-	1,764	-	-	1,764	-	-	1,764	-	-	1,764	7,057
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8,907	9,944	12,192	15,283	12,758	12,758	15,283	16,209	16,390	19,372	13,269	13,269	4,517	170,152
Facilities, Repairs and Other Leases														
5601 Rent	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	-	303,580
5602 Additional Rent	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	-	23,071
5603 Equipment Leases	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	-	12,326
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	-	17,421
	29,700	29,700	29,700	29,700	29,700	29,700	29,700	29,700	29,700	29,700	29,700	29,700	-	356,397

Los Angeles International Charter High School

Monthly Cash Flow/Forecast FY21-22

Revised 11/6/18

ADA = 228.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast
Operations and Housekeeping														
5201 Auto and Travel	-	-	-	-	-	-	666	666	666	666	-	-	-	2,662
5203 Business Meals	106	106	106	106	106	106	106	106	106	106	106	106	-	1,273
5300 Dues & Memberships	123	123	123	123	123	123	123	123	123	123	123	123	-	1,481
5400 Insurance	3,309	3,309	3,309	3,309	3,309	3,309	3,309	3,309	3,309	3,309	3,309	3,309	-	39,708
5501 Utilities	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	2,938	-	35,257
5502 Janitorial/Trash Removal	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	-	27,637
5510 Office Expense	763	763	763	763	763	763	763	763	763	763	763	763	-	9,153
5511 Postage and Shipping	-	-	68	68	68	68	68	68	68	68	68	68	-	678
5512 Printing	-	-	150	150	150	150	150	150	150	150	150	150	-	1,504
5513 Other taxes and fees	-	-	203	203	203	203	203	203	203	203	203	203	-	2,034
5514 Bank Charges	-	-	241	241	241	241	241	241	241	241	241	241	-	2,406
5515 Public Relations/Recruitment	-	-	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	-	20,187
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5530 School Fundraising Expense	62	62	62	62	62	62	62	62	62	62	62	62	-	745
5531 ASB Fundraising Expense	55	55	55	55	55	55	55	55	55	55	55	55	-	663
5900 Communications	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	-	13,157
	10,756	10,756	13,437	13,437	13,437	13,437	14,103	14,103	14,103	14,103	13,437	13,437	-	158,546
Depreciation														
6900 Depreciation Expense	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	-	26,443
	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	-	26,443
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**103,438**	**219,410**	**224,339**	**227,430**	**224,905**	**213,872**	**219,316**	**233,713**	**232,767**	**235,184**	**214,383**	**214,383**	**4,517**	**2,567,656**
Monthly Surplus (Deficit)	**(70,431)**	**(78,925)**	**(81,006)**	**28,761**	**(44,375)**	**(3,050)**	**162,746**	**(20,176)**	**24,622**	**131,637**	**76,033**	**16,052**	**382,756**	**524,643**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(70,431)	(78,925)	(81,006)	28,761	(44,375)	(3,050)	162,746	(20,176)	24,622	131,637	76,033	16,052	382,756	524,643
Cash flows from operating activities														
Depreciation/Amortization	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	-	26,443
Public Funding Receivables	222,839	54,388	19,380	-	-	-	24,818	-	-	-	-	-	(387,272)	(65,848)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(3,654)	-	-	-	-	-	-	-	-	-	-	-	4,517	863
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	150,957	(22,334)	(59,423)	30,964	(42,171)	(847)	189,767	(17,972)	26,826	133,841	78,236	18,255		
Cash, Beginning of Month	622,854	773,811	751,477	692,054	723,019	680,848	680,001	869,768	851,796	878,622	1,012,462	1,090,699		
Cash, End of Month	**773,811**	**751,477**	**692,054**	**723,019**	**680,848**	**680,001**	**869,768**	**851,796**	**878,622**	**1,012,462**	**1,090,699**	**1,108,954**		

Los Angeles International Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 11/6/18

ADA = 228.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast
LCFF State Aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
New School/New Grade Apportionment	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a	n/a	
In Lieu of Property Taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%	0.0%	
New School In Lieu of Property Taxes	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a	n/a	
Special Education	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	88,245	88,245	158,841	158,841	158,841	158,841	158,841	158,841	158,841	158,841	158,841	158,841	1,764,899
8012 Education Protection Account	-	-	-	91,274	-	-	91,274	-	-	102,683	-	-	95,077	380,308
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	33,006	66,013	44,009	44,009	44,009	44,009	44,009	77,015	38,507	38,507	38,507	38,507	-	550,107
	33,006	154,258	132,253	294,123	202,849	202,849	294,123	235,856	197,348	300,031	197,348	197,348	253,918	2,695,314
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	638	638	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	12,768
8290 Title I, Part A - Basic Low Income	-	-	21,837	-	-	21,837	-	-	21,837	-	-	-	21,837	87,346
8291 Title II, Part A - Teacher Quality	-	-	2,057	-	-	2,057	-	-	2,057	-	-	-	2,057	8,230
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	24,532	638	1,277	25,171	1,277	1,277	25,171	1,277	1,277	1,277	25,171	108,344
Other State Revenue														
8311 State Special Education	-	2,793	2,793	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	55,860
8520 Child Nutrition	-	-	319	319	638	638	638	638	638	638	638	638	638	6,384
8545 School Facilities (SB740)	-	-	-	-	-	-	113,842	-	-	-	56,921	-	56,921	227,685
8550 Mandated Cost	-	-	-	-	-	6,397	-	-	-	-	-	-	621	7,018
8560 State Lottery	-	-	-	-	-	-	11,628	-	-	11,628	-	-	23,256	46,512
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	2,793	3,112	5,347	5,666	12,063	131,136	5,666	5,666	17,294	62,587	5,666	86,464	343,458
Other Local Revenue														
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	1,391	1,391	3,616	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	-	27,816
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	1,391	1,391	3,616	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	-	27,816
Total Revenue	**33,006**	**158,442**	**161,289**	**303,725**	**212,852**	**243,143**	**429,596**	**245,858**	**231,245**	**321,662**	**264,272**	**204,291**	**365,552**	**3,174,932**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	70,714	70,714	70,714	70,714	70,714	70,714	70,714	70,714	70,714	70,714	70,714	-	777,859
1170 Teachers' Substitute Hours	-	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	-	14,326
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200 Pupil Support Salaries	4,684	4,684	4,684	4,684	4,684	4,684	4,684	4,684	4,684	4,684	4,684	4,684	-	56,203
1300 Administrators' Salaries	16,120	16,120	16,120	16,120	16,120	16,120	16,120	16,120	16,120	16,120	16,120	16,120	-	193,439
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	20,804	92,820	92,820	92,820	92,820	92,820	92,820	92,820	92,820	92,820	92,820	92,820	-	1,041,827
Classified Salaries														
2100 Instructional Salaries	-	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	13,753
2200 Support Salaries	-	2,823	2,823	2,823	2,823	2,823	2,823	2,823	2,823	2,823	2,823	2,823	-	31,051
2300 Classified Administrators'	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	12,729	12,729	12,729	12,729	12,729	12,729	12,729	12,729	12,729	12,729	12,729	12,729	-	152,750
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12,729	16,802	16,802	16,802	16,802	16,802	16,802	16,802	16,802	16,802	16,802	16,802	-	197,554
Benefits														
3101 STRS	3,236	17,796	17,796	17,796	17,796	17,796	17,796	17,796	17,796	17,796	17,796	17,796	-	198,989
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	789	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	-	12,248
3311 Medicare	446	1,593	1,593	1,593	1,593	1,593	1,593	1,593	1,593	1,593	1,593	1,593	-	17,971
3401 Health and Welfare	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	-	137,957
3501 State Unemployment	564	564	564	564	564	564	2,818	2,254	1,127	564	564	564	-	11,270
3601 Workers' Compensation	539	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	-	21,689
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	17,070	34,413	34,413	34,413	34,413	34,413	36,667	36,104	34,977	34,413	34,413	34,413	-	400,125

Los Angeles International Charter High School

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	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula Mat	-	11,106	11,106	11,106	11,106	-	-	-	-	-	-	-	-	44,423
4200 Books and Other Reference Mate	148	148	148	148	148	-	-	-	-	-	-	-	-	740
4302 School Supplies	210	210	210	210	210	210	210	210	210	210	210	210	-	2,517
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	14,314	14,314	14,314	-	-	-	42,942
4304 Uniforms	888	888	888	888	888	888	888	888	888	888	888	888	-	10,661
4305 Software	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	-	12,586
4400 Noncapitalized Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Food Services	-	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623	-	61,849
	2,295	19,023	19,023	19,023	19,023	7,770	7,770	22,084	22,084	22,084	7,770	7,770	-	175,719
Subagreement Services														
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	-	29,517
5103 Substitute Teacher	-	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	-	37,463
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	983	983	983	983	983	983	983	983	983	983	983	-	10,810
5106 Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	7,072	7,072	7,072	7,072	7,072	7,072	7,072	7,072	7,072	7,072	7,072	-	77,790
Professional/Consulting Services														
5801 IT	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	-	22,690
5802 Audit & Taxes	-	-	-	-	-	-	-	3,184	3,184	3,184	-	-	-	9,551
5803 Legal	973	973	973	973	973	973	973	973	973	973	973	973	-	11,673
5804 Professional Development	-	-	1,777	1,777	1,777	1,777	1,777	1,777	1,777	1,777	1,777	1,777	-	17,769
5805 General Consulting	-	-	740	740	740	740	740	740	740	740	740	740	-	7,404
5810 Payroll Service Fee	628	628	628	628	628	628	628	628	628	628	628	628	-	7,531
5811 Management Fee	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	5,292	-	63,499
5812 District Oversight Fee	330	1,543	1,323	2,941	2,028	2,028	2,941	2,359	1,973	3,000	1,973	1,973	2,539	26,953
5813 County Fees	-	-	-	1,800	-	-	1,800	-	-	1,800	-	-	1,800	7,198
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	9,113	10,325	12,623	16,041	13,329	13,329	16,041	16,842	16,457	19,284	13,274	13,274	4,339	174,268
Facilities, Repairs and Other Leases														
5601 Rent	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	-	303,580
5602 Additional Rent	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	-	23,071
5603 Equipment Leases	1,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	-	12,572
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	-	17,769
	29,749	29,749	29,749	29,749	29,749	29,749	29,749	29,749	29,749	29,749	29,749	29,749	-	356,992
Operations and Housekeeping														
5201 Auto and Travel	-	-	-	-	-	-	679	679	679	679	-	-	-	2,716
5203 Business Meals	108	108	108	108	108	108	108	108	108	108	108	108	-	1,299
5300 Dues & Memberships	126	126	126	126	126	126	126	126	126	126	126	126	-	1,510
5400 Insurance	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	-	40,502
5501 Utilities	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	-	35,962
5502 Janitorial/Trash Removal	2,349	2,349	2,349	2,349	2,349	2,349	2,349	2,349	2,349	2,349	2,349	2,349	-	28,190
5510 Office Expense	778	778	778	778	778	778	778	778	778	778	778	778	-	9,336
5511 Postage and Shipping	-	-	69	69	69	69	69	69	69	69	69	69	-	692
5512 Printing	-	-	153	153	153	153	153	153	153	153	153	153	-	1,535
5513 Other taxes and fees	-	-	207	207	207	207	207	207	207	207	207	207	-	2,075
5514 Bank Charges	-	-	245	245	245	245	245	245	245	245	245	245	-	2,454
5515 Public Relations/Recruitment	-	-	2,059	2,059	2,059	2,059	2,059	2,059	2,059	2,059	2,059	2,059	-	20,591
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5530 School Fundraising Expense	63	63	63	63	63	63	63	63	63	63	63	63	-	760
5531 ASB Fundraising Expense	56	56	56	56	56	56	56	56	56	56	56	56	-	677
5900 Communications	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	-	13,420
	10,971	10,971	13,706	13,706	13,706	13,706	14,385	14,385	14,385	14,385	13,706	13,706	-	161,717
Depreciation														
6900 Depreciation Expense	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	-	26,972
	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	-	26,972
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**104,979**	**223,425**	**228,457**	**231,875**	**229,163**	**217,909**	**223,554**	**238,106**	**236,594**	**238,857**	**217,854**	**217,854**	**4,339**	**2,612,964**

Los Angeles International Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 11/6/18

ADA = 228.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	(71,973)	(64,983)	(67,168)	71,850	(16,311)	25,234	206,042	7,752	(5,349)	82,805	46,418	(13,563)	361,213	561,968
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(71,973)	(64,983)	(67,168)	71,850	(16,311)	25,234	206,042	7,752	(5,349)	82,805	46,418	(13,563)	361,213	561,968
Cash flows from operating activities														
Depreciation/Amortization	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	-	26,972
Public Funding Receivables	277,150	56,921	23,256	-	-	-	29,945	-	-	-	-	-	(365,552)	21,720
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(4,517)	-	-	-	-	-	-	-	-	-	-	-	4,339	(178)
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	202,908	(5,814)	(41,664)	74,097	(14,063)	27,482	238,235	10,000	(3,102)	85,053	48,666	(11,315)		
Cash, Beginning of Month	1,108,954	1,311,862	1,306,048	1,264,384	1,338,481	1,324,418	1,351,900	1,590,135	1,600,135	1,597,033	1,682,086	1,730,751		
Cash, End of Month	1,311,862	1,306,048	1,264,384	1,338,481	1,324,418	1,351,900	1,590,135	1,600,135	1,597,033	1,682,086	1,730,751	1,719,436		

Los Angeles International Charter High School

Monthly Cash Flow/Forecast FY23-24

Revised 11/6/18

ADA = 228.00

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast
LCFF State Aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
New School/New Grade Apportionment	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a	n/a	
In Lieu of Property Taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%	0.0%	
New School In Lieu of Property Taxes	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a	n/a	
Special Education	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	87,583	87,583	157,650	157,650	157,650	157,650	157,650	157,650	157,650	157,650	157,650	157,650	1,751,668
8012 Education Protection Account	-	-	-	95,077	-	-	95,077	-	-	106,486	-	-	98,880	395,520
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	33,006	66,013	44,009	44,009	44,009	44,009	44,009	77,015	38,507	38,507	38,507	38,507	-	550,107
	33,006	153,596	131,592	296,736	201,659	201,659	296,736	234,665	196,158	302,644	196,158	196,158	256,530	2,697,295
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	638	638	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	12,768
8290 Title I, Part A - Basic Low Income	-	-	21,837	-	-	21,837	-	-	21,837	-	-	-	21,837	87,346
8291 Title II, Part A - Teacher Quality	-	-	2,057	-	-	2,057	-	-	2,057	-	-	-	2,057	8,230
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	24,532	638	1,277	25,171	1,277	1,277	25,171	1,277	1,277	1,277	25,171	108,344
Other State Revenue														
8311 State Special Education	-	2,793	2,793	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	55,860
8520 Child Nutrition	-	-	319	319	638	638	638	638	638	638	638	638	638	6,384
8545 School Facilities (SB740)	-	-	-	-	-	-	113,842	-	-	-	56,921	-	56,921	227,685
8550 Mandated Cost	-	-	-	-	-	6,397	-	-	-	-	-	-	621	7,018
8560 State Lottery	-	-	-	-	-	-	11,628	-	-	11,628	-	-	23,256	46,512
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	2,793	3,112	5,347	5,666	12,063	131,136	5,666	5,666	17,294	62,587	5,666	86,464	343,458
Other Local Revenue														
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	1,391	1,391	3,616	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	-	27,816
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	1,391	1,391	3,616	3,060	3,060	3,060	3,060	3,060	3,060	3,060	-	-	27,816
Total Revenue	**33,006**	**157,780**	**160,627**	**306,337**	**211,661**	**241,952**	**432,208**	**244,667**	**230,054**	**324,274**	**263,081**	**203,100**	**368,164**	**3,176,913**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	72,129	72,129	72,129	72,129	72,129	72,129	72,129	72,129	72,129	72,129	72,129	-	793,416
1170 Teachers' Substitute Hours	-	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	-	14,613
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200 Pupil Support Salaries	4,777	4,777	4,777	4,777	4,777	4,777	4,777	4,777	4,777	4,777	4,777	4,777	-	57,327
1300 Administrators' Salaries	16,442	16,442	16,442	16,442	16,442	16,442	16,442	16,442	16,442	16,442	16,442	16,442	-	197,308
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	21,220	94,677	94,677	94,677	94,677	94,677	94,677	94,677	94,677	94,677	94,677	94,677	-	1,062,663
Classified Salaries														
2100 Instructional Salaries	-	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	-	14,028
2200 Support Salaries	-	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879	2,879	-	31,672
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	12,984	12,984	12,984	12,984	12,984	12,984	12,984	12,984	12,984	12,984	12,984	12,984	-	155,805
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12,984	17,138	17,138	17,138	17,138	17,138	17,138	17,138	17,138	17,138	17,138	17,138	-	201,506
Benefits														
3101 STRS	3,301	18,152	18,152	18,152	18,152	18,152	18,152	18,152	18,152	18,152	18,152	18,152	-	202,969
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	805	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	-	12,493
3311 Medicare	455	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	-	18,330
3401 Health and Welfare	11,726	11,726	11,726	11,726	11,726	11,726	11,726	11,726	11,726	11,726	11,726	11,726	-	140,716
3501 State Unemployment	564	564	564	564	564	564	2,818	2,254	1,127	564	564	564	-	11,270
3601 Workers' Compensation	549	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	-	22,123
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	17,400	35,090	35,090	35,090	35,090	35,090	37,344	36,781	35,654	35,090	35,090	35,090	-	407,902

Los Angeles International Charter High School

Monthly Cash Flow/Forecast FY23-24

Revised 11/6/18

ADA = 228.00

	Jul-23	Aug-23	Sep-23	Oct-23		Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula Mat	-	11,328	11,328	11,328	11,328	-	-	-	-	-	-	-	-	45,311
4200 Books and Other Reference Mater	151	151	151	151	151	-	-	-	-	-	-	-	-	755
4302 School Supplies	214	214	214	214	214	214	214	214	214	214	214	214	-	2,568
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	14,600	14,600	14,600	-	-	-	43,801
4304 Uniforms	906	906	906	906	906	906	906	906	906	906	906	906	-	10,875
4305 Software	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	-	12,838
4400 Noncapitalized Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Food Services	-	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	-	63,086
	2,341	19,404	19,404	19,404	19,404	7,925	7,925	22,525	22,525	22,525	7,925	7,925	-	179,234
Subagreement Services														
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	2,737	2,737	2,737	2,737	2,737	2,737	2,737	2,737	2,737	2,737	2,737	-	30,108
5103 Substitute Teacher	-	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	3,474	-	38,212
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	-	11,026
5106 Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	-	79,346
Professional/Consulting Services														
5801 IT	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	-	23,144
5802 Audit & Taxes	-	-	-	-	-	-	-	3,247	3,247	3,247	-	-	-	9,742
5803 Legal	992	992	992	992	992	992	992	992	992	992	992	992	-	11,907
5804 Professional Development	-	-	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	1,812	-	18,124
5805 General Consulting	-	-	755	755	755	755	755	755	755	755	755	755	-	7,552
5810 Payroll Service Fee	640	640	640	640	640	640	640	640	640	640	640	640	-	7,681
5811 Management Fee	5,295	5,295	5,295	5,295	5,295	5,295	5,295	5,295	5,295	5,295	5,295	5,295	-	63,538
5812 District Oversight Fee	330	1,536	1,316	2,967	2,017	2,017	2,967	2,347	1,962	3,026	1,962	1,962	2,565	26,973
5813 County Fees	-	-	-	1,836	-	-	1,836	-	-	1,836	-	-	1,836	7,342
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	9,186	10,392	12,739	16,226	13,440	13,440	16,226	17,017	16,632	19,533	13,385	13,385	4,401	176,004
Facilities, Repairs and Other Leases														
5601 Rent	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	25,298	-	303,580
5602 Additional Rent	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	-	23,071
5603 Equipment Leases	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	-	12,824
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	-	18,124
	29,800	29,800	29,800	29,800	29,800	29,800	29,800	29,800	29,800	29,800	29,800	29,800	-	357,599
Operations and Housekeeping														
5201 Auto and Travel	-	-	-	-	-	-	692	692	692	692	-	-	-	2,770
5203 Business Meals	110	110	110	110	110	110	110	110	110	110	110	110	-	1,325
5300 Dues & Memberships	128	128	128	128	128	128	128	128	128	128	128	128	-	1,541
5400 Insurance	3,443	3,443	3,443	3,443	3,443	3,443	3,443	3,443	3,443	3,443	3,443	3,443	-	41,312
5501 Utilities	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	-	36,681
5502 Janitorial/Trash Removal	2,396	2,396	2,396	2,396	2,396	2,396	2,396	2,396	2,396	2,396	2,396	2,396	-	28,753
5510 Office Expense	794	794	794	794	794	794	794	794	794	794	794	794	-	9,522
5511 Postage and Shipping	-	-	71	71	71	71	71	71	71	71	71	71	-	706
5512 Printing	-	-	157	157	157	157	157	157	157	157	157	157	-	1,565
5513 Other taxes and fees	-	-	212	212	212	212	212	212	212	212	212	212	-	2,136
5514 Bank Charges	-	-	250	250	250	250	250	250	250	250	250	250	-	2,503
5515 Public Relations/Recruitment	-	-	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	-	21,003
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5530 School Fundraising Expense	65	65	65	65	65	65	65	65	65	65	65	65	-	775
5531 ASB Fundraising Expense	58	58	58	58	58	58	58	58	58	58	58	58	-	690
5900 Communications	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	-	13,688
	11,191	11,191	13,980	13,980	13,980	13,980	14,672	14,672	14,672	14,672	13,980	13,980	-	164,951
Depreciation														
6900 Depreciation Expense	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	-	27,511
	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	-	27,511
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	106,414	227,198	232,335	235,822	233,035	221,556	227,289	242,117	240,605	242,942	221,501	221,501	4,401	2,656,715

Los Angeles International Charter High School

Monthly Cash Flow/Forecast FY23-24

Revised 11/6/18

ADA = 228.00

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23		Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	(73,407)	(69,418)	(71,707)	70,515	(21,374)	20,396	204,919	2,550	(10,551)	81,332	41,580	(18,401)	363,763	520,198
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(73,407)	(69,418)	(71,707)	70,515	(21,374)	20,396	204,919	2,550	(10,551)	81,332	41,580	(18,401)	363,763	520,198
Cash flows from operating activities														
Depreciation/Amortization	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	2,293	-	27,511
Public Funding Receivables	255,833	56,921	23,256	-	-	-	29,542	-	-	-	-	-	(368,164)	(2,612)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(4,339)	-	-	-	-	-	-	-	-	-	-	-	4,401	62
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	180,380	(10,204)	(46,159)	72,808	(19,082)	22,689	236,754	4,843	(8,258)	83,625	43,872	(16,109)		
Cash, Beginning of Month	1,719,436	1,899,816	1,889,612	1,843,453	1,916,261	1,897,180	1,919,868	2,156,622	2,161,465	2,153,206	2,236,831	2,280,703		
Cash, End of Month	1,899,816	1,889,612	1,843,453	1,916,261	1,897,180	1,919,868	2,156,622	2,161,465	2,153,206	2,236,831	2,280,703	2,264,595		

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of Los Angeles International Charter High School ("LAICHS"). The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement for 2019-20 through 2023-24 inclusive.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for LAICHS will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate.

It is planned that LAICHS will open in 2019-20 with enrollment of 172 and grow to 240 at capacity. The following table shows LAICHS's projected enrollment and ADA.

Table A: Enrollment & ADA

	2019-20 *Year 1*	2020-21 *Year 2*	2021-22 *Year 3*	2022-23 *Year 4*	2023-24 *Year 5*
Projected Enrollment & ADA by Grade					
6th Grade	35	40	40	40	40
7th Grade	-	40	40	40	40
8th Grade	-	-	40	40	40
9th Grade	35	30	30	30	30
10th Grade	30	30	30	30	30
11th Grade	30	30	30	30	30
12th Grade	42	30	30	30	30
Total Projected Enrollment	**172**	**200**	**240**	**240**	**240**
Average Daily Attendance (ADA)					
ADA %	95%	95%	95%	95%	95%
Total	**163.40**	**190.00**	**228.00**	**228.00**	**228.00**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around $13,500/ADA at LAICHS except in the early/initial, start-up years when some revenue streams are not immediately available. State revenue streams provide the largest source of funding making up about 84% of LAICHS's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2019-20 *Year 1*	2020-21 *Year 2*	2021-22 *Year 3*	2022-23 *Year 4*	2023-24 *Year 5*
Summary of Revenue Programs					
State Aid - Revenue Limit	$1,835,267	$2,140,098	$2,613,301	$2,695,314	$2,697,295
Federal Revenue	77,646	90,287	108,344	108,344	108,344
Other State Revenue	271,807	314,472	342,838	343,458	343,458
Other Local Revenue	19,935	23,180	27,816	27,816	27,816
Total Revenues	**$2,204,655**	**$2,568,037**	**$3,092,299**	**$3,174,932**	**$3,176,913**
State Revenues as % of Total	*83.2%*	*83.3%*	*84.5%*	*84.9%*	*84.9%*
Revenues per ADA	*$13,492*	*$13,516*	*$13,563*	*$13,925*	*$13,934*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v19.2b released 7/19/18) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at LAICHS of 74%. This rate is consistent with the demographics of Los Angeles County Office of Education ("LACOE") as a whole.

The 2018-19 estimates for LACOE's LCFF floor, gap funding and ADA stated on the LCFF Funding snapshot were used as estimates for 2019-20 floor to calculate the LCFF per-pupil funding for LAICHS in its first year. The calculator accounts for the updated implementation and cost of living adjustment (COLA) rates. These projections show that in year 1, a total of $261,652, or $1,601 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 21% of the LCFF revenues (or $2,413 per ADA) are projected to be disbursed via In-Lieu Property Taxes.

Table C: Projected State Revenues

	2019-20 *Year 1*	2020-21 *Year 2*	2021-22 *Year 3*	2022-23 *Year 4*	2023-24 *Year 5*
State Aid - Revenue Limit					
LCFF State Aid	$1,179,372	$1,377,430	$1,698,098	$1,764,899	$1,751,668
Education Protection Account	261,652	304,246	365,096	380,308	395,520
In Lieu of Property Taxes	394,243	458,423	550,107	550,107	550,107
Total State Revenue	**$1,835,267**	**$2,140,098**	**$2,613,301**	**$2,695,314**	**$2,697,295**

Federal Revenues

Startup Grant (PCSGP)

LAICHS will apply for a grant from the Public Charter School Growth Program (PGSCP) when it becomes available (anticipated winter/spring of 2018-19). Historically, new site-based schools serving a disadvantaged population have received $575,000, though this amount is expected to change slightly in the new grant cycle. The school expects to receive the full amount of that funding for reimbursement of eligible expenses that will span from late in Year 0 through Year 2 of operations. The grant is competitive and not assured, thus LAICHS has not included these funds in the budget.

Special Education

LAICHS provides special education services and will work with the Southwest Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. LAICHS's state special education funding includes general state aid of $245/ADA.

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 73%. Additional receipts from paid student meals have not been included for conservatism since we do not have historical information. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title Programs

Based on roughly 73% of students qualifying for free and reduced prices meals, LAICHS has also included a minimal amount of Title funds.

Table D: Projected Federal Revenues

	2019-20 *Year 1*	2020-21 *Year 2*	2021-22 *Year 3*	2022-23 *Year 4*	2023-24 *Year 5*
Federal Revenue					
Federal Child Nutrition	9,150	10,640	12,768	12,768	12,768
Title I, Part A - Basic Low Income	62,598	72,788	87,346	87,346	87,346
Title II, Part A - Teacher Quality	5,898	6,858	8,230	8,230	8,230
Charter Facility Incentive Grant	-	-	-	-	-
Total Federal Revenue	**$77,646**	**$90,287**	**$108,344**	**$108,344**	**$108,344**

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $204 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $16/ADA for grades K-8 and $45/ADA for grades 9-12. Since funding is dependent on the previous year's ADA, LAICHS will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

Charter School Facility Grant (SB740)

Although LAICHS is projecting to have a FRPM Eligibility of 73%, the geographic area targeted for a third-party lease is within the boundaries of LACOE elementary schools whose percentage of eligible students exceeds 55%. As a result, the budget does include the SB740 funding based on the lesser of $ $1,147 per ADA or 75% of the budgeted lease cost.

Table E: Projected Other State Revenues

	2019-20 *Year 1*	2020-21 *Year 2*	2021-22 *Year 3*	2022-23 *Year 4*	2023-24 *Year 5*
Other State Revenue					
State Special Education	$40,033	$46,550	$55,860	$55,860	$55,860
Child Nutrition	4,575	5,320	6,384	6,384	6,384
School Facilities (SB740)	$187,420	$217,550	$227,685	$227,685	$227,685
Mandated Cost	6,445	6,292	6,397	7,018	7,018
State Lottery	$33,334	$38,760	$46,512	$46,512	$46,512
Total Other State Revenue	**$271,807**	**$314,472**	**$342,838**	**$343,458**	**$343,458**

Other Local Revenues

Although LAICHS does intend to utilize fundraising, only a minimal amount of non-public revenue has been included in the budget to be conservative.

	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5
Other Local Revenue					
School Fundraising	19,935	23,180	27,816	27,816	27,816
Total Federal Revenue	**$19,935**	**$23,180**	**$27,816**	**$27,816**	**$27,816**

Expenditures

The projected expenditures through 2022-24 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5
Summary of Projected Expenses					
Certificated Salaries	$860,646	$932,744	$1,021,399	$1,041,827	$1,062,663
Classified Salaries	186,160	189,883	193,681	197,554	201,506
Employee Benefits	328,347	362,601	392,500	400,125	407,902
Total Compensation	**$1,375,153**	**$1,485,228**	**$1,607,580**	**$1,639,506**	**$1,672,071**
Books and Supplies	118,669	140,746	172,274	175,719	179,234
Subagreement Services	52,534	62,308	76,265	77,790	79,346
Professional/Consulting Services	128,751	143,297	170,152	174,268	176,004
Facilities, Repairs and Other Leases	347,141	350,954	356,397	356,992	357,599
Operations and Housekeeping	115,094	133,060	158,546	161,717	164,951
Depreciation	25,416	25,924	26,443	26,972	27,511
Total Non-Comp	**$787,605**	**$856,288**	**$960,076**	**$973,458**	**$984,645**
Total Expenses	**$2,162,758**	**$2,341,516**	**$2,567,656**	**$2,612,964**	**$2,656,715**
% Compensation	*64%*	*63%*	*63%*	*63%*	*63%*

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 63% of total expenditures. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers' compensation.

LAICHS's teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students is expected to be at or below 25:1 over the course of the full 5 years of operations. However, that ratio is slightly below 13:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2019-20 *Year 1*	2020-21 *Year 2*	2021-22 *Year 3*	2022-23 *Year 4*	2023-24 *Year 5*
Instructional Staff Ratio					
School Attendance	172.0	200.0	240.0	240.0	240.0
Certificated Teacher	13	14	17	17	17
Certificated Pupil Support (including SPED)	1.0	1.0	1.0	1.0	1.0
Classified Instructional Aides	1.0	1.0	1.0	1.0	1.0
Total Instructional Staff	**15**	**16**	**19**	**19**	**19**
Student : Instructional Staff Ratio	*11*	*12*	*13*	*13*	*13*

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

Total Staffing					
Instructional Staff					
Teachers					
6th Grade	3	3	3	3	3
7th Grade	-	3	3	3	3
8th Grade	-	-	3	3	3
9th Grade	3	2	2	2	2
10th Grade	2	2	2	2	2
11th Grade	2	2	2	2	2
12th Grade	3	2	2	2	2
Other					
Total Teacher	**13**	**14**	**17**	**17**	**17**
Other Instructional Staff					
Certificated Pupil Support (including SPED)	1	1	1	1	1
Classified Instructional Aides	1	1	1	1	1
Total Other Instructional Staff	**2**	**2**	**2**	**2**	**2**
Total Instructional Staff	**15**	**16**	**19**	**19**	**19**
Administrative Staff - Certified					
Executive Director	1	1	1	1	1
Curriculum Specialist	-	-	1	1	1
	-	-	-	-	-
Total Administrative Staff - Certified	**1**	**1**	**2**	**2**	**2**
Support and Administrative Staff					
Support Staff - Classified (FTE)	-	-	-	-	-
Administrative - Classified (FTE)	2	2	2	2	2
Clerical Staff - Classified (FTE)	3	3	3	3	3
Other Staff - Classified (FTE)	1	1	1	1	1
Total Classified Staff	**6**	**6**	**6**	**6**	**6**
Total Staffing	**22**	**23**	**27**	**27**	**27**

For the first year of operations (2018-19), it is assumed that the School and Site Directors and other 22-month employees will begin on July 1, 2018.

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2019-20 *Year 1*	2020-21 *Year 2*	2021-22 *Year 3*	2022-23 *Year 4*	2023-24 *Year 5*
Average Budgeted Salary by Position					
Teacher (including SPED)	$ 51,844	$ 52,336	$ 44,485	$ 45,375	$ 46,283
Administrative Staff - Certified	$ 115,000	$ 117,300	$ 94,823	$ 96,719	$ 98,654
Classified Staff (Support and Administrative)	$ 26,594	$ 27,126	$ 27,669	$ 28,222	$ 28,787

Table J: Employee Benefits

	2019-20 *Year 1*	2020-21 *Year 2*	2021-22 *Year 3*	2022-23 *Year 4*	2023-24 *Year 5*
Employee Benefits					
STRS	$156,035	$178,154	$195,087	$198,989	$202,969
OASDI	11,542	11,773	12,008	12,248	12,493
Medicare	15,179	16,278	17,619	17,971	18,330
Health and Welfare	117,000	125,970	135,252	137,957	140,716
State Unemployment	10,273	10,780	11,270	11,270	11,270
Workers' Compensation	18,319	19,646	21,264	21,689	22,123
Total Benefits	**$328,347**	**$362,601**	**$392,500**	**$400,125**	**$407,902**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. PRIME's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to increase from 18.13% in 2019-20 to 19.10% 2020-21 onward. For full-time classified employees, who participate in the Public Employees' Retirement System (in addition to the Federal Social Security system), the employer contribution is expected to increase from 20.80% in 2019-20 to 23.80% in 2020-21 and 25.20% 2021-22 onward. Other employee benefits include health care insurance for employees who are scheduled to work at least 30 hours per week.

Books and Supplies and Food Services

Many of the core programming cost projections after the initial start-up period from July 1, 2019 through the first day of school are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative. LAICHS will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

Table K: Books, Supplies, & Food Services

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Books & Supplies					
Textbooks and Core Curricula	$30,000	$35,581	$43,552	$44,423	$45,311
Books and Other Materials	500	593	726	740	755
School Supplies	1,700	2,016	2,468	2,517	2,568
Special Activities/Field Trips	29,000	34,395	42,100	42,942	43,801
Uniforms	7,200	8,540	10,452	10,661	10,875
Software	8,500	10,081	12,340	12,586	12,838
Noncapitalized Equipment	-	-	-	-	-
Food Services	41,769	49,540	60,636	61,849	63,086
Total Books & Supplies	**$118,669**	**$140,746**	**$172,274**	**$175,719**	**$179,234**

Table L: Equipment Purchases

N/A

Other Expenses

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools, such as communication costs, utilities, insurance, and copier lease costs.

Table M: Subagreement Services

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Subagreement Services					
Special Education	19,934	23,642	28,938	29,517	30,108
Substitutes	25,300	30,007	36,729	37,463	38,212
Security	7,300	8,658	10,598	10,810	11,026
Total Subagreement Services	**$52,534**	**$62,308**	**$76,265**	**$77,790**	**$79,346**

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at $16,000 in year 1 (plus COLA adjustments and increases based on population growth thereafter). This includes psychological, speech language and occupational therapy services to LAICHS's students with IEPs. This cost is in addition to the in-house special education positions include in the personnel costs.

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year and the daily cost of an external staffing agency. These amounts increase after year one based on the increase in number of staff and an inflation adjustment of 2%.

Table N: Professional Services

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Professional Services					
IT	$15,323	$18,174	$22,245	$22,690	$23,144
Audit & Taxes	9,000	9,180	9,364	9,551	9,742
Legal	11,000	11,220	11,444	11,673	11,907
Professional Development	12,000	14,233	17,421	17,769	18,124
General Consulting	5,000	5,930	7,259	7,404	7,552
Payroll Service Fee	5,086	6,032	7,383	7,531	7,681
Management Fee	48,128	51,361	61,846	63,499	63,538
District Oversight Fee	18,353	21,401	26,133	26,953	26,973
County Fees	4,861	5,766	7,057	7,198	7,342
Total Professional Services	**$128,751**	**$143,297**	**$170,152**	**$174,268**	**$176,004**

Expenses shown in the table above are primarily based on preliminary negotiations with prospective service providers or based on industry averages. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

LAICHS has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at a fixed $44,000 for general business management and $24 per student for student data services in FY2019-20. The contract is on an annual basis. Future years in the projection are estimated to be 2% of total revenue as the school grows.

LACOE Oversight Fee

LAICHS has projected that it will be required to pay a fee of 1% of general-purpose revenues.

Table O: Facilities, Repairs and Other Leases Expenses

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Facilities, Repairs and Other Leases					
Rent	$303,580	$303,580	$303,580	$303,580	$303,580
Additional Rent	23,071	23,071	23,071	23,071	23,071
Equipment Leases	8,490	10,070	12,326	12,572	12,824
Repairs and Maintenance	12,000	14,233	17,421	17,769	18,124
Total Facilities, Repairs and Other Leases	**$347,141**	**$350,954**	**$356,397**	**$356,992**	**$357,599**

Facilities Rent

LAICHS is planning to occupy and lease a third-party site. Based on current real estate conditions and the geographic area targeted, the budget is projecting facilities costs of $2,300 per student during the first year of operations. In beginning in the second year and continuing through future years, the school budgeted $1,500 per student in rent based on the full school

capacity of 260. As noted above, the facility is expected to be eligible for the Charter School Facility Grant (SB740) funds based on the demographics of the surrounding LACOE schools.

Table P: Operations and Housekeeping

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Operations and Housekeeping					
Auto and Travel	$1,834	$2,175	$2,662	$2,716	$2,770
Business Meals	877	1,040	1,273	1,299	1,325
Dues & Memberships	1,020	1,210	1,481	1,510	1,541
Insurance	27,352	32,441	39,708	40,502	41,312
Utilities	24,286	28,805	35,257	35,962	36,681
Janitorial/Trash Removal	19,037	22,579	27,637	28,190	28,753
Office Expense	6,305	7,478	9,153	9,336	9,522
Postage and Shipping	467	554	678	692	706
Printing	1,036	1,229	1,504	1,535	1,565
Other taxes and fees	1,401	1,662	2,034	2,075	2,116
Bank Charges	1,658	1,966	2,406	2,454	2,503
Public Relations/Recruitment	19,403	19,792	20,187	20,591	21,003
School Fundraising Expense	716	730	745	760	775
ASB Fundraising Expense	638	650	663	677	690
Communications	9,063	10,749	13,157	13,420	13,688
Total Operations and Housekeeping	**$115,094**	**$133,060**	**$158,546**	**$161,717**	**$164,951**

Cash Flow

LAICHS has a positive opening cash balance starting in Year 1 and will not require borrowings during the growth phase. With the positive surplus starting in Year 2, the school will have substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

The cash balance at the end of 2019-20 through 2020-21 is projected to be minimal but will grow from there as the State funding calculations catch up with the school's enrollment at capacity. LAICHS will be able to reach a 66% cash reserve by the 4th year of operations. At the end of Year 5, LAICHS is projected to have a cash balance of almost $2.3 million representing 85% of expenses.

Table R: Statement of Activities & Cash Balance

	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Statement of Activities					
Revenues					
State Aid - Revenue Limit	$1,835,267	$2,140,098	$2,613,301	$2,695,314	$2,697,295
Federal Revenue	77,646	90,287	108,344	108,344	108,344
Other State Revenue	271,807	314,472	342,838	343,458	343,458
Other Local Revenue	19,935	23,180	27,816	27,816	27,816
Total Revenues	**$2,204,655**	**$2,568,037**	**$3,092,299**	**$3,174,932**	**$3,176,913**
Expenses					
Certificated Salaries	$860,646	$932,744	$1,021,399	$1,041,827	$1,062,663
Classified Salaries	186,160	189,883	193,681	197,554	201,506
Employee Benefits	328,347	362,601	392,500	400,125	407,902
Books & Supplies	118,669	140,746	172,274	175,719	179,234
Subagreement Services	52,534	62,308	76,265	77,790	79,346
Professional Services	128,751	143,297	170,152	174,268	176,004
Facilities, Repairs and Other Leases	347,141	350,954	356,397	356,992	357,599
Operations and Housekeeping	115,094	133,060	158,546	161,717	164,951
Depreciation and Interest	25,416	25,924	26,443	26,972	27,511
Total Expenses	**$2,162,758**	**$2,341,516**	**$2,567,656**	**$2,612,964**	**$2,656,715**
Increase/(Decrease) of Net Assets	**$41,897**	**$226,521**	**$524,643**	**$561,968**	**$520,198**
Beginning Cash Balance	425,041	453,155	622,854	1,108,954	1,719,436
Ending Cash Balance	**$453,155**	**$622,854**	**$1,108,954**	**$1,719,436**	**$2,264,595**
Cash Balance (% of Expenditures)	**21.0%**	**26.6%**	**43.2%**	**65.8%**	**85.2%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-9-9 payment schedule. We have used this schedule to project our cash flow position for the first five years LAICHS is in operation except for new schools or new grade levels when the initial PENSEC payment of 37% is expected to be received in September, and 18% is expected in December. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December, March

and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA, and are paid quarterly except in year 1 of operations.

Expenditures

The most significant part of LAICHS cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year. The majority of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

The fund balance is expected to above the CDE-recommended levels in each year of operations and grow to 99% by the end of year 5.

Table S: Statement of Fund Balance

	2019-20 *Year 1*	**2020-21** *Year 2*	**2021-22** *Year 3*	**2022-23** *Year 4*	**2023-24** *Year 5*
Fund Balance					
Beginning Fund Balance	$764,000	$805,897	$1,032,418	$1,557,061	$2,119,028
Increase/(Decrease) in Net Assets	41,897	226,521	524,643	561,968	520,198
Ending Fund Balance	**$805,897**	**$1,032,418**	**$1,557,061**	**$2,119,028**	**$2,639,226**
Fund Balance (% of Expenditures)	**37.3%**	**44.1%**	**60.6%**	**81.1%**	**99.3%**

LOS ANGELES INTERNATIONAL CHARTER SCHOOL

LOS ANGELES COUNTY

LOS ANGELES, CALIFORNIA

**FINANCIAL STATEMENTS AND
SUPPLEMENTAL INFORMATION**

YEAR ENDED JUNE 30, 2015

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Financial Statements and Supplemental Information
Year Ended June 30, 2015

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WILKINSON HADLEY
KING & CO. LLP
CPAS AND ADVISORS

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

Aubrey W. King, CPA
Kevin A. Sproul, CPA

Indep

To the Board of Directors
Los Angeles International Charter High Sch
Los Angeles, California

Report on Financial Statements

We have audited the accompanying financia
(a nonprofit organization), which comprise
related statements of activities and cash flov
statements.

Management's Responsibility for the Fin

Management is responsible for the prepa
accordance with accounting principles gene
design, implementation, and maintenance of
of financial statements that are free from ma

Auditor's Responsibility

Our responsibility is to express an opinion o
our audit in accordance with auditing standa
standards applicable to financial audits c
Comptroller General of the United States.
obtain reasonable assurance about whether t

An audit involves performing procedures to
financial statements. The procedures selecte
of the risks of material misstatement of the
those risk assessments, the auditor consider
presentation of the financial statements in
circumstances, but not for the purpose of ex
control. Accordingly, we express no such op
accounting policies used and the reasonable
as well as evaluating the overall presentatio

We believe that the audit evidence we have
audit opinion.

arter High School
30, 2015, and the
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appropriateness of
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ide a basis for our

El Cajon Office
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Tel. (619) 447-6700 • Fax (619) 447-6707

Emeryville Office
1900 Powell Street, Suite 600 • Emeryville, CA 94608
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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Los Angeles International Charter High School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary and Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information, as required by the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 8, 2015 on our consideration of Los Angeles International Charter High School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Los Angeles International Charter High School's internal control over financial reporting and compliance.

Wilkinson Hadley King & Co., LLP

El Cajon, California
December 8, 2015

FINANCIAL STATEMENTS

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Statement of Financial Position
June 30, 2015

ASSETS		
Current Assets		
Cash and cash equivalents	$	395,733
Accounts receivable		4,484
Due from grantor governments		271,556
Prepaid expenditures		25,038
Total Current Assets		696,811
Noncurrent Assets		
Capital assets, net		115,529
TOTAL ASSETS	$	812,340
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	$	62,577
Total Current Liabilities		62,577
Net Assets		
Unrestricted		749,763
Total Net Assets		749,763
TOTAL LIABILITIES AND NET ASSETS	$	812,340

The accompanying notes to the financial statements are an integral part of this statement.

	Unrestricted	Temporarily Restricted	Total
REVENUE AND SUPPORT			
Revenue			
LCFF State Aid	$ 1,257,348	$ -	$ 1,257,348
Education Protection Account	399,111		$ 399,111
State aid, prior year	8,091	-	8,091
Payments in lieu of property taxes	398,051	-	398,051
Federal revenue	-	104,432	104,432
Other state revenue	64,027	240,257	304,284
Other local revenue	85,372	73,668	159,040
Total Revenues	2,212,000	418,357	2,630,357
Net assets released from restrictions:			
Grant restrictions satisfied	465,099	(465,099)	-
TOTAL REVENUE AND SUPPORT	2,677,099	(46,742)	2,630,357
EXPENSES			
Certificated salaries	791,592	-	791,592
Classified salaries	494,597	-	494,597
Taxes and employee benefits	283,095	-	283,095
Books and supplies	105,753	-	105,753
Rentals, leases and repairs	366,261	-	366,261
Other operating expenditures	417,022	-	417,022
Depreciation expense	21,640	-	21,640
TOTAL EXPENSES	2,479,960	-	2,479,960
CHANGE IN NET ASSETS	197,139	(46,742)	150,397
NET ASSETS, BEGINNING OF YEAR	552,624	46,742	599,366
NET ASSETS, END OF YEAR	$ 749,763	$ -	$ 749,763

The accompanying notes to the financial statements are an integral part of this statement.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Statement of Cash Flows
Year Ended June 30, 2015

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets	$ 150,397
Depreciation	21,640
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
(Increase) Decrease resulting from changes in assets:	
Accounts receivable	370,101
Due from grantor government	(271,556)
Prepaid expenses	(25,038)
Other current assets	7,412
Increase (Decrease) resulting from changes in liabilities:	
Accounts payable	(17,922)
Due to grantor governments	19,625
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	254,659
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	254,659
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	141,074
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 395,733

The accompanying notes to the financial statements are an integral part of this statement.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Notes to the Financial Statements
Year Ended June 30, 2015

A. Organization and Summary of Significant Accounting Policies

Organization

Los Angeles International Charter High School (the School), a nonprofit organization, was organized in the State of California. Los Angeles International Charter High School was formed on June 9, 2009 as a charter school pursuant to California Education Code §47600 under a charter agreement with the Los Angeles County Office of Education (the District).

Los Angeles International Charter High School is a tuition-free, 9-12 Los Angeles charter school. The School's mission is to graduate active, enthusiastic learners and leaders who are prepared to succeed in the nation's top universities

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) No. 958, Financial Statements of Not-for-Profit Organizations. Under ASC No. 958, the School is required to report information regarding its financial position and activities according to three classes of net assets:

- Unrestricted net assets represent expendable funds available for operations, which are not otherwise limited by donor or grant restrictions.
- Temporarily restricted net assets consist of contributed funds or grants subject to donor or grant imposed restrictions contingent upon specific performance of a future event or a specific passage of time before the School may spend the funds.
- Permanently restricted net assets are subject to irrevocable donor restrictions requiring that the assets be maintained in perpetuity usually for the purpose of generating investment income to fund current operations.

The School had no permanently restricted net assets during the year.

Use of Estimates

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

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the School considers all highly liquid debt equity instruments purchased with an original maturity of three months or less to be cash equivalents.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Notes to the Financial Statements, Continued
Year Ended June 30, 2015

Investments

The School's method of accounting for investments, in accordance with generally accepted account principles, is the fair value method. Fair value is determined by published quotes. Changes in fair va of investments results in increases or decreases in unrealized fair values of equity investmer Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompany statement of activities.

Accounts Receivable

Accounts receivable arise in the normal course of operations. It is the policy of management to revi the outstanding accounts receivable at year end, as well as bad debt write-offs experienced in the p and establish an allowance for doubtful accounts for uncollectible amounts. No allowance v considered necessary as management believes that all amounts are collectible.

Capital Assets

Property and equipment are recorded at cost, or estimated fair value at the date of donati Depreciation is computed using the straight-line method over the estimated useful lives of the respect assets. The cost of assets sold or retired and related amounts of accumulated depreciation are elimina from the accounts in the year of disposal, and any resulting gain or loss is included in the Schoc earnings. Management has elected to capitalize and depreciate all assets costing $5,000 or more; other assets are charged to expense in the year incurred. The School's policy is to evaluate the remaini lives and recoverability in light of the current conditions. It is reasonably possible that the Schoc estimate to recover the carrying amount of the property and equipment will change. Estimated use lives range from three to fifty years depending on the asset.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "availab criteria for recognition or when resources are received by the School prior to the School meeting requirements for legal claim to the resources.

In subsequent periods, when both revenue recognition criteria are met or when the School has le claim to the resources, the liability for unearned revenue is removed from the statement of financ position and revenue is recognized.

Revenue Recognition

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

All donor or grant restricted support is reported as an increase in temporarily or permanently restric net assets, depending on the nature of the restriction. When a restriction expires (that is, when stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net ass are reclassified to unrestricted net assets and reported in the statement of activities as net assets releas from restrictions.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Notes to the Financial Statements, Continued
Year Ended June 30, 2015

Contributed Materials and Services

Contributed materials are recorded at their fair market value where an objective basis is available to measure their value. Such items are capitalized or charged to operations as appropriate. The School receives services donated by volunteers in carrying out the School's operations. The services do not meet the criteria as contributions and are, therefore, not recognized in the financial statements.

Donated Property and Equipment

Donations of property and equipment are recorded as contributions at their estimated fair value at the date of donation. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contribution of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time.

LCFF Revenues and Payments in Lieu of Property Taxes

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the School's average daily attendance (ADA) as reported at the Second Principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the School, which is funding in lieu of property taxes and education protection account funds paid by the state under proposition 30. The remaining balance is paid from the state General Fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 78% of the schools revenue. The School is not at risk of losing these funding sources, as long as the school maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

Advertising

Advertising costs are expensed when incurred.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2015, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2015.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Notes to the Financial Statements, Continued
Year Ended June 30, 2015

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through December 8, 2015, the date the financial statements were available to be issued.

B. Cash and Cash Equivalents

Cash in Bank

The School's cash ($395,733 as of June 30, 2015) is held in financial institutions which are either insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of $250,000 per depositor or certain non-interest bearing accounts that are fully insured by the FDIC. As of June 30, 2015, the School had $78,902 of cash that was exposed to uninsured deposit risk.

C. Accounts Receivable and Due from Grantor Government

As of June 30, 2015 accounts receivable, and due from grantor government consisted of:

	Accounts Receivable	Due from Grantor Government
Federal Government:		
Federal Grants	$ -	$ 109
State Government:		
LCFF Revenue	-	42,044
Education Protection Account	-	146,696
Lottery Revenue	-	21,606
Other State Grants	-	40,181
Local Sources:		
In Lieu of Property Taxes	-	9,342
Other Local Sources	4,484	11,578
Total Accounts Receivable	$ 4,484	$ 271,556

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Notes to the Financial Statements, Continued
Year Ended June 30, 2015

D. Capital Assets

As of June 30, 2015 capital assets consisted of:

	Beginning Balance	Increases	Decreases	Ending Balance
Building	$ 157,769	$ -	$ -	$ 157,769
Leasehold improvements	18,225	-	-	18,225
Equipment	7,017	-	-	7,017
Total capital assets	183,011	-	-	183,011
Less accumulated depreciation	(45,842)	(21,640)	-	(67,482)
Capital assets, net	$ 137,169	$ (21,640)	$ -	$ 115,529

E. Accounts Payable

As of June 30, 2015 accounts payable consisted of:

	Accounts Payable
Vendors payable	$ 42,952
District oversight payable	19,625
Total Accounts Payable	$ 62,577

F. Operating Lease

On January 29, 2009 the School (the Tenant) entered into a lease agreement with Bethesda Christian University (the Landlord) for use of facilities. The agreement does contain a purchase option and does not meet the requirements for capitalization. As such, the lease has not been recorded on the statement of financial position. The agreement provides for monthly payments of $21,050 for a period of 120 months with an increase in rent payments by a rate of 5% on July 1st of each subsequent year. The agreement contains a termination clause, but it is unlikely that the School will cancel the agreement prior to the expiration date. Future minimum lease payments under the agreement are as follows:

Year Ended June 30,	Lease Payments
2016	$ 322,368
2017	338,484
2018	355,404
2019	373,164
2020	391,812
Total	$ 1,781,232

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Notes to the Financial Statements, Continued
Year Ended June 30, 2015

G. Functional Expenses

As of June 30, 2015 functional expenses consisted of:

	Program Services	Management and General	Total
Other salaries and wages	$ 988,255	$ 274,874	$ 1,263,129
Pension plan accruals and contributions	77,344	-	77,344
Other employee benefits	129,796	40,988	170,784
Payroll taxes	44,064	13,963	58,027
Fees for services (non-employees):			
Professional consultants	54,016	13,504	67,520
Legal	-	65,377	65,377
Accounting	-	10,000	10,000
Educational consultants	16,272	-	16,272
Advertising and promotion	57,944	14,486	72,430
Communications	9,048	2,262	11,310
Occupancy	346,381	86,424	432,805
Travel and conferences	4,208	1,418	5,626
Interest	-	39	39
Depreciation	17,312	4,328	21,640
Insurance	-	28,638	28,638
Books and supplies	48,672	4,445	53,117
Noncapitalized equipment	51,472	3,362	54,834
Training and development	19,778	4,945	24,723
Dues and memberships	-	5,202	5,202
Field trips	10,376		10,376
Fundraising expense	-	9,495	9,495
District oversight fee	17,797	-	17,797
Total expenses	$ 1,892,735	$ 587,225	$ 2,479,960

H. Commitments and Contingencies

State and Federal Allowances, Awards, and Grants

The School has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement will not be material. As a result, no liability has been accrued.

Sick Leave

Sick leave is accumulated with a five day limit for each employee at the rate of one day for every two months worked. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulate sick leave. Employees, therefore, are never paid for any sick leave balance at termination of employment or any other time. Therefore, it is not appropriate to accrue the value of the accumulated sick leave.

I. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (CalSTRS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

1. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
2. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
3. If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The School's participation in these plans for the fiscal year ended June 30, 2015, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2015 and 2014 is for the plan's year-end at June 30, 2015 and June 30, 2014, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented. Finally, the number of employees covered by the School's multiemployer plans increased from 2014 to 2015, affecting the period-to-period comparability of the contributions for years 2014 and 2015. The significant increase in covered employees corresponded to an increase in overall business. There have been no significant changes that affect the comparability of the 2013 and 2014 contributions.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Notes to the Financial Statements, Continued
Year Ended June 30, 2015

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30		FIP/RP Status Pending/ Implemented	Contributions of School Year Ended June 30			Number of Employees Participating	Surcharge Imposed
		2015	2014		2015	2014	2013		
CalSTRS	19572	Yellow	Yellow	No	70,293	56,950	57,925	17	No

CalSTRS:

The School contributes to the State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2015 active plan members were required to contribute 8.15% of their salary and the employer contribution rate was 8.88% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2015 the State contributed $39,873 on behalf of the School.

SUPPLEMENTAL INFORMATION

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Organization Structure
Year Ended June 30, 2015

Los Angeles International Charter High School (Charter #0741) was established in 2009. The authorizing entity is Los Angeles County Office of Education.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Jospeh Riser	President	One Year Term Expires December 8, 2015
Fred Buhler	Treasurer	One Year Term Expires December 8, 2015
Angelica Magdaleno	Secretary	One Year Term Expires December 8, 2015
Marco Soto	Member	One Year Term Expires December 8, 2015
Darlene Ifeorah	Member	One Year Term Expires December 8, 2015
Antonio Villegas	Member	One Year Term Expires December 8, 2015

ADMINISTRATION

Clifford Moseley
Executive Director

Veronica Escobedo
Principal/Lead Administrator

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Schedule of Average Daily Attendance
Year Ended June 30, 2015

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
Classroom Based Attendance:				
Grades 9-12	241.93	N/A	239.98	N/A
Total Classroom Based Attendance	241.93	N/A	239.98	N/A
Total Attendance	241.93	N/A	239.98	N/A

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Schedule of Instructional Time
Year Ended June 30, 2015

Grade Level	Minutes Requirement	2014-15 Actual Minutes	Number of Traditional Days	Status
Grade 9	62,949	64,000	172	Complied
Grade 10	62,949	64,000	172	Complied
Grade 11	62,949	64,000	172	Complied
Grade 12	62,949	64,000	172	Complied

The School receives incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the School and whether they complied with the provisions of Education Code Sections 46200 through 46206. Charter schools must maintain their instructional minutes at the 1986-87 requirements as adjusted by Education Code sections later adopted. The School neither met nor exceeded their LCFF Target.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Schedule of Financial Trends and Analysis
Year Ended June 30, 2015

	Budget 2016 (Note 1)	2(
Revenues	$ 2,685,448	$2,6
Expenses	2,619,469	2,4
Change in Net Assets	65,979	1
Ending Net Assets	$ 768,910	$ 7(
Unrestricted Net Assets	$ 413,061	$ 7
Unrestricted net assets as a percentage of total expenses	16%	
Total Long Term Debt	$ -	$
Average Daily Attendance at P2	245.40	2

Note 1: Budget information for 2016 is presented for analysis p
the 2015-16 fiscal year. The information has not been subject to

This schedule discloses the School's financial trends by displayi
budget information. These financial trend disclosures are used t
as a going concern for a reasonable period of time.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements
Year Ended June 30, 2015

June 30, 2015 annual financial alternative form net assets	$ 749,763
Adjustments and reclassifications:	
Understatement of cash and cash equivalents	4,380
Overstatement of accounts payable	(4,380)
Total adjustments and reclassifications	-
June 30, 2015 audited financial statement net assets	$ 749,763

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Form to the net assets reported in the audited financial statements.

OTHER INDEPENDENT AUDITORS' REPORTS

WILKINSON HADLEY
KING & CO. LLP
CPAS AND ADVISORS

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

Aubrey W. King, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

To the Board of Directors
Los Angeles International Charter High School
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Los Angeles International Charter High School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 8, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Los Angeles International Charter High School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Los Angeles International Charter High School's internal control. Accordingly, we do not express an opinion on the effectiveness of Los Angeles International Charter High School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses or significant deficiencies. However, material weaknesses or significant deficiencies may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether Los Angeles International Charter High School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King & Co., LLP

El Cajon, California
December 8, 2015

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

Aubrey W. King, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on State Compliance

To the Board of Directors
Los Angeles International Charter High School
Los Angeles, California

Report on State Compliance

We have audited the School's compliance with the types of compliance requirements described i *15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, by the Education Audit Appeals Panel, that could have a direct and material effect on each of th state programs identified below for the fiscal year ended June 30, 2015.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identi State's audit Guide *2014-15 Guide for Annual Audits of K-12 Local Education Agencies Compliance Reporting* published by the Education Audit Appeals Panel. We conducted ou compliance in accordance with auditing standards generally accepted in the United States of An standards applicable to financial audits contained in *Government Auditing Standards* issu comptroller General of the United States; and the State's audit guide *2014-15 Guide for Annua K-12 Local Education Agencies and State Compliance Reporting* published by the Education Aud Panel. Those standards and audit guide require that we plan and perform the audit to obtain r assurance about whether noncompliance with the compliance requirements referred to above have a direct and material effect on the state programs noted below. An audit includes examinin basis, evidence about the School's compliance with those requirements and performing s procedures as we considered necessary in the circumstances. We believe that our audit p reasonable basis for our opinion. Our audit does not provide a legal determination of the compliance with those requirements.

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In connection with the audit referred t ctions and records to determine the district's compliance with the stat e following items:

Description	Reference in Audit Guide	Procedures Performed
Local Education Agencies Other Tl		
Attendance	A	N/A
Teacher Certification and Misassi	B	N/A
Kindergarten Continuance	C	N/A
Independent Study	D	N/A
Continuation Education	E	N/A
Instructional Time	F	N/A
Instructional Materials	G	N/A
Ratio of Administrative Employe	H	N/A
Classroom Teacher Salaries	I	N/A
Early Retirement Incentive	J	N/A
Gann Limit Calculation	K	N/A
School Accountability Report Ca	L	N/A
Juvenile Court Schools	M	N/A
Middle or Early College High Scl	N	N/A
K-3 Grade Span Adjustment	O	N/A
Transportation Maintenance of El	P	N/A
Regional Occupational Centers/Pl Maintenance of Effort	Q	N/A
Adult Education Maintenance of	R	N/A
School Districts, County Offices of		
California Clean Energy Jobs Act	S	Yes
After School Education and Safet	T	N/A
Proper Expenditure of Education	U	Yes
Common Core Implementation F	V	Yes
Unduplicated Local Control Fund	W	Yes
Local Control and Accountability	X	Yes
Charter Schools		
Attendance	Y	Yes
Mode of Instruction	Z	Yes
Nonclassroom-Based Instruction/	AA	N/A
Determination of Funding for No	BB	N/A
Annual Instructional Minutes – C	CC	Yes
Charter School Facility Grant Pro	DD	Yes

The term N/A is used above to mean ogram during the current fiscal year or the program applies to a diffe

Opinion on State Compliance

In our opinion, Los Angeles International Charter High School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2015.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co., LLP

El Cajon, California
December 8, 2015

FINDINGS AND RECOMMENDATIONS

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOO
Schedule of Auditor's Results
Year Ended June 30, 2015

FINANCIAL STATEMENTS

Type of auditor's report issued:

Internal control over financial reporting:
One or more material weakness(es) identified?
One or more significant deficiencies identified that are not considered material weakness(es)?

Noncompliance material to financial statements noted?

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with *Standards and Procedures for Audits* of California K-12 Local Education Agencies?

Type of auditor's report issued on compliance for state progra

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Schedule of Findings and Questioned Costs
Year Ended June 30, 2015

A. Financial Statement Findings

None

B. State Award Findings

None

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Schedule of Prior Year Audit Findings
Year Ended June 30, 2015

Finding/Recommendation	Current Status	Management's Explanation if Not Implemented
There were no findings reported in the prior year audit.	N/A	N/A

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

Independent Auditor's Report
and Financial Statements
For the Year Ended
June 30, 2016

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

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Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Los Angeles International Charter High School
Los Angeles, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Los Angeles International Charter High School (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these fi ancial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Board of Directors
Los Angeles International Charter High School

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying a counting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 9, 2016 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 9, 2016

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATEMENT OF FINANCIAL POSITION
June 30, 2016

ASSETS	
CURRENT ASSETS:	
Cash and cash equivalents	$ 470,342
Accounts receivable - federal and state	232,681
Accounts receivable - other	2,058
Prepaid expenses and other assets	49,232
Total current assets	754,313
LONG-TERM ASSETS:	
Property, plant and equipment, net	93,889
Total long-term assets	93,889
Total assets	$ 848,202
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES:	
Accounts payable and accrued liabilities	$ 63,083
Total current liabilities	63,083
NET ASSETS:	
Unrestricted	761,654
Temporarily restricted	23,465
Total net assets	785,119
Total liabilities and net assets	$ 848,202

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

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2016

	Unrestricted	Temporarily Restricted	Total
REVENUES:			
State revenue:			
State aid	$ 1,772,743	$ -	$ 1,772,743
Other state revenue	472,793	23,465	496,258
Federal revenue:			
Grants and entitlements	62,903	-	62,903
Local revenue:			
In-lieu property tax revenue	431,231	-	431,231
Other revenue	74,634	-	74,634
Total revenues	2,814,304	23,465	2,837,769
EXPENSES:			
Program services	2,157,123	-	2,157,123
Management and general	602,353	-	602,353
Fundraising	42,937	-	42,937
Total expenses	2,802,413	-	2,802,413
Change in unrestricted net assets	11,891	23,465	35,356
Beginning unrestricted net assets	749,763	-	749,763
Ending unrestricted net assets	$ 761,654	$ 23,465	$ 785,119

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

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2016

CASH FLOWS from OPERATING ACTIVITIES:	
Change in net assets	$ 35,356
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	21,640
Change in operating assets:	
Accounts receivable - federal and state	38,875
Accounts receivable - other	2,426
Prepaid expenses and other assets	(24,194)
Change in operating liabilities:	
Accounts payable and accrued liabilities	506
Net cash flows from operating activities	74,609
Net change in cash and cash equivalents	74,609
Cash and cash equivalents at the beginning of the year	395,733
Cash and cash equivalents at the end of the year	$ 470,342
SUPPLEMENTAL CASH FLOW INFORMATION:	
Cash paid for interest during the fiscal year	$ 12,118

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2016

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and wages	$ 943,911	$ 403,434	$ -	$ 1,347,345
Pension expense	85,507	-	-	85,507
Other employee benefits	158,243	10,367	-	168,610
Payroll taxes	63,985	6,098	-	70,083
Management fees	-	-	39,286	39,286
Legal expenses	164,339	33,810	-	198,149
Accounting expenses	5,672	-	-	5,672
Instructional materials	48,670	-	-	48,670
Other fees for services	132,339	47,377	-	179,716
Advertising and promotion expenses	29,784	7,446	-	37,230
Office expenses	44,336	-	-	44,336
Information technology expenses	-	15,261	-	15,261
Occupancy expenses	351,514	60,217	-	411,731
Travel expenses	2,165	-	-	2,165
Interest expense	12,118	-	-	12,118
Depreciation expense	17,312	4,328	-	21,640
Insurance expense	25,525	-	-	25,525
Other expenses	71,703	14,015	3,651	89,369
	$ 2,157,123	$ 602,353	$ 42,937	$ 2,802,413

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

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – The School is a not-for-profit benefit corporation under the laws of the State of California for the purpose of managing and operating public charter schools located in Los Angeles. The School was formed on June 9, 2009 and is economically dependent on state and federal funding.

The School is a tuition-free, 9-12 Los Angeles charter school. The School's mission is to graduate active, enthusiastic learners and leaders who are prepared to succeed in the nation's top universities.

The charter may be revoked by the County Office of Education for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents – The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses – Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measure the relative degree of benefit.

Basis of Presentation – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Net Asset Classes – The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School currently has $23,465 temporarily restricted net assets of unspent Educator Effectiveness funds.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2016. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become uncon itional, that is, when the conditions on which they depend are substantially met.

Income Taxes – The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events – The School has evaluated subsequent events through December 9, 2016, the date these financial statements were available to be issued.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

NOTE 2: CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompany ng financial statements is presented net of accumulated depreciation. The School capitalizes all expenditures for land, buildings and equipment in excess of $5,000. Depreciation expense was $21,640 as of June 30, 2016.

The components of property, plant and equipment as of June 30, 2016 are as follows:

Land	$ 18,225
Building	157,769
Furniture, fixtures, equipment	7,017
	183,011
Less accumulated depreciation and amortization	(89,122)
Property, plant and equipment, net	$ 93,889

NOTE 4: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multi-employer plan.

LOS ANGELES INTERNATIONAL CH RTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

NOTE 4: EMPLOYEE RETIREMENT

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total STRS plan net assets are $181 billion, the total actuarial present value of accumulated plan benefits is $242 billion, contributions from all employers totaled $2.55 billion, and the plan is 68.5% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before December 31, 2012 are required to contribute 9.20% of their salary and those hired after are required to contribute 8.56% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for year ended June 30, 2016 was 10.73% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The School's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2014	$ 56,950	100%
2015	$ 70,293	100%
2016	$ 85,507	100%

NOTE 5: OPERATING LEASES

The School leases it facilities with Bethesda Christian University where the last lease expires in June 2020. Lease expense under these agreements for the year ended June 30, 2016 was $301,084.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

NOTE 5: OPERATING LEASES

Future minimum lease payments are as follows:

June 30,		
2017	$	306,000
2018		306,000
2019		306,000
2020		306,000
2021		314,280
Thereafter		1,345,008
Total	$	1,538,280

NOTE 6: CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2016

The School was established June 2009, when it was granted its charter through County of Education (LACOE) and its charter school status from the California Department of E ucation. The charter may be revoked by LACOE for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The charter school number is: 0741

BOARD OF DIRECTORS

Member	Office	Term Expires (1year)
Erica Razo	President	December 2016
Fredi Buhler	Treasurer	December 2016
Jose Montoya	Secretary	December 2016
Angelica Duarte	Member	December 2016
Belen Fierros	Member	December 2016
Marco Soto	Member	December 2016
Christopher Vidal	Member	December 2016
Antonio Villegas	Member	December 2016

ADMINISTRATOR

Angelique Sims	Chief Executive Officer

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2016

	Instructional Minutes		Instructional	
	Requirement	Actual	Days	Status
Grade 9	64,800	65,900	177	In compliance
Grade 10	64,800	65,900	177	In compliance
Grade 11	64,800	65,900	177	In compliance
Grade 12	64,800	65,900	177	In compliance

See independent auditor's report and the notes to the supplementary information.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2016

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades 9-12	218.91	218.91	217.09	217.09
ADA Totals	218.91	218.91	217.09	217.09

See independent auditor's report and the notes to the supplementary information.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

June 30, 2016 Annual Financial Report	
Fund Balances (Net Assets)	$ 814,221
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Accounts payable and accrued liabilities	(29,102)
Net Adjustments and Reclassifications	(29,102)
June 30, 2016 Audited Financial Statement	
Fund Balances (Net Assets)	$ 785,119

See independent auditor's report and the notes to the supplementary information.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2016

NOTE 1: PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of the Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Los Angeles International Charter High School
Los Angeles, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Los Angeles International Charter High School (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 9, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet i portant enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part f an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 9, 2016

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
Los Angeles International Charter High School
Los Angeles, CA

We have audited Los Angeles International Charter High's (the School) compliance with the types of compliance requirements described in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2016. The School's State compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of ompliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immuni ations	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2016.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 9, 2016

L S ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
62000	Local Control Accountability Plan
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements or state awards for June 30, 2016.

L S ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

There were no findings and questioned costs related to the basic financial statements state awards for the prior year.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

Independent Auditor's Report
and Financial Statements
For the Year Ended
June 30, 2017

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

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CliftonLarsonAllen

CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Los Angeles International Charter High School
Los Angeles, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Los Angeles International Charter High School (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

A member of Nexia International

Board of Directors
Los Angeles International Charter High School

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 4, 2017 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to solely describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP
Glendora, CA
December 4, 2017

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATEMENT OF FINANCIAL POSITION
June 30, 2017

ASSETS	
CURRENT ASSETS:	
Cash and cash equivalents	$ 847,016
Accounts receivable - federal and state	146,274
Accounts receivable - other	16,406
Prepaid expenses and other assets	53,040
Total current assets	1,062,736
LONG-TERM ASSETS:	
Property, plant and equipment, net	74,472
Total long-term assets	74,472
Total assets	$ 1,137,208
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES:	
Accounts payable and accrued liabilities	$ 80,342
Deferred revenue	35,000
Total current liabilities	115,342
NET ASSETS:	
Unrestricted	923,401
Temporarily restricted	98,465
Total net assets	1,021,866
Total liabilities and net assets	$ 1,137,208

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

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2017

	Unrestricted	Temporarily Restricted	Total
REVENUES:			
State revenue:			
State aid	$ 1,698,619	$ -	$ 1,698,619
Other state revenue	338,427	75,000	413,427
Federal revenue:			
Grants and entitlements	99,577	-	99,577
Local revenue:			
In-lieu property tax revenue	424,596	-	424,596
Other revenue	20,023	-	20,023
Total revenues	2,581,242	75,000	2,656,242
EXPENSES:			
Program services	1,904,592	-	1,904,592
Management and general	514,903	-	514,903
Total expenses	2,419,495	-	2,419,495
Change in unrestricted net assets	161,747	75,000	236,747
Beginning unrestricted net assets	761,654	23,465	785,119
Ending unrestricted net assets	$ 923,401	$ 98,465	$ 1,021,866

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

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2017

CASH FLOWS from OPERATING ACTIVITIES:	
Change in net assets	$ 236,747
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	21,859
Change in operating assets:	
Accounts receivable - federal and state	86,407
Accounts receivable - other	(14,348)
Prepaid expenses and other assets	(3,808)
Change in operating liabilities:	
Deferred revenue	35,000
Accounts payable and accrued liabilities	17,259
Net cash flows from operating activities	379,116
CASH FLOWS from INVESTING ACTIVITIES:	
Purchases of property, plant and equipment	(2,442)
Net cash from investing activities	(2,442)
Net change in cash and cash equivalents	376,674
Cash and cash equivalents at the beginning of the year	470,342
Cash and cash equivalents at the end of the year	$ 847,016

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

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2017

	Program Services	Management and General	Total Expenses
Salaries and wages	$ 762,742	$ 326,890	$ 1,089,632
Pension expense	105,406	-	105,406
Other employee benefits	129,045	10,367	139,412
Payroll taxes	39,747	6,098	45,845
Management fees	78,703	-	78,703
Legal expenses	162,141	33,810	195,951
Accounting expenses	16,545	-	16,545
Instructional materials	54,511	-	54,511
Other fees for services	49,369	47,377	96,746
Advertising and promotion expenses	499	-	499
Office expenses	32,943	-	32,943
Information technology expenses	-	8,150	8,150
Occupancy expenses	352,335	60,217	412,552
Travel expenses	2,104	-	2,104
Depreciation expense	17,531	4,328	21,859
Insurance expense	29,328	-	29,328
Other expenses	71,643	17,666	89,309
	$ 1,904,592	$ 514,903	$ 2,419,495

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

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – The School is a not-for-profit benefit corporation under the laws of the State of California for the purpose of managing and operating public charter schools located in Los Angeles. The School was formed on June 9, 2009 and is economically dependent on state and federal funding.

The School is a tuition-free, 9-12 Los Angeles charter school. The School's mission is to graduate active, enthusiastic learners and leaders who are prepared to succeed in the nation's top universities.

The charter may be revoked by the County Office of Education for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents – The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses – Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Net Asset Classes – The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School currently has $98,465 temporarily restricted net assets of unspent Educator Effectiveness and College Readiness funds.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2017. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes – The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Evaluation of Subsequent Events – The School has evaluated subsequent events through December 4, 2017, the date these financial statements were available to be issued.

NOTE 2: CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. The School capitalizes all expenditures for land, buildings and equipment in excess of $5,000. Depreciation expense was $21,859 as of June 30, 2017.

The components of property, plant and equipment as of June 30, 2017 are as follows:

Land	$ 18,225
Building	157,769
Furniture, fixtures, equipment	9,459
	185,453
Less accumulated depreciation	(110,981)

NOTE 4: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multi-employer plan.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 4: EMPLOYEE RETIREMENT

State Teachers' Retirement System (STRS)

Plan Description

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2016, total STRS plan net assets are $189 billion, the total actuarial present value of accumulated plan benefits is $333 billion, contributions from all employers totaled $3.4 billion, and the plan is 63.7% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for year ended June 30, 2017 was 12.58% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The School's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2015	$ 70,293	100%
2016	$ 85,507	100%
2017	$ 105,406	100%

NOTE 5: OPERATING LEASES

The School leases it facilities with Bethesda Christian University where the last lease expires in June 2020. Lease expense under these agreements for the year ended June 30, 2017 was $308,191.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 5: OPERATING LEASES

Future minimum lease payments are as follows:

June 30,		
2018	$	306,000
2019		306,000
2020		306,000
2021		314,280
2022		322,812
Thereafter		1,022,196
Total	$	2,577,288

NOTE 6: CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2017

The School was established June 2009, when it was granted its charter through County of Education (LACOE) and its charter school status from the California Department of Education. The charter may be revoked by LACOE for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The charter school number is: 0741

BOARD OF DIRECTORS

Member	Office	Term Expires (1year)
Claudia Perez	President	December 2017
S Miller	Treasurer	December 2017
Jose Montoya	Secretary	December 2017

ADMINISTRATOR

Angelique Sims	Chief Executive Officer

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

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2017

	Instructional Minutes		Instructional	
	Requirement	Actual	Days	Status
Grade 9	64,800	67,260	186	In compliance
Grade 10	64,800	67,260	186	In compliance
Grade 11	64,800	67,260	186	In compliance
Grade 12	64,800	67,260	186	In compliance

See independent auditor's report and the notes to the supplementary information.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2017

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades 9-12	200.05	200.05	197.61	197.61
ADA Totals	200.05	200.05	197.61	197.61

See independent auditor's report and the notes to the supplementary information.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

June 30, 2017 Annual Financial Report	
Fund Balances (Net Assets)	$ 1,036,616
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Cash and cash equivalents	196
Accounts receivable - federal and state	3,843
Accounts receivable - other	16,406
Accounts payable and accrued liabilities	(195)
Deferred revenue	(35,000)
Net Adjustments and Reclassifications	(14,750)
June 30, 2017 Audited Financial Statement	
Fund Balances (Net Assets)	$ 1,021,866

See independent auditor's report and the notes to the supplementary information.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

NOTES TO THE SUPPLEMENTARY INFORMATION

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of the Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Los Angeles International Charter High School
Los Angeles, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Los Angeles International Charter High School (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 4, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP
Glendora, CA
December 4, 2017

CliftonLarsonAllen

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
Los Angeles International Charter High School
Los Angeles, CA

We have audited Los Angeles International Charter High's (the School) compliance with the types of compliance requirements described in the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2017. The School's State compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2017.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP
Glendora, CA
December 4, 2017

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
62000	Local Control Accountability Plan
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements or state awards for June 30, 2017.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017

There were no findings and questioned costs related to the basic financial statements state awards for the prior year.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

FISCAL AND OPERATING POLICIES

100 INTERNAL CONTROL POLICIES

101 Introduction

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

102 COMPLIANCE WITH LAWS

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 Organizational Conflict Of Interest Or Self-Dealing (Related Parties)

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.

B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.

C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.

D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.

E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

201 Organizational Conflict Of Interest Or Self-Dealing (Related Parties) - continued

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 Board Of Trustees Authorities

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with LAUSD pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 Signature Authorities

To properly segregate duties within the Charter School, the President of the Board and the Charter Executive Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than $5,000 will require dual signatures prior to check issuance.

204 Government Access to Records

The Business Manager or contracted business back office services provider will provide access to the organization's records to the LAUSD CFO or his designee and provide supporting records, as requested, in a timely manner.

205 Security of Financial Data

A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back up will be stored in a fire safe area and properly secured.

C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager or the business back office services provider from unauthorized access.

206 Security of School Documents

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

A. Charter and all related amendments
B. Minutes of the Board of Trustees and subcommittees
C. Banking agreements
D. Leases
E. Insurance policies
F. Vendor invoices
G. Grant and contract agreements
H. Fixed asset inventory list

2079 Use of School Assets

A. No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Business Manager or Executive Director.

208 Use Of School Credit Cards

B. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Executive Director, unless not deemed independent than the approval would be by the Board of Trustees.

300 FINANCIAL MANAGEMENT POLICIES

301 Basis Of Accounting

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 Accounting Policies

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

303 Basis of Presentation

The accounts of the Charter School are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses the following fund:

Main Fund__ - This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

304 Revenues

Under the accrual basis of accounting, revenues recognized when earned.

305 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 Cash Management

A. The School maintains cash accounts at the following banks:

1. Operating – Chase

B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Executive Director for collection. Appropriate collection procedures are initiated, if necessary.

308 Grants Receivable Aging Criteria

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309 Grant/Contract Invoicing

A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B. The invoicing format is that specified by the funding source.

310 Budgets

A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.

B. Financial statements displaying budget vs. actual results are prepared by the back office services provider and reviewed by the Executive Director and presented to the Board of Trustees at each monthly board meeting.

311 Insurance And Bonding

A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:

1. General liability
2. Business & personal property (including auto/bus)
3. Computer equipment
4. Workers' compensation
5. Personal injury liability

B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

312 Record Retention And Disposal

A. Records are maintained for the following indicated minimum periods:

1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.

B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

312 Record Retention And Disposal - continued

F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

313 Financial Reporting

The back office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

A. Annually:

1. Financial statements for audit
2. Annual budget

B. Monthly:

1. Trial balance

2. Internally generated budget vs. actual financial statements
3. Billing invoices to funding sources
4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
2. Other reports upon request

314 Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board.*

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315 Audit/Finance Committee

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 ASSETS

402 Bank Accounts

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks :

Name of Bank

403 Petty Cash Payments

A. Petty cash payments are made from a fund not to exceed $150, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than $75.

B. The petty cash account is balanced on a monthly basis by the petty cash custodian. The replenishment check is made out to "(Custodian's name) - *Petty Cash Custodian*" on an as needed basis.

404 LIABILITIES AND FUND EQUITY

405 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

406 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

407 Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408 Liability For Compensated Absences

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
2. The employee's right to receive the compensation for the future absences is vested or accumulates.
3. It is probable that the compensation will be paid.
4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

409 Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE

501 Revenue Recognition

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 Disposal Of Property And Equipment

A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager.

B. The School has adopted standard disposition procedures for Charter School staff to follow, which include a *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 The School adheres to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
2. Make all purchases in the best interests of the School and its funding sources.
3. Obtain quality supplies/services needed for delivery at the time and place required.
4. Buy from responsible sources of supply.
5. Obtain maximum value for all expenditures.
6. Deal fairly and impartially with all vendors.
7. Maintain dependable sources of supply.

A. The Charter School will execute a *Purchase Order* for all purchases and it shall be approved by the Executive Director for purchases less than $5,000 and by the Board of Trustees if greater than $5,000.

B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 Employee Mileage Reimbursement

A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices.

B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.

B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
D. Not be assigned a permanent workstation.
E. Make their services available or work for a number of firms or persons at the same time.
F. Will use his or her own stationery or time sheet in billing for services.

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. **Timeliness of Entries**

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. **Support Documentation**

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Business Manager.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Executive Director.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. **Trial Balance**

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. **Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers**

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Executive Director.
1. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back office business services provider.
2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

The Charter School annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. **Cash Receipts Policies**

The School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. **Internal Accounting Controls**

(i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.

(ii) Listed receipts and credits compared to accounts receivable and bank deposits.

(iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is opened by the Receptionist who sorts the checks and forwards them to the Executive Director or the appropriate recipient.
2. All checks are restrictively endorsed immediately by the Executive Director.
3. The back office business services provider prepares journal entries and deposit slips.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
5. The back office business services provider reviews and signs off on journal entries.
6. The back office business services provider inputs journal entries.
7. Either the back office business services provider or the Executive Director makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Executive Director and the back office business services provider on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. **Cash Disbursement Policies**

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. **Internal Accounting Controls**

(i) Pre-numbered checks and special check protective paper.

(ii) Match disbursement records against accounts payable/open invoice files.

(iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.

(iv) Supporting documentation canceled to prevent resubmission for payment.

(v) Detailed comparison of actual vs. budget disbursements on a periodic basis.

(vi) Separation of duties to the extent possible for an organization the size of the School.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Executive Director for approval.
2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
3. The Executive Director approves checks checks, after examining the supporting documentation.
4. After having been approved and/or signed, the checks are mailed directly to the payee by receptionist.
5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Executive Director.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

(i) Reconcile petty cash funds by employees with responsibilities independent of cash receipts, disbursements or custody.

Procedures

1. The Charter School will maintain an imprest petty cash system of $150, which will be maintained and secured by the Executive Director or their designee.
2. The Executive Director or their designee maintains a log of all disbursements made from the petty cash fund and uses a *Petty Cash Voucher* for all petty cash disbursements. No disbursements will be for greater than $75.
3. When the fund needs to be replenished, a check request is prepared by the Executive Director or their designee, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. Funds disbursements are entered into the General Ledger by expense category when the fund is replenished.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the Charter School.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the Charter School.
4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Executive Director.

1. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Executive Director.
2. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Executive Director.
3. The back office business services provider monitors vacation and sick time by maintaining a log for each individual.
4. A General Journal entry is prepared at year-end to record the accrued vacation liability.
5. Unused vacation time is based on personnel policy of the Charter School.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

A. **Timekeeping Policies**

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. **Time Sheet**

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. **Internal Accounting Controls**

(i) Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a bi-weekly basis.
2. In preparing time sheets, employees:
   (i) Enter hours in ink and sign the completed timekeeping record
   (ii) Make all corrections in ink by crossing out the error and initialing the change.
   (ii) Submit the completed time sheet to the Administrative Assistant or Receptionist.

Approval and Collection of Time Sheets

1. Each employee's time sheet is forwarded to the Administrative Assistant or Receptionist on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Receptionist forwards the timesheets to the Executive Director who reviews and approves them.
2. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the back office business services provider for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Executive Director or their designee for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. **Internal Accounting Controls**

(i) Time records are periodically reconciled with payroll records.

Procedures

1. The Administrative Assistant or Receptionist forwards approved time sheets to the back office business services provider.

2. The total time recorded on time sheets and the number of employees is calculated by the back office business services provider.
3. Recorded hours from the bi-weekly time sheets are accumulated by the back office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back office business services provider.
5. The back office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back office business services provider.
7. The Payroll Register is reviewed and approved by the Executive Director.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. **Reconciliation of Payment and Payroll Withholdings**

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. **Internal Accounting Controls**

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the back office business services provider.

Procedures

1. The in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office business services provider.
3. The back office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.

4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back office business services provider.

1300 DEPRECIATION

Procedures

1. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years which ever is greater
Building Improvements	20 years
Building	30 years

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the School pays for only authorized business expenses.

Major Controls

A. **Travel Policies**

The School has adopted policies on travel reimbursement.

Employees are required to obtain and furnish documentation for individual expenses of $25 or over (provided they are not on a per diem basis) and company credit card purchases.

C. **Internal Accounting Controls**

(i) Justification for travel approved by Executive Director

(ii) Documentation for incurred employee expenses

(iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.
2. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Business Manager.

1500 - MANAGEMENT REPORTING PROCEDURES

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. **Budget Process**

The Executive Director works with the back office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Trustees for approval.

B. **Internal Accounting Controls**

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back office business services provider prepares a preliminary budgets and projection for review by the Executive Director in consultation with the school staff.

2. To support budgets and projection estimates, the back office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back office business services provider and the Executive Director review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Trustees approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. **Schedule**

Monthly managerial reports are prepared based on a schedule.

B. **Review and Approval**

Financial reports are reviewed for accuracy and completeness.

C. **Audit**

The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The back office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The School maintains a schedule of required filing due dates for:
   (i) *IRS Form W-2* - Wage and Tax Statement.
   (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
   (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
   (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
   (v) *IRS Form 1099 MISC* (also *1099-DIV, 1099-INT, 1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
   (i) Quarterly and annual state(s) unemployment tax return(s).

2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.

Minutes of the September 27, 2016
Meeting of the Board of Directors of
Los Angeles International Charter High School
A California Nonprofit Public Benefit Corporation

A regular meeting of the Board of Directors of Los Angeles International Charter High School, a California nonprofit public benefit corporation ("LAICHS") was held on September 27th, 2016, at 6:30 p.m. at 625 Coleman Avenue, Los Angeles, CA 90042.

- **Board of Directors members present:** Erica Razo, Belen Fierros, Joseph Riser, Claudia Perez (6:40 p.m.)
- **Board of Directors members absent:** Marco Soto, Jose Montoya, Angelica Duarte
- **Staff present:** Tony Torres, Ms. L. Gonzalez, Ms. Ramirez, Mrs.Sims
- **Guests present:** Steven Lenhert (Charter Impact)

1. **Call to Order**

The meeting was called to order at 6:30 p.m. by Ms. Razo. A quorum was held.

2. **Approval of Agenda**

Mr. Riser moved to approve the agenda; Ms. Fierros seconded the motion. The motion carried unanimously (3-0-0).

3. Ms. Fierros motioned to approve September 8th, 2016 meeting minutes. Mrs. Perez seconded the motion. Motion passed 3-0-1

4. **Public Comment**

None

5.Staff Reports

Executive Director

Director of Planning and Recruitment

6. Charter impact Budget and Financials

Presented by: Steven Lenhert

7. **Consideration and possible action for Teacher Allowance. This will give teachers a monthly allowance for school supplies.**

Mr. Riser motioned to approve monthly allowance of $25 for teacher supplies. Ms. Perez seconded. Motion Passed unanimously

8. Consideration and possible action to adopt school and board of directors policies

a. student fees

b. fiscal policies

c. uniform complaint policy

Mr. Riser motioned to pass. Mrs. Perez seconded. Motion passed unanimously 4-0-0

d. Board of Directors performance, norms, job description & agreement

This Item was tabled till next regular meeting. Ms. Perez motioned. Mr. Riser seconded. Motion to table passed unanimously. Consideration and possible action for board to begin fundraising for the 2016-2017 school year.

9. Mrs. Perez was directed to work with Mrs. Sims and Mr. Torres. Fundraising report will be given at next regular meeting.

10. Consideration and possible action to search for and obtain new charter school legal representation.

Board requested more information

11. Update on the closure of the Pacific Western Bank Account.

12. Consideration and possible action of a vote to reassign the duties of the board president for the remainder of the current term of office.

Mr. Riser motioned to table the item indefinitely. Mrs. Perez seconded. Motion passed unanimously 4-0-0

Closed Session

The Board moved into Closed Session at 8:05 p.m.

[*Los Angeles International Charter High School vs. Bethesda University*]

The Board returned to Open Session at 9:05 p.m. reportable action taken : Title change from Receptionist to Administrative Assistant. Title change will reflect pay increase of $18.00 per hour to begin October 1st.

22. **Adjournment 9:06**

Mr. Riser moved to adjourn; Mrs. Perez seconded the motion. The motion carried unanimously 4-0-0). The meeting was adjourned at 9:06 p.m.

The next regular meeting of the LAICHS Board of Directors is scheduled for October 25 2016.

Respectfully submitted by:

Jose Montoya, Board Secretary

CHARTER IMPACT

July 23, 2018

Angelique Sims
Executive Director, Los Angeles International Charter High School
625 Coleman Ave
Los Angeles, CA 90042

Dear Angelique,

Greetings, and congratulations on the accomplishments and successful completion of the 2017-18 school year. We are pleased to confirm that our annual contract with Los Angeles International Charter High School has renewed for the 2018-19 school year with no cost increase.

We believe that affordability of financial management and operational support is an essential component of our mission to empower charter schools and non-profits. We are honored to continue our relationship as your business management firm, and as we look to the new fiscal year, we are confident that we can continue to provide your organization with timely, accurate financial information and dependable, responsive customer service at an excellent value.

Please consider this letter a confirmation of a one-year extension of our agreement dated July 1, 2016 in accordance with section 2.02 of the agreement. This extension will extend until June 30, 2019 with no other changes in terms.

Please sign, scan and return a copy of this letter to me via email at sstyles@charterimpact.com, or via regular mail at the address below. This will confirm your receipt and understanding of the terms of the auto-renewal, and serve as documentation for your authorizer and auditor.

Thanks again, and here's to an excellent 18-19 year!

Sincerely,

Spencer C. Styles, C.P.A, M.P.A
President and CEO
Charter Impact, Inc.

A.R.S

Angelique Sims
Executive Director
Los Angeles International Charter High School

15760 Ventura Blvd., Suite 960
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CHARTER IMPACT, INC.

MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT

This agreement (the "Agreement") is entered into as of July 1, 2016 (the "Effective Date") by and between Charter Impact, Inc. ("CI"), and LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL ("Client").

ARTICLE 1. DUTIES AND RESPONSIBILITIES

Section 1.01. CI, a provider of business management and accounting services, will provide accounting, budgeting, compliance, strategic planning, documentation, deliverables, and other related services necessary to fulfill Client's business management and accounting requirements, as more particularly described in Exhibit A and B attached hereto and incorporated herein by this reference (the "Services").

Section 1.02. Client will provide CI with the compensation and business expense reimbursement specified in Article 3 of this Agreement.

ARTICLE 2. TERM OF AGREEMENT

Section 2.01. Client will retain CI to work as a consultant for Client in the field of business management, accounting and consulting, beginning July 1, 2016, and ending June 30, 2017. CI accepts this engagement. CI will use CI's best efforts to accomplish the technical and commercial goals identified by Client during the term of this Agreement. Client acknowledges that CI may have other confidentiality commitments. Client will not require CI to perform tasks which might reasonably result in CI's breach of any confidentiality commitment. CI further acknowledges that CI has no existing obligations to any third party, as employee, consultant, or otherwise, that would conflict with, or restrict CI's ability to fulfill any of CI's commitments or obligations under this Agreement.

Section 2.02. This Agreement will be renewed automatically for succeeding terms of one year each, unless either party gives notice to the other at least 30 days before the expiration of any term of his or her or its intention not to renew.

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ARTICLE 3. COMPENSATION AND EXPENSES

Section 3.01. Fees.

Business Management Services: For services in Exhibit A, with the exception of #5, Human Resources, the Client will pay CI a fee equal to $42,000 per year.

Payroll Processing: Fees related to Human Resources, #5 in Exhibit A, are as follows:

- Payroll processing - $75 base plus $2.50 per employee per pay period
- Garnishment reporting - $2.50 per occurrence
- New employee reporting - $3.50 per occurrence
- Payroll delivery via FedEx - $25.00 per occurrence, per 50 employees
- Quarterly/Annual Reporting - $20.00 per occurrence
- Form W-2 or 1099 (for contractors paid via payroll) - $5.75 each
- AATRIX late processing fees – based on a reimbursement of fees charged by AATRIX for priority processing of tax payments.

Student Data Services: Fees for optional student data services in Exhibit B will be based on $2.00 per student per month. Services outside the scope of Exhibit B, fees will be based on an hourly rate of $125 through the entirety of the term.

Other Services: For other services requested by Client outside of the items included in Exhibit A or B, the Client will pay CI a fee based on CI's standard hourly rates as listed in Exhibit C.

Section 3.02. Expenses. In addition to the compensation specified in Section 3.01, CI will be paid for actual reasonable out-of-pocket expenses incurred in providing the Services. Reimbursement of aggregate monthly expenses will not exceed $300, without written approved by Client before being incurred, unless Client elects to reimburse CI after the fact.

Section 3.03. Invoicing. CI will invoice Client on a monthly basis for Business Management, starting July 1st, 2016 and will CI will automatically update the amount based on 1/12th of the Client's projected annual revenue pursuant to the percentage based fee in Section 3.01. Student Data, Other Services and expenses pursuant to sections 3.01 and 3.02 above will be billed monthly based on the actual time and expenses incurred during the preceding month. Payroll processing fees will be invoiced upon processing of the payroll. CI will automatically prepare a check from Client on the invoice date for payment from Client. Payment of all services and expenses will be made within thirty (30) days of presentation of invoices. The one-time implementation fee of $500 is due upon execution of this agreement.

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Section 3.04. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of the invoice, CI reserves the right to suspend part or all of its performance of duties under this contract until all amounts for Services and Expenses are paid in full. In the event Client disputes all or any portion of an invoice, Client shall notify CI within 15 days of receipt of the invoice; and initiate the dispute resolution process under Section 15 hereof, but shall pay the invoice in full, pending the outcome of such process.

Section 3.06. Late Payments. Payments made after the payment terms are subject to a late payment penalty equal to an annual rate of twelve percent (12%).

Section 3.07. Price Changes. The prices and related charges for the Services are subject to increase upon renewal of this Agreement. CI reserves the right to immediately pass through increases in costs incurred from third parties, e.g., vendors, subcontractors and licensors, to the extent such services and supplies are identified in Exhibit A. In addition, CI will give Client not less than 30 days prior written notice of any price increases for monthly Services.

ARTICLE 4. REPRESENTATIONS AND WARRANTIES

Section 4.01. Organization of Client. Client is a non-profit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as it is now being conducted.

Section 4.02. No Breach. Each party hereto warrants and represents that neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which it is subject, or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which it is a party or by which it is bound or to which any of its assets is subject.

Section 4.03. CI represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

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ARTICLE 5. DISCLAIMER OF WARRANTIES

Section 5.01. THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE THAT ARE EXPRESSLY CONTAINED HEREIN. CI DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY; FITNESS FOR A PARTICULAR PURPOSE; THIRD PARTY SOFTWARE OR HARDWARE; OR, RESPONSIBILITY FOR CLIENT DATA.

Section 5.02. Limited Remedy. Client's exclusive remedy for defective Services is re-performance of the Services by CI at CI's expense, subject to CI's confirmation of the existence of such defect after receiving notice of a claimed defect from Client.

ARTICLE 6. LIMITATION OF LIABILITY

Section 6.01. EVEN IF CI CANNOT OR DOES NOT RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, CI'S ENTIRE LIABILITY SHALL IN NO EVENT EXCEED $50,000. CI HAS NO LIABILITY FOR GENERAL, CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES ARISING FROM A DEFECT IN ANY SERVICES.

Section 6.02. EXCEPT FOR DAMAGES FLOWING FROM GROSS NEGLIGENCE OR INTENTIONALLY TORTIOUS CONDUCT, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY LOSS OR INJURIES TO EARNINGS, PROFITS OR GOODWILL, OR FOR ANY INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES OF ANY PERSON OR ENTITY WHETHER ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any defective Services between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of the risk.

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ARTICLE 7. CONFIDENTIAL BUSINESS INFORMATION

Section 7.01. CI agrees that all of the business information related specifically to Client developed by or communicated by or to CI in the performance of the services described in this Agreement is of a highly confidential nature, and that, unless the CI has the prior written approval of Client, no use or oral or written disclosure of that information by CI will be made either during or after the term of this Agreement, except that CI may disclose that information to persons or companies who may be designated by Client to work with the CI in connection with CI's performance of the Services. Nothing herein shall be construed as restricting CI in performing the Services, which require routine disclosure of such information to auditors, regulatory agencies, insurance carriers, and providers, and the Client as its agent. With the Client's consent, CI will provide financial references upon request by certification organizations, financial institutions, and potential grantors.

Section 7.02. For purposes of this Agreement, "Confidential Information" means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, software source documents. Confidential Information includes, without limitation, financial information, procurement requirements, purchasing information, and plans and personnel information of the parties and students as protected under FERPA, HIPPA, and other privacy protection laws. The restriction of Section 7.01 does not apply to information which CI can demonstrate was at the time of the execution of this Agreement:

(a) In the public domain or is otherwise considered public information; or

(b) Part of CI's prior knowledge; or

(c) Learned from a third party without the breach of a confidential relationship with Client.

ARTICLE 8. OBLIGATIONS OF CLIENT

Section 8.01. Authorized Personnel. The Client must identify to CI, in writing, the authorized staff member(s) to work with CI with respect to: general information about the Client, accounts payable, personnel and payroll, attendance records as well as funding compliance and reporting.

Section 8.02. Principal Contact. The Client must also identify, in writing to CI, its key or principal contact who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues.

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Section 8.03. Financial Records and Audit.

(i) The Client will maintain customary and reasonably correct, complete and accurate books and records of account as required by the United States government, the State of California (and any other funding authority). The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by CI. Unless otherwise stated, this deadline will be 5 calendar days following the end of the month.

(ii) The Client will obtain a timely annual audit of its books and records from an independent certified public accounting firm (reasonably acceptable to CI) and immediately provide CI with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs its independent accountants to speak and work directly with CI on any matter or issue pertinent to the Services.

(iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from any investigating or funding authority or Client's accountants, including exceptions noted in any independent accountant's report.

Section 8.04. Coordination and Cooperation. Client, its authorized staff members and principal contact will work closely and cooperatively with CI to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of CI for information or documents from the Client.

Client covenants to assist CI in reconciling outstanding invoices, and to provide CI with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by CI. In the case where CI is required to incur additional time researching, obtaining or documenting transactions, re-processing payments or re-classifying expenses outside of the standard processes and procedures and established by CI, CI may charge additional fees based on the standard hourly rates for actual time spent as noted in Section 3.01 above.

Section 8.05. Payroll. Client will provide all necessary and proper data to CI for payroll processing.

(i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client site.

(ii) Client will use, and purchase if necessary to use, commercially reasonable time clocks for hourly personnel.

Section 8.06. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports.

(i) Client is responsible for taking daily attendance records compliant with the California Education Code Statutes. Client must maintain phone logs, tardy logs and other pertinent information related to appropriate attendance tracking.

(ii) If applicable, Client is responsible for summarizing daily attendance into 20 day attendance reports to be submitted to CI within 2 business days of the last day in the 20 day period.

Section 8.07. Grant and Funding Requirements. Client covenants to use its best efforts to comply with all grant and funding requirements, including record keeping, reporting, management and financial controls and policies and procedures. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its grants and funding sources including both governmental and non-governmental sources.

Section 8.08. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to: Human Resources, Payroll Administration, Internal Financial Controls, Accounts Payable and other disbursements and competitive bid procedures for vendors.

Section 8.09. Notice and Information. Client covenants that it will provide CI with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client' books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by any governmental authority. Client will provide CI promptly with copies of every report, including any schedules or exhibits, provided to any governmental agency.

Section 8.10. Client acknowledges that CI's employees, consultants and any other personnel have been thoroughly trained and employed at great expense, are of great value and provide CI with a substantial competitive advantage in its business. Client agrees not induce or attempt to induce any employees, consultants or other personnel of CI to breach their agreements with CI. Should Client hire or employ any current employee, consultant or any other personnel of CI within one year of their termination from CI, Client agrees to pay CI a fee equal to 35% of the annual starting salary, payment of which is due upon hire.

Section 8.11. Chartering Agency Requirements. Client covenants to use its best efforts to comply with all material requirements, including policies and procedures, of the Chartering Agency. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its Chartering Agency.

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ARTICLE 9. AGENCY

Section 9.01. It is understood and agreed that the CI is an independent contractor in respect to CI's relationship to Client, and that CI is not and should not be considered an agent or employee of the Client for any purpose. CI agrees not to represent itself as an agent or employee of the Client at any time.

Section 9.02. Nothing in this Agreement will be construed or implied to create a relationship of partners, agency, joint venture partners, or of employer and employee between CI and Client.

ARTICLE 10. INDEPENDENT CONTRACTOR STATUS

Section 10.01. CI and Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any agency, joint venture, partnership, employment or trust relationship between the parties with respect to the subject matter of this Agreement. Neither party shall have any right to bind the other party, to make any representations or warranties, or to perform any act or thing on behalf of the other party, except as expressly authorized under this Agreement or in writing by the other party in its sole discretion. CI will have full control and discretion as to the ways and means of performing any and all services to be provided under this Agreement. It is understood that in the performance of this Agreement CI is not in any way acting as an employee of Client, and CI will be responsible for all taxes, social security payments, and other similar payments or contributions due as a result of any payments made to CI pursuant to the terms of this Agreement.

Section 10.02. As an independent contractor, CI agrees that Client has no obligation to CI under the state or federal laws regarding employee liability, and that Client's total commitment and liability under this arrangement is the performance of its obligations and the payment of CI's compensation and expenses as described herein. Each party will exercise day-to-day control over and supervision of their respective employees, and all instruction and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance on its employees. Except as expressly stated in this Agreement, CI and Client are responsible for any and all taxes on their respective net incomes, and for payment and withholding of all applicable taxes on the income of their respective employees.

Section 10.03. CI reserves the right to subcontract with other individuals and businesses for the Services. CI will be responsible for all payments to, as well as the direction and control of the work to be performed by, its subcontractors, if any.

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ARTICLE 11. INDEMNIFICATION

Section 11.01. Indemnification. Client and CI warrant to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions under this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

ARTICLE 12. INSURANCE

Section 12.01. CI carries customary and reasonable comprehensive insurance coverage for errors and omissions.

Section 12.02. Client will obtain and maintain customary and reasonable insurance for its facilities and operations, naming CI as additional insured under all policies.

ARTICLE 13. ETHICAL CONDUCT; RECORDKEEPING

Article 13.01. Client's policy requires ethical conduct in all business activities and practices, including proper recording and reporting of all transactions and compliance with applicable laws. The adequacy and accuracy of CI's billings, supporting documentation, and other information rendered to Client become the basis for Client's further recording and reporting, both internally and externally. CI is not expected or authorized to take any action on Client's behalf that would result in inadequate or inaccurate recording or reporting of assets, liabilities, or any other transaction or that would violate any applicable laws, rules, or regulations.

Section 13.02. Integrity and Financial Responsibility. Client will act with integrity and alert the management of CI to any fraudulent or unethical activity related to Client operations as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that CI's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets, maintaining a positive variance to budget throughout the year to the extent feasible and proper submission of supporting documentation for incoming and outgoing payments of any kind. Notwithstanding Section 14 hereof, CI may immediately terminate this contract in the event it determines, in its sole discretion, that Client personnel are or have acted in a fraudulent or unethical manner or in the case that CI cannot provide the Services in a professional manner consistent with laws and regulations governing the Client, Client approved policies and procedures or business management best practices, based upon the actions or inaction of the Client.

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ARTICLE 14. TERMINATION

Section 14.01. If either party defaults in the performance of this Agreement or materially breaches any of its provisions, the non-breaching party may terminate this Agreement by giving written notification to the breaching party. Termination will take effect if either Party breaches any of its material obligations under this Agreement in any respect, which breach is not remedied within thirty (30) days following written notice to such breaching Party. For the purposes of this paragraph, material breach of this Agreement includes, but is not limited to, the following:

(a) Client's failure to pay CI any undisputed compensation due within 30 days after written demand for payment or invoicing.

(b) CI's failure to complete the services specified in Article 1.

(c) Client's material breach of any representation or agreement contained in this Agreement.

Section 14.02. In the event that Client is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, CI may terminate this Agreement upon written notice to Client.

Section 14.03. Effect of Termination; Survival. Expiration or termination of this Agreement will not relieve either party from its obligations arising hereunder prior to such expiration or termination. Rights and obligations which by their nature continue or should survive will remain in effect after termination or expiration of this Agreement.

ARTICLE 15. DISPUTE RESOLUTION

Section 15.01. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section.

a. Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – CI and Client will submit the Dispute to non-binding mediation in Los Angeles County. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d) below. Arbitration will comply with and be governed by the provisions of the California Arbitration Act

b. Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.

c. Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. CI and Client will each bear its own attorneys' fees associated with the mediation and, if necessary, the arbitration. CI and Client will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.

d. Limitation on Actions. Any dispute Client may have against CI with respect to this Agreement must be brought within two years after the cause of action arises.

ARTICLE 16. GENERAL PROVISIONS

Section 16.01. Any notices to be given under the Agreement by either party to the other will be in writing and may be transmitted by personal delivery or by e-mail, mail, registered or certified, postage prepaid with return receipt requested. Mailed notices will be addressed to the parties at their known place of business, but each party may change that address by written notice in accordance with this section. Notices delivered personally will be deemed communicated as of the date of actual receipt; mailed notices will be deemed communicated as of two days after the date of mailing.

Section 16.02. This instrument contains the entire Agreement of the parties with respect to the subject matter hereof and there are no other promised representations or warranties affecting it. This Agreement supersedes any and all other agreements, either oral or in writing, between CI and Client with respect to the engagement of CI by Client and contains all of the covenants and agreements between the parties with respect to that engagement in any manner whatsoever. Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party that are not embodied in the Agreement, and that no other agreement, statement, or promise not contained in this Agreement will be valid or binding on either party.

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Section 16.03. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.

Section 16.04. The failure of either party to insist on strict compliance with any of the terms, covenants, or conditions of this Agreement by the other party will not be deemed a waiver of that term, covenant, or condition, nor will any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Section 16.05. If any provision in this Agreement is held by a court or arbitrator of competent jurisdiction to be unreasonable, invalid, void, or unenforceable, then this Agreement will be deemed amended to provide for the modification of the unreasonable, invalid, void, or unenforceable provision to the extent that the court or arbitrator finds reasonable, and the remaining provisions of this Agreement will continue in full force without being impaired or invalidated in any way.

Section 16.06. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of California, without giving effect to its conflict of law provisions or to constructive presumptions favoring either party.

Section 16.07. Force Majeure. Neither Party shall be in breach of this Agreement to the extent that any delay or default in performance is due to causes beyond the reasonable control of the delayed or defaulting Party; provided, that the delayed or defaulting Party shall immediately notify the other Party of the event, an estimate of the duration of the event, and the delaying or defaulting Party's plan to mitigate the effects of the delay or default.

Section 16.08. Successors and Assigns. Neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

Section 16.09. Publicity. Client agrees to act as a reference for CI with respect to the Services upon CI's reasonable request. CI may issue press releases or identify Client in marketing materials provided that all references to Client are fair, accurate and not misleading.

Section 16.10. Corporate Power and Authorization. The parties hereto have full corporate power and authority to execute and deliver this Agreement and to perform their obligations hereunder. The execution, delivery and performance of this Agreement by each party has been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by each party and constitutes the valid and legally binding obligation of Client and CI enforceable in accordance with its terms and conditions.

Accepted and Agreed, as of the Effective Date first written above:

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

Signed: _____

Name: Erica Ruzo

Title: Board Chair

CHARTER IMPACT, INC.

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EXHIBIT A
SCOPE OF WORK: BUSINESS MANAGEMENT AND PAYROLL SERVICES & DELIVERABLES

1) **Budgeting and Forecasting**

A) Budget Development
1) Work with Client administrators to develop annual budget for the subsequent fiscal year beginning in March of each year for Board approval.

B) Forecast
1) CI will prepare a forecast three times throughout the Client year: 1st interim (actual data through October 31st), 2nd interim (actual date through January 1st) and at budget time (actuals through March 31st).

2) **Bookkeeping Services**

A) General Ledger Maintenance
1) Establish and maintain the Client's general ledger. CI will monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform all other regular maintenance.

B) Balance Sheet Reconciliation
1) Perform monthly reconciliation of all bank statements. Quarterly perform reconciliation of remaining balance sheet accounts: Prepaid/Deposits, Accounts Receivable, Accounts Payable, Payroll Liability, Debt/Loans, and any Other Asset or Liability Item. Annually, perform depreciation and valuation analysis and update asset values for items such as property, equipment, and furniture.

C) Accounts Payable
1) Process vendor invoices for payments including, verify approval of payment, determine cash flow availability, verify non-duplication of payment by CI, log appropriate accounting entries, produce check payments, and verify check security. Any discrepancies will be reported to the Client within three business days of CI becoming aware of the discrepancy. CI is not responsible for communicating any information to Client vendors. The fees described in Section 3.01 are based upon Client cooperation and compliance with CI processes and procedures. Time incurred to process payments outside of the pre-established timeline is subject to additional fees as described in Section 8.04 above.

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2) Complete 1099s for all independent contractors.

It is the Client's sole responsibility to obtain and submit to CI the IRS Form W-9 for all vendors. Client acknowledges that CI is not responsible for processing of Form 1099 for any vendor for which CI has not received a Form W-9 or for any vendor that has not been paid through CI's vendor payment process.

D) Accounts Receivable

1) Monitor receipt of revenue and provide a detailed accounting of accounts receivable as requested by Client.

E) Audit Preparation

1) Collect all information required by auditors (loan documentation, grant award letters, building leases, copier leases, etc.) to the extent provided by the Client.
2) Prepare required schedules (accrual worksheet, fixed asset ledger, GASB34 entries, etc.)
3) Be the point of contact for all communication with the auditors regarding financial data maintained by CI.

3) Financial Management and Reporting

A) Standard Financial Reports

1) Prepare and email Standard Financial Reports to Client Administrator monthly by the end of the month following reporting month. (For example, reports for a June 30th closing will be emailed by July 31st).

B) Financial Analysis

1) CI will perform on-going analysis of actual versus budget revenue and expenses and monitor cash flow. As it relates to Standard Financial Reports, any unusual items and/or unfavorable trends identified by CI will be reported to the Client site at that time.
2) Prepare and review Standard Reports with Client Administrators.
3) Prepare and present Client financial health to Client Board as appropriate, no less than once a year.

4) Funding/Reporting

A) Categorical Funding Applications

1) Prepare financial portions of funding applications as for funding sources identified in the Client's budget.

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2) In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes CI to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.

B) Compliance and Fiscal Reporting

1) Prepare Budget report required by chartering agency in required format.
2) Twice a year, prepare Interim Financial Reports and submit to chartering agency in required format.
3) Annually, prepare the Unaudited Actuals Report and submit to the chartering agency in required format.

5) Payroll

A) Processing

1) Maintain employee information in payroll database. CI will process any status updates, new hires, terminations, and or informational changes in the payroll system based on information submitted by the Client on Status Change Request forms.

2) Regular Payroll Schedules: CI's payroll department will provide the Client a payroll schedule for the calendar year which includes accrual period and deadlines for CI to receive from the Client: new hire documentation, personnel change forms and payroll time data for each respective pay period. The Client is responsible to submit all information no later than 5 p.m. on the deadline days per the Client' payroll schedule.

3) Late Payroll Submission: Payroll information received late will be deferred to the next regular payroll cycle or will be subject to a supplemental payroll run to be processed at CI's earliest availability and subject to fees as described in Section 8.04.

4) As required by law, and directed by Client, federal and state payroll tax payments are calculated and submitted to the proper state and federal authorities according to Internal Revenue Service guidelines (monthly, semiweekly and/or next-day depositor status) that pertain to the respective Client by CI.

5) Prepare payroll tax filing reports quarterly for federal and state agencies. Prepare the annual state payroll tax filing report.

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B) Retirement Reporting

1) STRS/PERS - CI will timely submit the monthly spreadsheet to the 3rd party administrator designated by County Office of Education who in turn will then process data and forward it to the retirement division at County Office of Education. The retirement division at County Office of Education will then forward the information to CalSTRS and coordinate with the County Office of Education accounting department to debit the money from the Client' apportionment.

2) 403B – CI will process appropriate deductions for employees upon receipt of appropriate paperwork from the Client. CI will submit payment to the applicable retirement company semi-monthly.

C) Personnel

1) Prepare, review, and distribute W-2s as required by law and directed by Client.
2) Assist Client in developing sound procedures for management of employee records.
3) Process status change forms when hiring or firing employee.
4) CI is not responsible for communication any information to Client employees.

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EXHIBIT B
SCOPE OF WORK: STUDENT DATA SERVICES

A) Attendance Reporting
   1) Prepare P-1, P-2 and Annual attendance reports from Client-provided records, and submit to the chartering agency. Re-calculation or submission of reports is subject to additional fees as described in Section 8.04.

B) Compliance Reporting
   1) Prepare and analyze all CALPADS reports prior to submission
   2) Maintain monthly enrollment synchronization with CALPADS and SIS retrieval
   3) Report CALPADS anomalies to Client management
   4) Prepare the following:
      - CELDT PREID
      - CST PREID
      - CBEDS-ORA
      - Civil Rights Data Collection

C) SIS System Maintenance
   1) Assist with beginning of the processes such as:
      - Student information upload from easy-to-use templates
      - Scheduling set-up within the system
      - Grading set-up within the system
      - Attendance taking set-up within the system
   2) Assist with end of the year processes to ensure accuracy for the following year and proper lockdown of data
   3) Upload of CELDT and CST scores
   4) Reconcile all attendance data on a monthly basis

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EXHIBIT C
HOURLY RATES

Clerk	**$100.00**
Staff	**$150.00**
Senior	**$175.00**
Director	**$200.00**
Executive	**$250.00**

BYLAWS
OF
LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located in Los Angeles County, California. The address is 625 Coleman Ave., Los Angeles, CA 90042.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

_____ Dated:

_____ Dated:

_____ Dated:

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

ARTICLE 2
PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

The primary objectives and purposes of this corporation shall be to provide public education for students in the state of California. The purpose of the Los Angeles International Charter High School is to offer a high quality, meaningful college-preparatory curriculum in a safe environment were students will develop academic and leadership skills that will help them succeed through college and beyond.

SECTION 2. NON-DISCRIMINATORY POLICY STATEMENT

This corporation shall not discriminate in any form as provided by law. Furthermore this corporation shall:

1. Be nonsectarian in programs, admission policies, employment practices and all other operations.
2. Not discriminate against any student, employee, or person on the basis of ethnicity, national origin, gender, disability or any other class protected under the law
3. Comply with all federal laws and state codes relating to public agencies.

ARTICLE 3
DIRECTORS

SECTION 1. NUMBER

The corporation shall have not less than five (5) and no more than seven (7) directors with the exact number to be fixed within these limits by approval of the Board of Directors in the manner provided in these Bylaws. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

1. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
2. Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;
3. Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;
4. Meet at such times and places as required by these Bylaws;
5. Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

SECTION 4. TERMS OF OFFICE

Each director, with the exception of the Charting Agency representative, shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected or appointed and qualifies.

SECTION 5. COMPENSATION

Directors shall serve without compensation, with the exception that they will be compensated for expenses accrued while attending authorized school-related professional development functions. Examples of functions include seminars, conferences, etc. Acceptable expenses include: meals, hotel, car-rentals, airfare, etc.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

In accordance with government Code 1090, interested persons are not allowed to serve on the board. For purposes of this Section, "interested persons" means either:

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

(b) Any ancestor, descendant, sibling, spouse, or any family member by extension of the law of any such person.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such place within the State of California which has been designated from time to time by resolution of the Board of Directors.

SECTION 8. REGULAR AND ANNUAL MEETINGS

Regular meetings of Directors shall be held at least once every two months with exact dates to be decided by the board when creating the annual calendar. An annual board meeting shall be held during the month of December with the exact date to be decided by the board. An annual meeting for nominations and elections for offices, as well as for filling vacancies shall be held each June with an exact date to be decided by the board. Annual meetings do not count towards the at least six regular meetings guaranteed by these bylaws.

SECTION 9. SPECIAL MEETINGS

The notice shall be delivered personally or by any other means and shall be received at least 24 hours by the public before the time of the meeting as specified in the notice. The notice shall specify the time and place of the special meeting and the business to be transacted or discussed. No other business shall be considered at these meetings. The written notice may be dispensed with as to any member who at or prior to the time the meeting convenes files with secretary a written waiver of notice. The waiver may be given electronically. The written notice may also be dispensed with as to any member who is actually present at the meeting at the time it convenes. The notice shall be posted at least 24 hours prior to the special meeting in a location that is freely accessible to members of the public.

Notwithstanding any other law, a special meeting cannot be called regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits, of a local agency executive, unless the special meeting is to discuss the local agency's budget.

SECTION 10. NOTICE OF MEETINGS

Notice of meetings shall be in compliance with the Brown Act. Regular meetings of the board will be held with at least 72 hours public notice given. Notice will be posted on website and appropriate public locations.

SECTION 11. CONTENTS OF NOTICE

Notice shall be in compliance with the Brown Act. Notice of meetings shall specify the place, day and hour of the meeting. The agenda of the board meeting shall also be included in the notice.

SECTION 12. QUORUM FOR MEETINGS

A majority of board members then serving shall constitute a quorum for purposes of transacting business. Except as otherwise provided by law, no business shall be considered by the board at any meeting at which a quorum is not present, and the only motion which the President, or presiding member shall entertain at such meeting is a motion to adjourn.

SECTION 13. MAJORITY ACTION AS BOARD ACTION

Every act or decision made by a majority of the directors present and voting at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board.

Board members will abstain themselves from votes on issues which would be considered a conflict of interest including salary issues regarding directors, certificated staff, and classified members.

SECTION 14. CONDUCT OF MEETINGS

Meetings of the Board of Directors will be in compliance with the Brown Act and shall be presided over by the President of the Board, or, in his or her absence, by a board member chosen to preside by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Roberts Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

SECTION 15. VACANCIES

At the annual meeting of directors, directors, with the exception the Chartering Agency representative, shall be elected by the Board of Directors in accordance with this section. The members may consist of the following: one designated representative from the Chartering Agency, and a designated number of community representatives within the number specified in Article 3 Section 1 of these bylaws, unless the number is changed by amendment to these bylaws. Candidates for the community representative positions will be identified by the Board of Directors.

Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote. The majority vote will consist of fifty-percent (50%) plus one of the votes cast. The Chartering agency representative will be appointed by the Chartering Agency.

Prior to the annual meeting of directors, the board must agree by a majority vote as to how many vacant seats the directors will be voting for.

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a majority of the directors then in office.

If a Director is not fulfilling their duties or is refusing to follow majority board instruction they may be removed from the remainder of the meeting by a majority vote of the Directors present or removed from

their seat in its entirety by a majority vote of all Directors on the board.

Directors shall be removed after the third unexcused absence in a year from a regular meeting. Excuses will be deemed valid only if (1) the board Secretary and President are notified at least 2 hours prior to the meeting, (2) if the board present at the specific meeting has a majority vote your excuse is valid, and (3) confirmation by a 3rd party that your excuse was in fact truthful. The board shall notify any member in writing after the second unexcused absence from a regular meeting as a caution that the next regular meeting missed will be grounds for removal.

Any director may resign effective upon giving written notice to the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation.

A Director may not resign if it would leave the board with less than the minimum number of members required by these bylaws. Rather, the board may hold an interim nomination process to select a replacement as adhering to the policies in these bylaws.

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 the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or a sole remaining director.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

SECTION 16. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation as specified by non-profit regulations.

SECTION 17. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding as it relates to Los Angeles International Charter School business.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 18. INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 4
OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and a Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

For an office other than the initial three to take effect, there must be a majority vote to create the office and then nominations and election must be held for each office created. The newly elected office will take effect immediately.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

The qualifications for officers are for them to be members in good standing of the Board of Directors. Officers will be nominated to an office, and if member accepts, will be elected by a simple majority vote of the board.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer, may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. DUTIES OF PRESIDENT

The President shall, subject to the control of the Board of Directors, in conjunction with the administration of the school, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors.

SECTION 6. DUTIES OF SECRETARY

The Secretary shall:

In conjunction with the administration of the school, ensure that the administration of the school:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.
Keep at the principal office of the corporation or at such other place as the board may determine, a book of

minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 7. DUTIES OF TREASURER

The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; (g) have such other powers and perform such other duties as the Board may prescribe; and (h) within thirty (30) days of board resolution, the outgoing treasurer shall remove themselves as the authorized signatory in the school's designated bank account.

SECTION 8. COMPENSATION

The officers of the Board shall serve on a voluntary basis and shall receive no compensation, with the exception to that compensation stated in Article 3, section 5.

ARTICLE 5
COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

1. The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members.

2. The filling of vacancies on the board or on any committee which has the authority of the board.

3. The fixing of compensation of the directors for serving on the board or on any committee.

4. The amendment or repeal of Bylaws or the adoption of new Bylaws.

5. The amendment or repeal or any resolution of the board which by its express tenms is not so amendable or repeal able.

6. The appointment of committees of the board or the members thereof.

7. The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

8. The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

9. The removal of any members from the board or the committee.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as "advisory" committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not

inconsistent with the provisions of these Bylaws.

ARTICLE 6
EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize the executive director to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, the executive director shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

The Board of Directors, except as otherwise provided in these Bylaws, may, by resolution or as otherwise required by law, authorize an officer or agent of the corporation to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 7
CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of directors and committees of the board, indicating the time and place of holding such meetings, whether regular, special or emergency, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;

(c) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind except for those explicitly excluded in these bylaws and to inspect the physical properties of the corporation.

Directors will not have the right to inspect those books, records, and documents containing personal information regarding the students or personnel of the charter high school.

SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 5. ANNUAL REPORT

The board shall cause an annual report to be furnished not later than one hundred and sixty (160) days after the close of the corporation's fiscal year to all directors of the corporation which report shall contain the following information in appropriate detail:

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

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

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

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

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

ARTICLE 8
FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on July 1 and end on June 30 in each year.

ARTICLE 9
AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted as follows:

(a) By approval of the Board of Directors

ARTICLE 10
AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES

Any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

SECTION 2. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

ARTICLE 11
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS INFORMATION

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

SECTION 2. PROHIBITION OF SHARING OF INFORMATION

No member, Director, officer, employee, or other person connected with this corporation, or any private individual shall disclose any information that has been deemed classified by these bylaws or the board. This information must be in compliance with the Brown Act. Breaching of confidentiality may result in removal from membership.

Approved and Adopted this 25th day of July 2017.

ATTEST:

Director, Jose Montoya

Amended and Adopted this 1st day of December of 2018.

Director. Jose Montoya (12.01.18)

LAICHS:

Director, Claudia Perez

Claudia Perez 12/1/2018

CERTIFICATE

I, Board Secretary, of the of the Los Angeles International Charter High School, a California nonprofit corporation, do hereby certify that the foregoing By-Laws are a true and correct copy and were adopted at a Regular Meeting of the Board of Directors on the 25th day of July 2017, by the following vote:

AYES: Claudia Perez, Sherri Miller, and Jose Montoya.
NOES: None
ABSENT: None
ABSTAIN: None

Jose Montoya, Secretary

Section 9 Corporation papers:
IRS letter for 501.3c, Articles
of Incorporation, Bylaws

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

DEPARTMENT OF THE TREASURY

Date: MAY 2 0 2004

LOS ANGELES INTERNATIONAL CHARTER
HIGH SCHOOL
C/O CLIFFORD R MOSELEY
6218 BEARD ST
LOS ANGELES, CA 90042

Employer Identification Number:
72-1567349
DLN:
17053274072023
Contact Person:
GARY L BOTKINS ID# 31463
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware

Letter 947 (DO/CG)

APR 9 2003

KEVIN SHELLEY
Secretary of State

ARTICLES OF INCORPORATION
OF
Los Angeles International Charter High School
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is the Los Angeles International Charter High School.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The specific purpose for which this corporation is organized is to provide public education for students in the state of California.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Clifford R. Moseley, 6218 Beard St., Los Angeles, California 90042.

FOUR: (a) This corporation is organized and operated exclusively for 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:

Name	Address
Clifford R. Moseley	6218 Beard St. Los Angeles ,California 90042
Vaughn J. Bernardez	3936 South Denker Ave, LA, California 90062
Rita Kanell	7810 W. 79TH ST. PLAYA DEL REY, CA 90293

Janet Giodiano ST., LOS ANGELES, CA 90042

Benjamin Mauer 1916 MISSION ST., SOUTH PASADENA, CA 91030

SIX: The property of this corporation is irrevocably dedicated for educational purposes, meeting the requirements of Section 214 of the California Taxation Code 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 educational purposes, meeting the requirements of Section 214 of the California Taxation Code and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: March 4, 2003

_____, **Director**
Clifford R. Moseley

_____ **Director**
Vaughn J. Bernardez

_____, **Director**
Rita Kanell

_____ **Director**
Janet Giodiano

_____ **Director**
Benjamin Mauer

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

_____
Clifford R. Moseley, Director

_____
Vaughn J. Bernardez, Director

_____
Rita Kanell, Director

_____
Janet Giodiano, Director

_____
Benjamin Mauer, Director

LEASE AGREEMENT

THIS LEASE AGREEMENT ("Lease") dated as of September 16, 2016 is entered into between Bethesda University, aka Bethesda Christian University, a nonprofit California corporation ("Landlord") and Los Angeles International Charter High School, Inc., a nonprofit California corporation ("Tenant"), and is effective as of September 1, 2016 (hereafter, "Effective Date") and is made with reference to the following "RECITALS."

RECITALS

A. WHEREAS, Landlord and Tenant are presently the named parties under the terms of that certain written "COMMERCIAL LEASE AGREEMENT" dated January 29, 2009 ("Existing Lease") by which Landlord has leased to Tenant the real property and improvements located at 625 Coleman Avenue Los Angeles, California 90042 comprised of approximately 7.4 acres (hereafter, "Property");

B. WHEREAS, pursuant to the terms and provisions of this Lease, the Existing Lease shall be terminated in accordance with Section 1.0 below and Landlord shall and does hereby lease to Tenant that portion of the Property described below in RECITALS Section C. as the "LEASED PREMISES;"

C. WHEREAS, Tenant hereby leases from Landlord that portion of the Property described as follows: approximately two (2) acres presently possessed, occupied, and used by the Tenant on the north side of the so called chain linked fence which divides the entire approximate 7.4 acres of the Property (hereafter respectively, "Fence" & "2 ACRES") and the said 2 ACRES is essentially improved with the following improvements: (i) two (2) permanent buildings known as "Lingren Hall," which is also known as the "L Building" and the "Panther Den Building" (the aforesaid permanent buildings are hereafter sometimes collectively referred to as the "Permanent Buildings);" and (ii) a dedicated parking area currently situated to the east and in front of the Permanent Buildings (hereafter sometimes "Parking Area"). The said 2 ACRES and the said Permanent Buildings, Parking Area and appurtenances comprise the premises the subject of this Lease (hereafter, collectively "LEASED PREMISES"). Tenant is otherwise utilizing and leasing directly from "Mobile Modular Management Corporation" three (3) mobile or modular classroom-office buildings (hereafter sometimes the "Modulars"); and Tenant is otherwise utilizing an existing private driveway-roadway for ingress and egress into and from the "LEASED PREMISES" which driveway-roadway is located off of Via Marisol and proceeds from Via Marisol south and parallel to the west of Via Colina Avenue terminating in the general vicinity of the said Parking Area (hereafter sometimes "Roadway") however, the Roadway is not part of the LEASED PREMISES but Tenant, pursuant to Section 5.1 below, shall have the right to use the Roadway;

NOW THEREFORE, in consideration of the foregoing premises and the terms and provisions of this Lease and for other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, Landlord and Tenant mutually agree as follows:

Section 1. Existing Lease

1.0 Termination of Existing Lease. The Existing Lease, effective Midnight, August 31, 2016, as of the Effective Date, is hereby terminated and replaced with this Lease.

Section 2. Premises

2.0 The Leased Premises. Landlord leases to Tenant the LEASED PREMISES pursuant to the terms and provisions of this Lease.

Section 3. Lease Term

3.0 Term. The initial term of this Lease is for one hundred and six (106) months commencing as of the September 1, 2016 Effective Date and subject to the Tenant's "Option to Renew" the Lease, as defined below at Section 10.0, the Lease term shall terminate as of Midnight, June 30, 2025 (hereafter "Initial Term").

Section 4. Rent-Late Fees & Security

4.0 Rent. Commencing September 1, 2016, and on the first day of each succeeding month thereafter, through and including June 30, 2020, Tenant shall pay Landlord rent in the monthly sum of Twenty-Three Thousand Dollars ($23,000) The monthly rent for the balance of the Initial Term shall be paid as follows:

(1) July 1, 2020 thru June 30, 2021 : $23,690.00
(2) July 1, 2021 thru June 30, 2022 : $24,401.00
(3) July 1,2022 thru June 30, 2023 : $25,133.00
(4) July 1, 2023 thru June 30, 2024 : $25,887.00
(5) July 1, 2024 thru June 30, 2025 : $26,663.00

4.1 Late Fees. Tenant hereby acknowledges that late payment by Tenant to Landlord of rent or other sums due hereunder will cause Landlord to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges, and late charges which may be imposed on Landlord by terms of any mortgage or deed of trust covering the LEASED PREMSIES. Accordingly, if any installment of rent or of a sum due from Tenant is not received by Landlord or Landlord's designee on or before the 5th day of the month in which such payment is due, then Tenant shall pay to Landlord a late charge equal to five percent (5%) of the overdue amount, or $100, whichever is greater. The parties hereby agree that such late charges represent a fair and reasonable estimate of the cost that Landlord will incur by reason of the late payment by Tenant. Acceptance of such late charges by Landlord shall in no event constitute a waiver of Tenant's default with respect to such overdue amount, nor prevent Landlord from exercising any other rights and remedies granted hereunder. Should Tenant's check be dishonored by the bank, Tenant agrees to promptly replace said check with a Cashier's Check and additionally pay the 5% or $100 whichever is greater, plus a $25 return item fee.

4.2 Security Deposit. Tenant concurrently upon the mutual execution of this Lease, has paid a security deposit to Landlord of $ 23,000.00 ("Security Deposit" $5,207.00 paid already with 9/1/16 Rent and $17,793.00 paid concurrently herewith). The Security Deposit shall be held by Landlord without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that the Security Deposit shall not be considered an advance payment of rental or a measure of Landlord's damages in case of uncured default by Tenant. Unless otherwise provided by

mandatory non-waivable law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy Tenant's uncured breach of any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, the balance of the Security Deposit remaining after any such application shall be returned by Landlord to Tenant. If Landlord transfers its interest in the Premises during the term of this Lease, Landlord may assign the Security Deposit to the transferee and thereafter shall have no further liability for the return of such Security Deposit.

Section 5. Use of LEASED PREMISES & Roadway

5.0 Use. The LEASED PREMISES shall be used for educational purposes for Tenant's operation of a charter high school. Tenant shall comply with all statutes, ordinances, regulations, and other requirements of all governmental entities that pertain to Tenant's occupancy and/or use of the LEASED PREMISES.

5.1 The Roadway. Tenant shall have the right to use of the Roadway for ingress and egress to and from the LEASED PREMISES and shall maintain insurance against personal injuries occurring on the Roadway caused by Tenant's use thereof. Landlord, after first giving Tenant ninety (90) days advance written notice, may relocate the Roadway, subject to the condition that Landlord provides Tenant with equivalent ingress and egress to and from the LEASED PREMISES. Tenant has been granted no other rights respecting the Roadway.

Section 6. Alterations

6.0 Alterations at the LEASED PREMISES. Tenant shall not make any alterations at the LEASED PREMISES or upon the Roadway without the express written prior consent of the Landlord, which consent shall not be unreasonably withheld. All such alterations shall be at the sole cost and expense of the Tenant.

Section 7. Insurance

7.0 Tenant's Insurance. Tenant shall insure the LEASED PREMISES and its use of the Roadway and shall thereupon obtain and maintain at all times, a comprehensive general liability policy of insurance issued by an A-rated insurance carrier insuring against the risk of personal injury, property damage, and resultant loss of use with limits of no less than One Million Dollars ($1,000,000) per claim and Two Million Dollars ($2,000,000) in the aggregate. Such insurance shall name the Landlord as an additional insured and Tenant shall provide a certificate of insurance therefore to the Landlord. Tenant may otherwise obtain and maintain such other and further insurance as Tenant deems necessary or desirable. All such insurance of Tenant shall be at the sole cost and expense of the Tenant.

7.1 Landlord's Insurance. Landlord, as to the approximate 5.4 acre portion of the Property divided off from the LEASED PREMISES by the said Fence, shall obtain and maintain a comprehensive general liability policy of insurance issued by an A-rated insurance carrier insuring against the risk of personal injury, property damage, and resultant loss of use with limits of no less than One Million Dollars ($1,000,000) per claim and Two Million Dollars ($2,000,000)

in the aggregate. The Landlord's said comprehensive general liability insurance shall name Tenant as an additional insured and shall provide a certificate of insurance therefore to the Tenant. Landlord shall also obtain and maintain an all risk extended policy of insurance insuring the full replacement value of the Permanent Buildings, Parking Area, and Roadway, and with rental interruption insurance. All such insurance of Landlord shall be at the sole cost and expense of the Landlord.

7.2 Waiver of Subrogation. All insurance to be obtained and maintained by the Tenant, pursuant to Section 7.0 above and all insurance to be obtained and maintained by the Landlord pursuant to Section 7.1 above shall include mutual waivers of subrogation.

Section 8. Repairs-Maintenance and Utilities

8.0 As-IS Acknowledgement & Tenant's Repair and Maintenance Duties. Tenant covenants and agrees that it has examined and knows the condition of the LEASED PREMISES and every part thereof and has received same in as-is condition and that no statements or representations as to the condition or repair of the LEASED PREMISES have been made by Landlord prior to or upon execution of this Lease. Tenant acknowledges that the LEASED PREMISES have not been inspected by a Certified Access Specialist. Further, Tenant accepts the LEASED PREMISES in their present condition, waiving any claim or right on account of such condition. Tenant agrees that Landlord shall not be liable to Tenant or any other person or entity for any injury or damage that may result to persons or property by reason of any defect in the construction or condition or present or future lack of repair of the LEASED PREMISES. Tenant agrees at its own expense, to maintain and keep all and every part of the LEASED PREMISES in good condition and repair and Tenant shall not commit waste and that if Tenant fails to do so then Landlord may elect to do so at Tenant's expense after first giving Tenant sixty (60) day advance written notice. Tenant covenants and agrees that at the expiration of the term mentioned in this Lease or at the sooner termination thereof, by forfeiture or otherwise, will yield up and deliver the LEASED PREMISES to Landlord in good order and condition, reasonable wear and tear excepted, and that Tenant will surrender to the Landlord all keys of the several doors and any other such things that may appertain to the LEASED PREMISES.

8.1 Utilities. Tenant shall pay for all water and power utilized by Tenant at the LEASED PREMISES and specifically for the Modulars Tenant shall pay for all water, power, security and fire systems, utility poles and equipment.

Section 9. Default

9.0 Tenant's Default. Each of the following shall constitute an event of default by the Tenant under this Lease:

(i) If Tenant fails to make any payment required by the provisions of this Lease when due;

(ii) If Tenant otherwise fails, within thirty (30) days after written notice and except for any other longer notice period provided for in this Lease, to correct any breach or default of the other covenants, terms, and obligations of the Tenant under this Lease; and

(iii) If Tenant is adjudicated bankrupt or insolvent or vacates, abandons, or surrenders the LEASED PREMISES prior to the expiration of the Initial Term, and, if applicable, prior to the expiration of the "Renewal Term" as defined below at Section 10.0.

9.1 Landlord's Default. Any failure by the Landlord, after a thirty (30) day written notice from Tenant to Landlord to perform any covenants, terms, or obligations of the Landlord under this Lease.

Section 10. Tenant's Renewal Option

10.0 Tenant's Option to Renew. Tenant, subject to the condition that it has then performed it's material obligations under this Lease and is not then in material default thereof, shall have the option to renew and thereupon extend the Initial Term of this Lease for an additional five (5) years ("Renewal Term") by giving written notice of such election to Landlord not later than one hundred eighty (180) days prior to the expiration of the Initial Term. The rent for the first year of the Renewal Term shall be a sum equal to the monthly rent applicable to the last month of the last lease year of the Initial Term plus three percent (3%) thereof. Thereafter, the monthly rent for the remainder of each lease year of the Renewal Term shall be increased by three percent (3%) each lease year effective as of the first day of July.

Section 11. Assignment and Subletting

11.0 Tenant's Right to Assign and/or Sublet. Tenant shall at all times have no right to assign or sublet all or any portion of the LEASED PREMISES without first obtaining the Landlord's written consent. Tenant, notwithstanding any such assignment or sublease, shall remain fully responsible for all obligations of the Tenant under this Lease. In the event of any default of this Lease by an assignee or subtenant, the Landlord shall immediately give written notice thereof to the Tenant, and Tenant shall have the right, but not the obligation, to cure any such default.

Section 12. Non-Competition & Land Use Cooperation

12.0 Landlord & Tenant Covenants. Landlord, as to the approximate 5.4 acre portion of the Property to the south of the Fence, shall not authorize nor permit any person or entity to utilize the same for the use of a high school. Landlord may otherwise use or permit another person or entity to use the said approximate 5.4 acre portion of the Property for any other lawful use or purpose so long as the same is not directly competitive with Tenant's authorized educational use as a high school. Tenant will not object to any authorized and proposed new construction by Landlord on the said approximate 5.4 acre portion of the Property and will cooperate therewith so long as any such proposed or actual new construction does not interfere with Tenant's use and enjoyment of the LEASED PREMISES, the Modulars and Tenant is not required to pay any money nor incur any cost or expense.

Section 13. Real Property Taxes

13.0 Taxes. Landlord shall pay, prior to delinquency, all general real estate taxes and assessments assessed against the Property coming due during the Initial Term and/or Renewal Term of this Lease, if applicable, and Tenant shall have no liability therefor. Tenant will cooperate with Landlord's efforts to obtain an exemption but at no cost to Tenant.

Section 14. Damage or Destruction

14.0 Tenant's Option to Terminate for Damage or Destruction. If the LEASED PREMISES or any portion thereof or appurtenant thereto is so damaged by fire and/or any other event or casualty so that the LEASED PREMISES cannot reasonably be used for Tenant's authorized use, then Tenant shall have the right within ninety (90) days following any such damage or destruction to elect, by written notice to Landlord, to terminate this Lease as of the date of such damage or destruction. Landlord, in the event of minor damage to any part of the LEASED PREMISES which damage does not render the LEASED PREMISES unusable for Tenant's authorized use, shall promptly repair all such damage at the sole cost of Landlord. However, Tenant shall be relieved from paying rent and other charges during any portion of the Initial Term and, if applicable, Renewal Term to the extent the LEASED PREMISES are inoperable or unfit for Tenant's occupancy or use, in whole or in part. Any rentals and/or other charges paid in advance for any such period shall be credited on the next ensuing payments, if any, or if no further payments are to be made, any such advance payments shall be refunded to Tenant.

Section 15. Condemnation

15.0 Condemnation Rights. If all or part of the LEASED PREMISES is condemned for public use, either party may terminate this LEASE as of the date possession is given to the condemner. Tenant shall have the right to intervene in any Eminent Domain Lawsuit or similar proceeding or initiate any other proceeding against the condemner to recover from the condemner all losses incurred by Tenant including, but not limited to, Tenant's loss of good will, relocation costs and trade fixtures. Tenant shall have no rights in or to the condemnation proceeds otherwise attributable to Landlord's losses which belong to Landlord.

Section 16. Alternative Dispute Resolution

16.0 Mediation. In the event of any unresolved dispute or controversy by and/or between the Landlord and the Tenant or their authorized successors, the same shall be submitted to mediation before a retired judge of the Los Angeles Superior Court affiliated with Alternative Dispute Resolutions Services of Los Angeles (hereafter "ADRS"). Any party desiring to initiate mediation shall do so by making a written demand on the other party ("Demanding Party") which written demand shall describe the issues in controversy and shall set forth the identity of the Demanding Party's preferred mediator so affiliated with ADRS. Thereafter, the party receiving any such demand from the Demanding Party ("Responding Party") shall serve a written response upon the Demanding Party which written response shall either agree to the Demanding Party's preferred mediator or set forth the Responding Party's alternative mediator so affiliated with ADRS. If the parties do not thereupon agree to the identity of the mediator, then ADRS shall appoint the mediator. The mediation shall commence within thirty (30) days following the date of the original demand for mediation. The cost of mediation shall be borne equally by and between the parties.

16.1 Arbitration. Any unresolved controversies or disputes arising out of or relating to this Lease or the breach thereof, by and between the Landlord and the Tenant or their authorized successors, shall be resolved by submission to binding arbitration before a retired judge of the Los Angeles Superior Court affiliated with ADRS (however not the same judge who served the mediator) and shall be arbitrated through the auspices of ADRS. The ADRS affiliated arbitrator shall render an award in the form of a written statement of decision in accordance with California Code of Civil Procedure Section 632, and the award so rendered by the arbitrator may be entered in any court having competent jurisdiction thereof. Such arbitration will take place in Los Angeles, California. The arbitrator shall apply California Law to resolve any such controversy and/or dispute. The Landlord and Tenant intend that in the event of any such arbitration they shall have the full rights of civil discovery afforded to litigants under the California Civil Discovery Act and the Landlord and the Tenant specifically hereby incorporate herein by this reference the provisions of Code of Civil Procedure 1283.05 and 1283.1.

BY INITIALING IN THE SPACE BELOW YOU ARE AGREEING TO HAVE ANY DISPUTE ARISING OUT OF THE MATTERS INCLUDED IN THE FOREGOING ARBITRATION PROVISION DECIDED BY NEUTRAL ARBITRATION AS PROVIDED BY CALIFORNIA LAW AND YOU ARE GIVING UP ANY RIGHT YOU MIGHT POSSESS TO HAVE THE DISPUTE LITIGATED IN A COURT OR JURY TRIAL. BY INITIALING IN THE SPACE BELOW YOU ARE GIVING UP YOUR JUDICIAL RIGHT TO DISCOVERY AND APPEAL UNLESS THOSE RIGHTS ARE SPECIFICALLY INCLUDED IN THE FOREGOING ARBITRATION PROVISION. IF YOU REFUSE TO SUBMIT TO ARBITRATION AFTER AGREEING TO THIS PROVISION, YOU MAY BE COMPELLED TO ARBITRATE UNDER THE AUTHORITY OF THE CALIFORNIA CODE OF CIVIL PROCEDURE. YOUR AGREEMENT TO THIS ARBITRATION PROVISION IS VOLUNTARY.

WE HAVE READ AND UNDERSTAND THE FOREGOING AND AGREE TO SUBMIT DISPUTES ARISING OUT OF THE MATTERS INCLUDED IN THE FOREGOING PROVISION TO NEUTRAL ARBITRATION.

LANDLORD'S INITIALS CHC TENANT'S INITIALS A.J.

16.2 Attorneys' Fees. In the event of any arbitration or litigation arising between the parties or their authorized successors which in any way concerns, relates to, or arises out of the subject matter of this Lease, then the prevailing party shall be awarded its reasonable attorneys' fees and costs. However, notwithstanding the foregoing, in the event that any party fails or refuses to participate in mediation, in accordance with Section 16.0 above, then any such party shall not be awarded its reasonable attorneys' fees or costs.

Section 17. Miscellaneous

17.0 Entry. Tenant shall make the LEASED PREMISES available to Landlord or Landlord's agent for the purpose of entering to make inspections, necessary or agreed repairs, alterations, or improvements, or to supply necessary or agreed services, or to show to prospective or actual purchasers, tenants, mortgagees, lenders, appraisers, or contractors. Landlord and Tenant agree that forty-eight (48) hours' advance written notice shall be reasonable and sufficient notice. In an emergency, Landlord or Landlord's representative may enter the LEASED PREMISES at any time without prior notice.

17.1 Memorandum of Lease. Tenant may record a Memorandum of this Lease.

17.2 Signs. Tenant authorizes Landlord to place a FOR SALE sign on the LEASED Premises, but not upon the Permanent Improvements or Modulars, at any time, and a FOR LEASE sign on the LEASED PEMISES, but not upon the Permanent Improvements or Modulars, within the ninety (90) day period preceding the termination of this Lease.

17.3 Estoppel and Subordination Non Disturbance. Tenant shall execute and return a tenancy statement (estoppel certificate), delivered to Tenant by Landlord or Landlord's agent, within five (5) business days after its receipt. The tenancy statement shall acknowledge that this Lease is unmodified and in full force, or in full force as modified, and state the modifications. Failure to comply with this requirement shall be deemed Tenant's acknowledgment that the tenancy statement is true and correct, and may be relied upon by a prospective lender or purchaser. Tenant shall execute a standard American Industrial Real Estate form of Subordination and Non Disturbance and Attornment Agreement within five (5) business days of its receipt of the same fully executed by any existing or new prospective lender of Landlord which essentially confirms that this Lease is subordinate to the lien of any foreclosing first trust deed lender of Landlord and that Tenant shall attorn to any such lender of Landlord but that any such lender shall not disturb Tenant's possession or Lease rights.

17.4 Landlord's Transfer. Tenant agrees that the transferee of Landlord's interest shall be substituted as Landlord under this Lease. Landlord will be released of any further obligation to Tenant regarding the security deposit, only if the security deposit is returned to Tenant upon such transfer, or if the security deposit is actually transferred to the transferee.

17.5 Entire Agreement. This Lease and that certain "Settlement Agreement" of even date constitute the entire, complete, and exclusive agreement by and between Landlord and Tenant with regard to their subject matters. There are no other prior or contemporaneous agreements, whether oral or written, and there are no other verbal promises, representations, or agreements. There are no other actual or presumed set of facts or circumstances not expressly set forth in this Lease. This Lease and the said Settlement Agreement of even date constitute a fully integrated agreement with respect to their subject matters under the California Parol Evidence Rule. This Lease may only be modified or amended on the basis of a writing signed by the party to be charged and through no other means. In particular, but without limiting the generality of the foregoing, this Lease may not be amended or modified on the basis of any actual or alleged oral agreements or implied agreements and whether or not the same are actually or allegedly supported by independent consideration.

17.6 *Time of the* Essence. Time is hereby expressly made of the essence of all obligations of the parties.

17.7 Controlling Law and Venue. The rights and obligations of the parties shall be governed and controlled by California law and in the event of any mediation, arbitration, or litigation, the same shall be conducted in the exclusive venue of Los Angeles, California.

17.8 Successors and Assigns. The terms, covenants, promises, rights, and obligations of the parties set forth in this Lease shall bind and inure to the benefit of the respective parties hereto and their permissible successors and assigns.

17.9 Further Assurances. The parties mutually covenant and agree to take such other and further action as may be reasonably necessary in order to effectuate this Lease.

17.10 Authority. Landlord and Tenant, and each of their signatories identified below, hereby represent and warrant to each other that this Lease, when executed by the signatories of the parties, shall be binding upon each of the parties, and each signatory warrants and represents he/she has all right, power, and authority to enter into this Lease and bind respectively the Landlord and the Tenant for whom they are executing this Lease.

17.11 Incorporation of Recitals. The "RECITALS" set forth above at Sections A through and including C are incorporated hereat and are a substantive part of this Lease.

17.12 Joint Drafting. This Lease has been mutually negotiated and drafted by the Landlord and the Tenant each of whom have, through their respective, sole, and independent attorneys, participated in such negotiations and drafting such that the so called "Draftsman's Rule" codified at Civil Code Section 1654 is not applicable.

17.13 Severability. In the event that any competent tribunal determines that any term or provision set forth in this Lease is unenforceable or unlawful, then the same shall be severed and without invalidating the remaining terms or provisions of this Lease such that this Lease shall nonetheless be subject to enforcement.

17.14 Signatures and Counterparts. This Lease may be executed in several counterpart copies and/or on the basis of email signatures and all such counterpart copies shall have the same force and effect as a fully executed original when taken together. All such email and/or copy signatures shall have the same force and effect as original signatures.

17.15 Notices. Any and all notices or communications pertaining to the subject matter of this Lease shall be given solely and only in writing. Any and all such notices or communications shall be made by means of either express mail next day delivery or email. All such express mail notices or communications shall be directed to the address for the Landlord set forth below with a copy to the Landlord's counsel, Chad Biggins, set forth below. All such express mail notices or communications shall be directed to the address for the Tenant set forth below with a copy to Tenant's counsel, Steven W. Weinshenk, set forth below. All such express mail notices or communications shall be deemed to have been received by the recipient when properly addressed to the address of the parties set forth below their respective signature lines and on the date and time confirmed by the records of the express mail carrier. All such email notices or communications to Landlord shall be directed to the email address of Landlord set forth below with a simultaneous email copy to Landlord's counsel, Chad Biggins, set forth below. All such email notices or communications to Tenant shall be directed to the email address of Tenant set forth below and with a simultaneous email copy to Tenant's counsel, Steven W. Weinshenk, set forth below. All such email notices or communications shall be deemed to have been received by the recipient when properly addressed to the email address of the respective parties set forth

below their respective signature lines and on the date and time confirmed by the transmitting party's computer-generated confirmation of the recipient's receipt thereof. Any of the parties may change their express mail address or email address for the giving or receiving of notices or communications by complying with the foregoing provisions.

WHEREFORE, the Landlord and the Tenant do execute this Lease on the dates set forth adjacent to their signature lines below.

LOS ANGELES INTERNATIONAL
CHARTER HIGH SCHOOL

DATED: 9/26, 2016

By_____
Antonio Torres, Facilities Director

Address for Notices:
Mr. Antonio Torres
LOS ANGELES INTERNATIONAL
CHARTER HIGH SCHOOL
625 Coleman Avenue
Los Angeles, California 90042
Email: tonytorres1214@gmail.com

cc:
Steven W. Weinshenk, Esq.
STEVEN W. WEINSHENK, APLC
24005 Ventura Boulevard
Calabasas, California 91302
Email: sweinshenk@swlawfirm.net

BETHESDA UNIVERSITY, aka BETHESDA
CHRISTIAN UNIVERSITY

DATED: 9/26, 2016

By_____
Esther Cho, Vice President

Address for Notices:
Ms. Esther Cho, Vice President
BETHESDA UNIVERSITY
730 North Euclid Street
Anaheim, California 92801
Email: vicepresident@bcu.edu
cc:
Chad Biggins, Esq.
BIGGINS LAW GROUP
3701 Wilshire Boulevard, Suite 410
Los Angeles, California 90010
Email: chadbiggins@gmail.com

July 31, 2006

Document Report

Documents

Document Number(s)
1959LA36515

Record Description
Record ID: 283493
Doc Type: CERTIFICATE OF OCCUPANCY
Sub Type: None
Doc Date: 01/12/1962
Status: None
Doc Version: None
AKA Address: None
Project Name: None
Disaster ID: None
Subject: None
Product Name: None
Manufacturer's Name: None
Expired Date: None
Receipt Number: None
Case Number: None
Scan Number: None
Dwelling Units: None
Comments: 1 STORY, TYPE V, 81' X 129' SCHOOL BUILDING, S-1 OCCUPANCY.

Property Address(es)
625 E COLEMAN AVE

Legal Description(s)
Tract:
Block: **Lot:** **Arb:**
Modifier: **Map Reference:**

PIN(s)
148-5A231 3

Assessor Number(s)
5301-011-029

Film RBF
Type: HIST O133; 2; 1819

July 31, 2006

Document Report

Documents

Document Number(s)
1966LA29385

Record Description
Record ID: 12855
Doc Type: CERTIFICATE OF OCCUPANCY
Sub Type: None
Doc Date: 12/12/1969
Status: None
Doc Version: None
AKA Address: None
Project Name: None
Disaster ID: None
Subject: None
Product Name: None
Manufacturer's Name: None
Expired Date: None
Receipt Number: None
Case Number: None
Scan Number: None
Dwelling Units: None
Comments: A ONE-STORY, TYPE V, 81' X 129' IRREGULAR SHAPED HIGH SCHOOL - NINE CLASSROOMS, THIS IS A REINSPECTED BUILDING AS PER ORD, #118,202, MAXIMUM 120 BOYS AND 90 GIRLS, S-1 OCCUPANCY X 53184.

Property Address(es)
625 E COLEMAN AVE

Legal Description(s)
Tract:
Block: **Lot:** **Arb:**
Modifier: **Map Reference:**

PIN(s)
148-5A231 3

Assessor Number(s)
5301-011-029

Film RBF
Type: HIST 0290; 3; 0263

BOARD OF
BUILDING AND SAFETY
COMMISSIONERS

JAVIER NUÑEZ
PRESIDENT

MARSHA L. BROWN
VICE-PRESIDENT

VAN AMBATIELOS
PEDRO BIRBA
ELENORE A. WILLIAMS

CITY OF LOS ANGELES
CALIFORNIA

ANTONIO R. VILLARAIGOSA
MAYOR

DEPARTMENT OF
BUILDING AND SAFETY
[illegible]

ANDREW A. [illegible]
[illegible]

RAYMOND [illegible]
[illegible]

February 19, 2008

Mr. Clifford Moseley
6218 Beard Street
Los Angeles CA 90042
Fax ~~818 728 9684~~ 323 257 1477

RE: 625 EAST COLEMAN AVENUE

Recently you have requested information conc rning the allowed use of the buildings located at the above address for school purposes. Research of LADB Building Permit and Certificate of Occupancy (CO) records has been conducted, with the following results

A. ZONING CODE / USE OF LAND

The property is currently zoned RS (Residentia Suburban); additional information regarding allowed use of land can be obtained from the Department of City Planning if needed.

B. BUILDING CODE / OCCUPANCY OF BUILDINGS

1A. BUILDING PERMIT: Building Permit 1959LA36515 was issued in 1959 for construction of a "High School Building", S-1 Occupancy.

The former "S-1" Occupancy Group includes the current Los Angeles Building Code "E-1", "E-2", and "E-3" Occupancy Groups. The Code gives the building official the authority to classify an occupancy into the use that it most nearly resembles, based on the existing use.

After reviewing the building permit and Certificate of Occupancy records, we classify the school portion of the building as an "E-1" Occupancy Group ("Any building used for educational purposes through the 12th grade by 50 or more persons for more than 12 hours per week or four hours in any one day").

1B. 1962 CERTIFICATE OF OCCUPANCY (CO): The CO for Building Permit 1959LA36515 was issued on January 12, 1962, for a 1 story, Type V, 81' x 129' school building, S-1 Occupancy; no occupant load was specified.

1C. 1969 CERTIFICATE OF OCCUPANCY A CO for the same building relative to Building Permit 1966LA29385 was issued on December 12, 19 9, for a maximum occupancy of 210 students.

1D. ALLOWED USE OF BUILDING:
The building may be used as specified on the ( ).

2A. BUILDING PERMIT: Building Permit 75 .A12167 was issued in 1975 for the construction of [illegible] High Classroom (converted from a lunchroom 51 Occupants, "S-1" Occupancy.

2B. CERTIFICATE OF OCCUPANCY: For Building Permit 75LA12167 was issued on June 22 1976

2C. ALLOWED USE OF BUILDING:
The building may be used as specified on the (ertificates of Occupancy.

3A. INCREASED OCCUPANT LOAD: The urrent 2008 Los Angeles Building Code Section 91.1004.2 specifies that "The occupant load permitted in . ny building...is permitted to be increased ...provided that all other requirements of the code are also met ...an the occupant load does not exceed one occupant per 7 square feet of occupiable floor space."

This means that based on the design of the ent e egress (exiting) system, you might be able to have more occupants in the classrooms than specified on th Certificates of Occupancy. If needed, we could review floor plans of the buildings to determine the maxi .um allowed number of occupants allowed under Section 91.1004.2.

If there are any questions please contact me d ectly at Office Phone 213 482 6714.

(SIGNATURE)

ALAN WENDELL, Principal Inspector
LADBS Case Management Unit

Attachments: Building Permit 1959LA365 ;
Document Report / Certificat of Occupancy 1959LA36515
Document Report / Certificat of Occupancy 1966LA29385
Certificate of Occupancy 19 LA12167

CHARTER VERIFY / 625 COLEMAN 2
02.19.08 9am

Los Angeles International Charter High School

Student and Parent Handbook
2018-2019

Our Mission

The mission of the Los Angeles International Charter High School (LAICHS) is to close the achievement gap and to provide all students with the opportunity for a world-class, college-preparatory education and to graduate leaders who are prepared to succeed in the nation's top universities and be productive citizens.

Administrators

Executive Director	Angie R. Sims
Curriculum & EL Coordinator	Janeatte McKee

Administrative Support Staff

Administrative Assistant	Ana Duarte
Athletic & Discipline Coordinator	Janet Tejeda
College & Career Counselor/Testing Coordinator	Darlene Hernandez
Operations Manager	Veronica Ramirez
Student Activities/Recruitment Coordinator	
Information Technology	Omar Leon

Board of Directors

Board President	Claudia Perez
Board Secretary	Sherri Miller
Board Treasurer	Jose Montoya
General Member	Noreen Arimura
General Member	Michael Baslee
General Member	William Flores

Los Angeles International Charter High School

Letter of Introduction

Angie R. Sims, Executive Director

August 1, 2018

Dear LAICHS family:

As the Executive Director of Los Angeles International Charter High School, it is my sincere pleasure and honor to serve this wonderful school community as a member of the LAICHS family. I hold a rich history of academic and cultural excellence that is the result of this collegial partnership with this community. I am dedicated to working with the board, staff, students, parents and the community to focus on, and develop best practices for delivering instruction and academic success for our students. I am truly honored to be appointed to this position and am looking forward to serving you with the best educational program, as well as continue to grow the school's program.

Prior to coming to LAICHS, my professional career was extensive. I began this journey in college as a teacher's assistance. Upon graduation, I became an elementary school teacher in Compton Unified School District; after two years, I moved to high school English. In 2001, I relocated to Boston, MA and there, I also instructed English. While in Boston, I became a founding teacher for the first University of Phoenix satellite campus. On September 3, 2003, I returned to Los Angeles and was asked by my former credential teachers to join the adjunct duty faculty at Cal State Dominguez Hills. For the next two years I would instruct Classroom Management for the Urban Setting and served as the Teacher Credential Coordinator for student teachers. However, my heart remained in secondary education and I returned to teaching English and GED courses at a special education school in Culver City. In 2007, I began consulting for charter schools and returned to my passion of teaching Business Education, in the middle and high school setting. During this time, I also transitioned to the University of Phoenix Beverly Hills and Gardena campuses and continued teaching with them until 2010, when I became Administrator of the former charter school in which I was employed. I served in many capacities there as: Assistant Principal, Administrator to Special Education and Dean of Student Activities and Head of School. With 19 years of educational experience across the spectrum and spending my entire life exposed to the educational setting, as my mother and all eight of her siblings were educators, I know that educating students is my calling.

My greatest initiative is to provide leadership that will facilitate a safe school environment, provide differentiated instruction to meet the needs of our students, and provide the best services for our families. Education is challenging, but through a partnership where every stakeholder is a part of the process, students will grow, become life-long learners and meet their fullest potential.

Respectfully,

A. R. Sims

Dear Parents/Guardians and Students,

Welcome to the 2018-2019 school year! I am enthused and honored to be returning for my fourth year here at LAICHS. This year, I will be supporting teachers and students in my new role as Curriculum and EL Coordinator. In the past, I have taught English 10, English 10 Honors, English 11, English 11 AP, English Intervention, as well as College Prep. I am dedicated to ensuring that all members of the LAICHS family have a happy and productive year. For those who have not had the opportunity to get to know me in previous years, I would like to share some information about my professional background and personal philosophy.

I am a proud graduate of UCLA (go Bruins!); I studied Political Science and Anthropology. After graduating and earning my B.A. degree in 2003, I decided to combine my desire to help others with my passion for English language and literature. I completed my teaching credential program at CSUN and received my Single Subject English teaching credential in 2006. I have been in the classroom ever since and have loved and cherished each year I have taught. I look forward to the excitement and challenges that my new position in the office will bring.

I believe that every student and staff member is an important contributor to the classroom and school environment. Every student has the potential to succeed. I come to campus each day with a smile. Accordingly, I expect each student to be responsible for their learning and be an active school community participant. I believe in fostering lifelong learners and developing students into independent self-advocates. I encourage all stakeholders to feel free to communicate with me throughout the year. Let's make this year the best one yet!

Sincerely, Janeatte McKee
jmckee@laicharter.org

OFFICE HOURS AND CONTACT INFORMATION

Office hours are Monday through Friday: 7:30 a.m. to 4:00 p.m.

Address: Los Angeles International Charter High School
625 Coleman Ave.
Los Angeles, CA 90042

Tel: (323) 257-1499
Fax: (323) 257-1497

SCHOOL HOURS

The school hours are: Monday to Thursday: 7:55 a.m. to 3:15 p.m.

Students should **NOT** be on school grounds before 7:30 am or after 3:15 pm, unless requested or approved by a teacher, administrator or participating in an after-school program.

Los Angeles International Charter High School (LAICHS) is a closed campus. Once a student arrives on the premises, he/she is not permitted to leave unless signed out by a parent, guardian or other authorized individual. **No off-campus lunch passes are issued.**

BELL SCHEDULE AND SCHOOL YEAR CALENDAR

Please see Attachment "A" on page 15.

EMERGENCY CONTACT INFORMATION

Parents, guardians must inform the school of any change of address, telephone number or emergency information immediately.

VISITORS

- All visitors must go directly to the Office and sign the Visitor's log get clearance and obtain a Visitor's badge.
- Visitor's badge must be worn always on campus and returned to main office before leaving campus.
- Visitors should come into the office for school-related purposes only - e.g. when called by an administrator or in an emergency.
- Sending flowers, balloons, and stuffed animals are a distraction to the classroom environment. Please refrain from sending these items; if sent they will be kept in the main office until after school.
- Parents requesting to visit classes must alert the school 24 hours in advance, so it can be arranged.

STUDENT RECORDS

Student records at LAICHS are kept in the Main Office. Official transcripts must be requested through our Main Office in person.

There is a 48-hour processing time for all forms or documents requested.

Federal and State law prohibits the release of **ANY** student information without written consent of the parent, or student (18 years or older).

Phone authorizations are not allowed.

Unless otherwise prohibited by law, biological or adopted parent, legal guardian may have access to and review student records pertaining to their own child.

LAICHS teachers and staff have a right to access student records information without the consent of the parent or student.

Students who are 16 years of age or older have the right to review their own records.

Agencies may be authorized to access, review, and/or obtain student records by court order.

All transcripts are released in compliance with the Family Educational Rights and Privacy Act of 1974, with the condition that no third party may be given access to this information without the written consent of the parent or student (18 years or older).

AGE OF MAJORITY

When the student reaches the age of 18, the age of majority, they have the right to receive all information, make all decisions related to his/her education as well as any financial responsibility that might occur while enrolled in school. This includes the right to: sign their own field trip slips, sign out for official appointments with the court or doctor (must be pre-approved by Admin and have documentation). **Students signing out early, even at 18 + must have parent permission.**

WORK PERMITS

Work permit applications are available in the main office and will be processed within 48 hours.

A work permit is based on the following:

- Offer of a job before applying for a work permit
- Student eligibility each quarter for a work permit (2.0 GPA and no more than one "F")
- Payment of all outstanding school debts before a work permit is issued
- Employment must meet California and Federal Labor Codes for students enrolled in school
- Only the school's Career & Career Counselor can sign and approve work permits.

REQUIRED CLASSROOM MATERIALS

- A course syllabus will be provided by teachers.

HOMEWORK POLICY

EXTRA-CURRICULAR ACTIVITIES

LAICHS offers a variety of activities, dances, clubs, CIF athletic opportunities, off-campus trips, competitions, leadership, and representation on the Principal's Site Council/Focus Groups. To remain eligible to participate in these activities, a student must maintain a 2.5 GPA and no more than one "F" in the last quarterly grading period. Eligibility restrictions apply to students who:

- Are suspended (If a suspension occurs adjacent to a weekend or holiday, the student will continue to be suspended from school related activities for 2 additional days after the last day of suspension).
- Are on a LAICHS behavior contract
- Have any outstanding bills for school property.
- Are tardy or absent on the same day of the game/event (student is prohibited from attending game or event)

It is the responsibility of the student to make arrangements with his/her teacher(s) to make up assignments/test if student will be absent from class due to a game/event.

AFTER SCHOOL PROGRAM

LAICHS has an afterschool program sponsored by Youth Policy Institute (YPI). The afterschool program operates Monday – Thursday from 3:15 - 6:00pm and Fridays from 2:40pm-5:00pm. The afterschool program also serves a free meal every day. Students may only remain on campus afterschool if they are actively participating in the afterschool program. All students must remain with the LAICHS dress code while on campus. If a student leaves the campus for any reason after school ends, he/she will not be permitted back on campus without a parent to sign them back in.

EMERGENCY PREPAREDNESS PLAN

- LAICHS is responsible for its students during school hours and ensures their safety. Evacuation plans are posted in the front of every classroom. Earthquake and fire evacuations are conducted once a semester.
- First aid kits are in the main office.
- In case of fire, earthquake or another emergency:
  Students follow the evacuation plan posted in classroom and meet outside parking lot, away from buildings. Students meet with their current teacher, in a straight line. Each teacher will take roll to ensure all students are accounted for. The designated people will check all buildings to ensure proper evacuation; a final student count will be done by an administrative staff.

PARKING ON CAMPUS

Parents and students are **not** allowed to drive on campus at any time. Campus parking is only for teachers and staff.

PARENT INVOLVEMENT

A major piece of what makes schools effective is parent involvement. When parents are involved at school, their children thrive, and they generally succeed in school. LAICHS recognizes that when schools and parents form strong partnerships, our student's potential for educational success improves significantly. Teachers and school administrators become more aware of parent and community expectations and may implement their suggestions regarding school and community programs. Parents/Guardians of pupils enrolled at the LAICHS have the right to work together in a mutually supportive and respectful partnership with the school to help their children succeed.

Parents/Guardians have the right to the following:

- Meet with their child's teacher(s), Principal or the Executive Director.
- Volunteer their time and resources for the improvement of school facilities and programs.
- Be notified if their child is absent or tardy form school.
- Have a school environment for their child that is safe and conducive of learning.
- Be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
- Receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- Participate as a member of any LAICHS parent committee, in accordance with any rules and regulations governing membership in these groups.

DRESS CODE

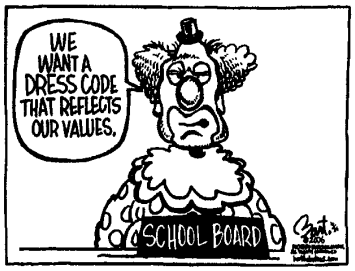
It is **required** that all LAICHS students abide with the official LAICHS dress code during school hours, unless otherwise specified. All students must remain with their LAICHS school dress code until they are away from school grounds.

All students are required to show proper attention to personal cleanliness, health, and neatness in appearance for class and school activities. In **every** case the dress and grooming of the student shall be clean and shall not cause distraction from or disturbance in any class or school activity, create a hazard to the safety or the individual or other articles that are hazards to general safety such as bandanas, extremely baggy attire and sagging pants.

Students will be checked as they enter school grounds and throughout the day to ensure compliance with the dress code. Students who do not wear their LAICHS dress code will be sent to the office to call home and request parents to bring uniform attire and same day detention will be issued. If a parent can not come, the student will be issued a loaner and detention. After the 3rd violation, students will receive an in-school detention. After 3 in school detentions, an out-of-school suspension will be issued.

FREE DRESS CODE

Students will check as they enter school grounds and throughout the day to ensure compliance with the dress code. Students who do not wear their LAICHS dress code will be sent to the office to call home, so parents can provide appropriate uniform attire and same day detention will be issued.



- Slippers are not acceptable under any circumstance.
- Clothing cannot have language, design, gesture OR message with the exception of Sports Logos, LAICHS related logos/writing, or characters (non-violent, non-sexual, non-drug, non-gang related).
- Jeans (not tattered or heavily worn, no holes, slits, cuts) capris, shorts, Bermuda pants are acceptable.

- LAICHS related logos/writing, or characters (non-violent, non-sexual, non-drug, non-gang related) for PJ day.
- Jeans (not tattered or heavily worn), capris, shorts, Bermuda pants are acceptable during Spirit week.
- All shorts, skirt, etc. hem lines no shorter than 2 inches above the knee.
- Tank tops/spaghetti straps are unacceptable – no enlarged arm holes that expose undergarments.
- No midriff showing. Tube top, halter or off the shoulder or sheer (see through) tops are not allowed. Outfits must have a back.
- Sunglasses, hats or other headgear may be worn, but NOT in classrooms.
- Dress up accessories that are distractive and can be used as weapons – play sword, play gun, etc. are NOT acceptable.
- Bottom attire (pants, shorts, skirts, etc.) must be worn properly and follow the 2-inch guideline.
- ***Appropriate PE attire – shoes, socks, shirt, shorts, etc. – must be brought to school. A student that has a physical education class 1st block may wear their PE attire; but must change during prior to going to the next class. Students that have a physical education class after lunch, cannot change at lunch.***
- **Students not in the Day's attire MUST be in SCHOOL UNIFORM! NO EXCEPTIONS**

DETENTION:

- Detention must be served on the same day it is assigned / otherwise extended detention or double detention will be assigned.
- All school rules apply during detention time.
- Quiet is to be maintained throughout the course of the detention.
- Students should be involved in silent reading or homework at all times.
- No food or drinks (with the exception of bottled water)
- No electronic devices
- Sleeping and/or laying down of head is prohibited

Students will receive 1-hour detention for violations to any of the following school policies. Detention may be assigned for:

- Office Referral
- Truancy
- Tardiness
- No Homework
- Uniform Violation
- School Policy Violation

Teacher Detention:
Teachers must monitor their own detention. Failure to serve a teacher's detention will result in a parent conference. Teachers may assign detention to students for minor offenses i.e. profanity and classroom rule violations. Detention is to be served before school, during lunch or after school as assigned by teacher for a maximum of 45 min

DISCIPLINE

LAICHS has a **No Tolerance** Policy against drugs, violent behavior, and alcohol. Breach of this policy will be evaluated according to the severity of the situation. Student involvement in any of these activities are grounds for removal from our program.

Below are examples of behavior that could lead to immediate dismissal/expulsion:

- Possession of a real/fake fire arm, explosives or other deadly weapon
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind regardless of possession of medical marijuana card.
- Caused, attempted to cause, or threatened to cause physical/sexual injury, or willfully used force or violence up on another person.
- Bullying/Cyberbullying
- Other extreme offensive behavior (consequences will be determined on a case-by-case basis) Students involved in such activities will be retained in the Main Office. Parents/guardians will be contacted immediately, and a conference will be requested.

Unacceptable student behavior includes, but is not limited to:

- Excessive talking unrelated to instruction
- Classroom disturbance
- Eating in class
- Horseplay/pushing/throwing/running/yelling
- Cheating and/or Plagiarism Student receives a 0% and rewriting assignment is not an option
- Inappropriate use of technology and telecommunications
- Destruction/defacing of school property (parent/guardian will be billed, student's grades, transcripts or diploma will be withheld if bill is not paid)
- Theft
- Failure to follow lawful directions of staff members
- Physical displays of affection, i.e. kissing and cuddling. (Holding hands is permitted during Breaks).

- Any item sold for personal benefit or outside fundraisers, i.e. candy bars or coupon books
- Any form of gambling or related paraphernalia, i.e., dice, playing cards, shooting coins, etc.
- Writing on any person's skin at any time or possession of or writing tag insignias on any item
- Possession of aerosol cans, paint, Sharpie or Magnum markers or any type of permanent pens
- Senior ditch day/ Senior Prank (will result in suspension and/or loss of privilege to participate in senior activities)

Consequences for students who violate school rules include, <u>but are not limited to:</u>

- Verbal warning
- Loss of privileges (e.g., school dances, graduation ceremony, prom, etc.)
- Detention/ Campus Clean-Up Service Hours
- A notice to parents
- Conference with student and parent
- Suspension and/or expulsion
- Other consequences as applicable by administration

BIKES AND SKATEBOARDS

- Bikes must be locked at a bike rack.
- Skateboards/scooters will be checked into the office.
- Students are to walk their bikes and skateboards/scooters to above areas. There is **NO RIDING** on school grounds.

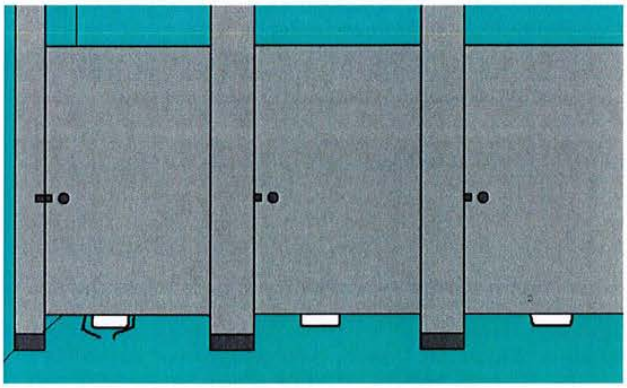
NOTE: School is not responsible for lost or stolen bikes/skateboards.

BATHROOM POLICY

Bathrooms will be open from 7:30 am to 7:55 am, during passing periods, lunch and nutrition. Students are **not** allowed to carry backpacks or writing utensils in to the bathroom with them. They may leave them with the bathroom monitor before entering.

During class time, students will sign class log and come to the office with a hall pass, sign the bathroom log and the bathroom will be opened for them. Students may not go straight to the bathroom from class. Only one student at a time may leave the classroom with the pass.

Do not flush any paper towels, sanitary napkins, or any items other than bathroom tissue.



CELL PHONE AND ELECTRONIC DEVICES POLICY

- Students are permitted to possess cellular phones and other electronic devices on campus provided that any such device is "off' and stored in a locker, backpack, purse, pocket, or other place where it is not visible. "Vibrate" mode or "silent" mode is not considered "off". Ear buds and earphones must be out of sight.
- Students are permitted to use cell phones and electronic devices on campus only before school, during breaks and after school hours.
- If school staff/faculty observes or hears such a device, staff/faculty may confiscate it until a parent/guardian redeems it from the Office on Mondays from 2:00pm to 4:00pm only.
  - Second offence of any other device will have a two (2) week hold and parent/guardian will not be able to pick up such device till then.
  - Third offence any device will be held until end of the semester.
- Failure to comply with school staff requests for cell phones or electronic devices shall result in further disciplinary action.
- Photographing, videotaping, or otherwise recording individuals without their permission is strictly prohibited and may result in suspension or expulsion depending on severity.
- Students are discouraged from bringing personal items of value (cell phones, iPod, mp3 players, electronic games, radios, CD players, cameras, and computers, etc.) to school since loss, theft, or damage is possible. Also, such items are distracting to the educational process and may be confiscated by school personnel.
- LAICHS is not responsible for students lost or stolen cell phones and electronic devices.
- Electronic devices include, but are not limited to iPods, mp3 players, music players, Electronic game, toys, pagers, radios, CD players, cameras, Bluetooth earpieces, speakers, etc.

ATTENDANCE AND TRUANCY

School attendance is very important. When students attend school, they get better grades. It is our responsibility to teach students the importance of attendance now, so they are prepared for the future.

Parents and guardians are responsible for ensuring that their children go to school. Therefore, please:

- Plan family vacations for non-school days only;
- Schedule non-emergency medical and dental appointments after school; and
- Make sure the school has your current daytime contact information, including cell phone number and email address.

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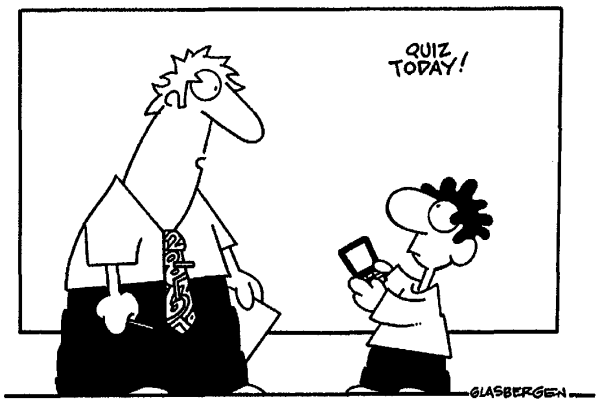

"You have to attend classes. You can't just follow me on Twitter."

TARDIES

California law states that students are deemed truant following three unexcused absences and/or tardies for more than any 30-minute period during the school day (3 tardies = 1 unexcused absence). When a student is late to any class, they must automatically go to the main office to obtain a tardy slip. The office staff provides the student with a tardy slip to show the teacher. Student with unexcused tardy will automatically be issued after school detention. Students will not be allowed to attend class unless they provide the teacher with a tardy slip.

A child is considered tardy when s/he is late (after 8:00 am) to school or class. Tardy will only be excused if student has a medical, dental, legal appointment or there has been a death in the family. All excused tardies require appropriate documentation, i.e., note from doctor or medical facility, court documents, etc.

TARDY POLICY & CONSEQUENCE CHART

Unexcused Tardy	Consequence
1-3	Official home notice sent on 3rd tardy.
4-6	Official home notice sent on 6th tardy, and intervention conference with parent/guardian.
7-9	Official dismissal warning notice sent on 9th tardy, plus any of the above mention consequences.
10-12	The 12th tardy my result in a dismissal from LAICHS. Parent may request tht the student be placed back on the waiting list and be eligible to return to the school the next school year, as space is available.

Note: Tardy policy applies to the entire school year.

ABSENCE POLICY

A child is considered absent when she or he is not in school. Three consecutive absences require a doctor's note.

Excused absences are:

- Medical, legal, dental appointments with proper proof.
- Attending a funeral service for a death in the immediate family (ie. Parent/guardian, siblings, grandparents) (1 day excused)
- Spending time with a member of the student's immediate family in the military visiting from active duty (ie. Father, mother, sister, brother) Prior arrangements must be made with the Principal.

When a student returns from an absence they must go to the main office to obtain an absent slip.

All absences require appropriate documentation, ie. note from doctor or medical facility, court documents, etc.

A student with an excused absence shall be allowed to complete all assignments/tests that may have occurred during the absence. Upon satisfactory completion, students may still be given full credit. It is the responsibility of the student to make arrangements with his/her teachers to make up assignments/tests.

The following are considered unexcused absences:

- Personal
- Vacations
- Car trouble
- Inclement weather

A student with an unexcused absence will not be allowed to make up any classwork/homework or test.

ABSENCE POLICY & CONSEQUENCE CHART

Absence #	Consequence
3	Unexcused – Official Notice
5	Unexcused – 2nd Official Notice and Intervention Conference with Parent/Guardian
7	Unexcused – 3rd Official Notice and student will be in danger of failing semester classes.
12	Unexcused – May result in dismissal from LAICHS. Parent may request that the student be placed back on a waiting list and be eligible to return to the school the next school year, as space is available.

Note: Absence policy applies to the entire school year.

LOCKER POLICY

Lockers can only be assigned by the Athlete & Discipline Coordinator, Ms. Tejeda. To receive a locker, you **must** be a student athlete or a senior. If you are a student with a medical disability, a note from your doctor must accompany your request for the locker.

Students **must** have a lock that has a key (no combination locks are permitted), and a copy of the key must be provided to Ms. Tejeda. Administration will remove all combination locks and all locks placed on lockers that were not assigned or approved.

Do not store any liquid items in your locker.

GRADING AND GRADUATION REQUIREMENTS

LAICHS classes are divided into two semesters. Classes are worth 5.0 credits per semester Report cards are sent home twice a school year, one in the fall and again in the spring. However, progress reports are used every 5 weeks and parents can also monitor students' progress through Power School our SIS online system.

Courses at LAICHS are graded using a college preparatory grading scale. The standard "4-point" grading scale is used to conclude final grades at the end of each semester. Grades are determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the standards.

Honor Courses receive an additional GPA point and are available to 10th, 11th, and 12th grade students. AP Courses receive an additional GPA point and are available to 11th and 12th grade students.

AP Courses receive an additional GPA point and are available to 11th and 12th grade students with recommendation of the course teacher.

The Grading Scale is as follows:

Course Grade	Percent	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	0-69	0.0

Honors & AP Course Grade	Percent	Quality Points
A	90-100	5.0
B	80-89	4.0
C	70-79	3.0
F	0-69	0.0

NOTE: Regarding the computation of a student's G.P.A (Grade Point Average), add the number of academic points and divide by 6. Round off to two decimal places.

Graduation Requirements

All students must meet graduation requirements in order to receive a diploma from Los Angeles International Charter High School (LAICHS). LAICHS does not base grade level classification on the number of years a student has been enrolled in school. Like college, grade level is determined by the number of appropriate credits the student has successfully earned.

The following requirements must be met for students to graduate on stage:

1. Obtain 220 Credits (appropriate classes)
2. Passing the CAHSEE (Math and English)
3. At least a 2.0 Cumulative Grade Point Average
4. 95 Hours of Community Service Learning
5. Students must meet the attendance requirements of the school

Details of each graduation requirement are outlined below:

1. Students must earn a total of 220 credits, approximately 22 classes during the four-year high school period and must complete all A-G requirements.
2. Students must pass the California High School Exit Examination (CAHSEE), ELA and MATH sections (pass with a minimum of 350 points each).
3. Students must obtain a cumulative 2.0 Grade Point Average (GPA), which is a C average, upon graduation.
4. Students must complete 95 hours of community service learning. It is recommended that the hours be achieved using the following list below.

Grade	Classification	Hours
9th	Freshman	24
10th	Sophomore	24
11th	Junior	24
12th	Senior	24

INSTRUCTIONAL DAYS

First Semester Days	92
Second Semester Days	93
Total Instructional Days	185
State Requires	170
Positive Difference	15 days

Total Instructional Minutes at LAICHS	69,170
Total Instructional Minutes Required per CDE	64,800
Positive Difference	4,370 minutes

Senior Contract

Seniors- print your full name as it appears on your birth certificate

Name:_____
Last First Middle

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL (LAICHS) SENIOR ACTIVITY PARTICIPATION/GRADUATION CONTRACT

CONGRATULATIONS! You have completed three years of high school and are almost done. Your final year will be challenging but also rewarding. If you complete the graduation requirements set forth by at Los Angeles International Charter High School (LAICHS) and maintain a satisfactory record of behavior, you will be eligible to participate in the graduation ceremony at LAICHS. This joyful and important celebration signifies the culmination of part of your education. In order to ensure that senior activities and the graduation ceremony are the meaningful events that parents, faculty, and the graduation class desire, the following requirements must be met by each student and the contract must be signed by his or her parent or guardian, even if the student is or will be 18 years old.

Upon the competition of the requirements for earning a high school diploma **(95 hours of community service, 220 credits, and passing grades)** and adherence to the behavioral conditions listed below, you will also earn certain senior privileges.

Senior privileges include, but are not limited to: Graduation Ceremonies, Senior Breakfast, Senior Prom, Senior Picnic, and Grad Nite.

Any infractions of the disciplinary rules of Los Angeles International Charter High School stated below may result in the student's removal from Senior Privileges and/or participation in the graduation ceremony. This includes incidents at school, to and from school and at school or district sponsored events.

I understand that:

2. I must abide by all school rules/policy assigned during the school year.
3. I cannot exceed 8 unexcused absences for the school year. (see attendance policy)
4. I cannot exceed 8 unexcused tardies for the school year.
5. 8 hours of early leave will be considered an absence.
6. My behavior at any school activity (i.e. Prom, athletics, co-curricular activities, or graduation practice) will jeopardize my participation in the graduation ceremony.
7. I will pay all debts that I owe Los Angeles International Charter High School (for textbook, technology equipment, etc.).
8. I will not possess or consume any controlled substances (i.e. alcohol, drugs, tobacco) prior to or during any school activity.
9. I will not participate in a "senior ditch day" or "senior prank".
10. I will maintain a satisfactory record of behavior by respecting administrative staff, faculty, and any other school representative(s).
11. I will complete 95 hours of community service.
12. I will attend the Visions of Success event to participate in Prom, Grad Nite and Graduation (mandatory).

Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in Senior Activities and/or graduation. Any deposits made will not be reimbursed.

I understand and agree to the above expectations and conditions.

_____ _____
Student Signature: **Date:**

I have discussed the senior activity participation/graduation contract with my son/daughter and understand that if my student violates the above criteria, s/he will not participate in the graduation ceremony.

_____ _____
Parent Signature: **Date:**

Attachment B – Community Service Log

Los Angeles International Charter High School

Date _____

Students Name _____

Grade _____

Description of community service performed

_____

_____

_____

_____

Date(s) of Service:_____ **Number of hours:** _____

Name of organization of community student served:

_____

Name of group or community organization that arranged service project:

_____

Name of supervisor or person who can verify service hours:

_____

Phone number of supervisor or person who can verify service hours:

_____

To the best of my knowledge, the above information is correct.

_____

Signature: **Date:**

Attachment C - Dress Code

1. **SHIRTS**: shall be solid white button down, unmarked and shall be appropriately sized. Shirts must be tucked in at all times for all students. The shirts cannot be see through and must have a ¼-quarter length sleeve or full-length sleeve. Polo shirts with the school logo may be worn. Male students **must** be in a school tie at all times during school hours if wearing a button-down shirt.
2. **SKORTS and SKIRTS**: shall be worn as is with no alterations of any kind and appropriately sized. (i.e. Hemmed or shortened) Skorts and Skirts cannot be shorter than 2 inches above the knee.
3. **PANTS**: shall be appropriately sized and hang between the ankle and 1 inch above the shoe bottom, boys or girls may not use rubber bands at the end of the pants legs, no roll the pant legs up to be shorts or Capri pants. Students cannot wear baggy pants and sagging pants. **No Dickies or jeans permitted; the pants must be grey slacks only.**
4. **UNDERGARMENTS**: Undershirts for boys and girls shall **only** be white, unmarked, tucked in at all times and appropriately sized.
5. **SHOES**: Students must wear solid black, solid white or black and white shoes **(no high-top shoes are permitted).** Due to student safety, no open toes, sandals or slippers will be allowed on campus. **SHOES WITHOUT LACES ARE NOT PERMITTED.**
6. **SOCKS**: Students must wear socks daily. Girls may wear opaque white cotton stockings or opaque black cotton stockings under their skirts or skorts. **Leggings under skirts and skorts are not permitted**. Students must wear socks that are white, black and/or grey **only.** Students may not wear any other colored socks; nor can the socks contain symbols, characters or writing of any kind. Socks that are striped or polka dot are permissible as long as they are in the colors of white, black and/or grey.
7. **SWEATERS** and **JACKETS**: Must be solid black with no logo, OR, contain the school logo only. **Hoodies may not be worn.** Senior shirt/sweater day is Wednesdays only and **may only be worn** with blue or black jeans.
8. **VEST:** Students may wear vest on a daily basis on top of the shirt or blouse, if desired. Vest cannot be worn alone.
9. **HEADWEAR**: **Students may not wear baseball caps or hats of any kind during school hours** (this includes break and lunch). If students are seen with baseball caps, the staff reserves the right to confiscate the hat until a parent comes and picks it up. During cold weather, students may wear a **solid black** beanie, or a beanie with the school logo.

A dress code is a preparation for many facets of life, including awareness of appropriate dress in various settings. LAICHS considers the dress of its students as a significant contributing factor in their educational experience. Our dress code is based on modesty and decency. The dress code is also intended to assist students avoid issue about their appearance; and keep their focus on the more important aspects of their education.

Those students who in the opinion of the faculty or administration, are inappropriately dressed and to the extent that the attire disrupts the educational program may require their parent or legal guardian to come to school and provide school attire. After the first offence, a parent conference will be required before the student can return to school.

By signing, I acknowledge that I have read and understand the Dress Code Policy and will adhere to it.

Student name:_____**Student Signature** _____**Date:** _____

Parent Name:_____**Parent Signature:**_____**Date:** _____

Código de vestimenta

1. **CAMISAS:** Deben ser de color blanco sólido y de botónes, sin marcars y de tamaño apropiado. Las camisas deben estar fajadas en todo momento para todos los estudiantes. Las camisas no pueden ser trasparentes y deben tener una manga de ¼ de largo o una manga larga. Se pueden usar polos con el logotipo de la escuela. Los estudiantes varones deben usar corbata todo el tiempo durante el horario escolar si usan una camisa con botones.
2. **FALDA CHOR O FALDAS**: Deberán ser usadas como son sin ninguna alteración (p. ej. bastilla o corte).
3. **PANTALONES**: Deben ser de un tamaño apropiado y quedar entre el tobillo y una pulgada arriba de la suela del zapato. No se permiten ligas en la parte de abajo de los pantalones. Se prohiben pantalones flojos o medio caídos.
4. **ROPA INTERIOR**: Las camisetas de niño o niña deben ser blancas, sin marca, siempre fajadas y de tamaño apropiadamente ajustado.
5. **ZAPATOS**: Los estudiantes deben usar zapatos negros solidos **(no zapato de botín).** Por la seguridad del estudiante no se permiten sandalias o zapatos descubiertos de los dedos.
6. **CALCETAS**: Los estudiantes deben usar calcetas/calcetines todos los días. Las niñas pueden usar medias (blancas de algodón solamente). Las calcetas para niña deben ser blancas; los calcetines para niños deben ser negros.
7. **SUETERES Y CHAMARRAS**: Solamente pueden ser negras sólidas sin ningún logo.
8. **CHALECOS:** Los estudiantes están obligados a usar el chaleco en paseos de la escuela y cuando invitados de fuera de la escuela nos visiten (p. ej. LACOE, etc.). Se le notificará a los estudiantes cuándo deberán usar el chaleco. Los estudiantes pueden usar el chaleco día a día encima de la blusa o camisa si así lo desean. El chaleco no deberá ser puesto solo.
9. **ACCESORIOS EN LA CABEZA**: Los estudiantes no podrán usar gorras de béisbol o de ningún otro tipo durante horas de escuela.

Una código de vestimenta es una preparación para las cuantiosas fases de la vida, incluyendo la concientización sobre el tipo de vestimenta adecuado para cada situación y contexto. LAICHS considera que la vestimenta de sus estudiantes es un factor significativo que aporta a su experiencia educacional. Nuestro código de vestimenta está basado en modestia y decencia. Este código también tiene la intención de ayudar a los estudiantes a evitar conflictos por su apariencia y a mantener su enfoque en aspectos más importantes de su educación.

Para aquellos estudiantes quienes, según la opinión de docentes o personal administrativo, estén vestidos inadecuadamente y, de acuerdo con la medida en la que la vestimenta irrumpa con el programa educativo, se requerirá que los padres les traigan una vestimenta apropiada. Después de la primera ofensa, una reunión con los padres será obligatoria antes de que el estudiante pueda regresar a la escuela.

Al firmar reconozco que he leído y entiendo la política sobre la vestimenta y que me apegaré a ella.

Nombre del estudiante:_____**Firma del estudiante:**_____

Fecha: _____

Nombre del padre:_____**Firma del padre:**_____

Fecha: _____

Attachment D – Sports

Sports Handbook and Athletic Contracts will be available with Ms. Tejeda, jtejeda@laicharter.org.

LAICHS Eligibility

To participate, our Student-Athletes must have a 2.3 grade point average but, must not be failing any classes. If a student wants to join a sport and has a GPA of 2.3, but is failing a class, this matter will be taken with his/her academic advisor. Note: this student will be sitting out until grade rises.

Mandatory tutoring will be assigned to any student-athlete at the discretion of the Teacher, Academic Advisor, Coach and/or the Athletic Director, if the student-athlete is failing or in danger of failing.
Testing and priorities: Student-Athletes will be excused from their last class on game days, which means student-athlete will miss class work and/or testing. Student-Athletes **CAN** make up any missing work, but **it is the responsibility of the student-athlete** to make any arrangements and communicate with the proper faculty.

All Student-Athletes must have a cleared Physical to participate. Not having a cleared Physical will exclude the student-athlete from participating in a team. As well as being in good standing with their teachers. All students-athletes must have a good behavior reputation. LAICHS will not tolerate nor support bad behavior but will meet with the student-athletes advisor and will conclude where if sports will help the student-athlete and grades are at average the student-athlete can participate in trying out for the team.

Student-Athlete must be under 19 years of age prior to September 1st. Student-Athlete can participate in no more than four seasons of the same sport after enrolling in the ninth grade. Student-Athlete must file a form for Residential Eligibility 214, if the student-athlete has transferred to another school without a corresponding change of residence by the parents. If the student-athlete transfers from one school to another without a change of residence, your eligibility is subject to special rules, which may include a sit out period or non-participation at the varsity level.

Los Angeles International Charter High School
Employee Handbook

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2018/19

Revised: June 2018

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Welcome to LAI

Welcome

Welcome to the Los Angeles International Charter High School (LAI)!

Our Mission

The mission of the Los Angeles International Charter High School (LAI or LAICHS) is to close the achievement gap and to provide all students with the opportunity for a world-class, college-preparatory education and to graduate leaders who are prepared to succeed in the nation's top universities and be productive citizens.

Our Vision

Through a safe, supportive environment that is conducive for teaching and learning, LAI will offer real-world learning experiences through collaborations with non-profit organizations, local colleges and universities as well as other charter schools.

Graduates will have worked together on:

- A variety of challenging academic, community, and working-worldprojects;
- Acquiring proficiency in a language other than English;and
- Compiling a comprehensive personal portfolio that shows four years of academic and personal achievements

About the Handbook

Alongside the Charter Petition, this handbook is a guide for all LAI employees to use as a framework for achieving the mission and vision of our school. It is designed to ensure structure, accountability and a cohesive teaching and learning environment for LAICHS. In addition, it is our hope that this guide will serve as a reference document for employees throughout their employment at the Los Angeles International Charter High School.

With the understanding that LAI is a grassroots educational program, it reserves full discretion to add to, modify, or delete provisions of this Handbook. LAI also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems fair and appropriate.

Employees must sign the acknowledgment form at the back of this Handbook and return it to the Human Resources Department as a record that the employee has received, read and agree to comply with this Handbook. This acknowledgement will be placed in each employee's personnel file.

Disclaimer: The contents of this Handbook are presented as a matter of information and expectations: however, LAICHS reserves the right to modify, revoke, suspend, terminate or change any and all such plans, policies, or procedures, in whole or in part, at any time with or without notice. The language in this handbook does not constitute a contract of employment; rather is constitutes a contract and agreement of employment once hired. It also does not constitute a guaranty of continued employment. As at-will employees, employment can be terminated with or without cause. This handbook provides employees with information regarding policies, procedures, ethics and expectations; however, this handbook should not be considered all inclusive. The Executive Director reserves the right to create or eliminate policies in the best interest of the school.

Los Angeles International Charter High School

School-wide Learner Outcomes

Global Citizens Who…

- ✓ Are aware of the world around them by exploring and celebrating diversity.
- ✓ Acknowledge global responsibility and make a positive impact.
- ✓ Are organized and goal oriented in the roles they take.
- ✓ Dedicate themselves with purpose and motivate others.

Life Long Learners Who…

- ✓ Seek and acquire knowledge.
- ✓ Recognize opportunity for intellectual growth and higher learning.
- ✓ Continue academia in all aspects of life.

Communicators Who...

- ✓ Collaborate beneficially with others.
- ✓ Are active and attentive listeners.
- ✓ Use oral and written language to express themselves effectively.
- ✓ Employ various modes of communication.

Critical Thinkers Who…

- ✓ Can apply hypothetical notions to real world situations.
- ✓ Assess the worth of information
- ✓ Develop and hone strategies for success.

Quality Producers Who…

- ✓ Make informed and timely decisions.
- ✓ Motivate their peers.
- ✓ Practice professionalism in accomplishing tasks.
- ✓ Are self-motivated.

LAICHS Directory

ADMINISTRATORS & SUPPORT STAFF

Administrative Assistant
Ms. A. Duarte aduarte@laicharter.org

Athletic Director
Ms. J. Tejada jtejada@laicharter.org

Counselor
Ms. D. Hernandez dhernandez@laicharter.org

Curriculum & EL Coordinator
Ms. J. McKee jmckee@laicharter.or

Executive Director
Ms. A. R. Sims asims@laicharter.org

IT
oleon@laicharter.org

Maintenance and Security Officer
Mr. P. Brackeen pbrackeen@laicharter.org

Operations Manager
Ms. V. Ramirez vramirez@laicharter.org

Student Activities and Recruitment Coordinator
TBD

Employment at LAICHS

Equal Opportunity Employer

LAI Charter High School does not discriminate for whatever reason. This includes, but is not limited to, race, ethnicity, actual or perceived sexual orientation, disability, political affiliation, veteran status, family structure and any other state or federal protected characteristic.

Employee Files

At the time of your employment, a personnel file is established for you. Please keep the Human Resources Department advised of any changes that should be reflected in your personnel file. Examples of such changes include:

- Change of contact information
- Number of dependents
- Emergency contact information

Prompt notification of these changes is essential and will enable LAICHS to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of the Operations Manager, employee has given the Operations Manager notice to schedule an appointment. No copies of documents in your file may be made except for documents you have previously signed. You may add your comments to any disputed item in the file.

The Operations Manager will restrict disclosure of employee personnel file and only release information with the employee's approval. A request for information contained in the personnel file must be directed to the Business Manager. Only the Operations Manager or Executive Director is authorized to release information about current or former employee.

However, LAICHS will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Professional Expectations and Guidelines

In order to achieve the mission and vision set forth in the Charter Petition and Handbook, it is essential that all faculty and staff at LAICHS model professionalism and respect. All employees should treat **all individuals** with whom they interact with respect. We expect that you treat all situations as positive learning experiences. Any person(s) violating this code of conduct are subject to disciplinary action that can lead to non-renewal of employment and/or termination.

LAICHS expects that you arrive at work clean, wearing appropriate attire, punctual and prepared to facilitate class.

All employees and volunteers of LAICHS must demonstrate effectiveness when working with adolescents from diverse cultural and economic backgrounds.

Professional Development

Standard Expected Qualifications Staff Development

All employees must have (or demonstrate potential for) effectiveness in working with students and parents from diverse backgrounds. Background investigations including tuberculosis clearance and fingerprinting will be required for all new employees.

All teachers at LAICHS will hold valid California Teaching Credentials. The Operations Manager has a file on all teaching employees that includes up-to-date documentation of credential status in the Los Angeles International Charter High School office.

Staff Development

We want our students to understand that Education continues as a life-long process. LAICHS will provide many opportunities in various formats for our teachers and staff to develop as a professional. This may be accomplished at professional workshops, conferences. It should be understood that Professional Development is on-going and supported by the Executive Director and LAICHS community in general.

Training requests/requirements will be assessed on a case-by-case basis, as each individual's need will differ.

Employees participating in Professional Development outside of LAICHS will not receive additional compensation for attending. Your training (if approved) will be paid for as well as a substitute if needed.

Employees are required to attend all LAICHS professional developments, trainings, and staff meetings unless previously approved to be absent.

Some meetings, trainings, developments may require a staff to be present on some weekends or evenings.

Employees are always required to attend Open House, Back to School nights and have reasonable attendance to school functions/performances.

Employees shall attend at least 2 (two) board meetings per year.

Compensation and Benefits

Payroll

Exempt employees are paid on a monthly basis. Pay checks will be distributed on the last business day of every month with the exception of the last paycheck in which will be distributed to employee on June 25, 2019. Non-exempt employees will be paid twice a month, the 10th and the 25th of every month. Direct Deposit is available to LAICHS employees. Only exempt employees are eligible for payment once a month.

Faculty and Staff Benefits

LAICHS will provide Worker's Compensation insurance, unemployment insurance, Medicare, STRS as applicable. All full-time employees will receive the option of obtaining Medical, Dental, and Vision benefits. Benefits for the year of 2018-2019 will total a $450.00 contribution from LAICHS.

Social Security

All non-certificated employees will contribute to Social Security according to Federal and State laws with LAICHS matching at the rates prescribed by law.

Lunch

Certificated Staff: Lunch Monday, Tuesday, Thursday & Friday is 40 minutes except for PD Wednesdays and special schedules, where lunch is 30 minutes.

Classified Staff: Lunch is 30 min and time will be assigned by the Office Manager.

Sick Time

a) All full-time employees shall accrue up to **80 paid sick time hours** per fiscal year (July 1 – June 30) beginning immediately upon hire. Teachers will begin accruing sick time hours as of August 1. Throughout the fiscal year, sick time is accumulated in accordance with the attached **Sick Time Accrual Calendar**.

b) All other employees (part-time, temporary) will accrue one sick time hour for every 30 hours worked beginning immediately upon hire.

c) Total sick time accrual for all employees shall be subject to a maximum cap of 160 hours. Once the employee's sick time hours reach the maximum accrual cap, further accrual is suspended until the employee has reduced his or her balance below this limit. In such a case, no sick time will be earned for the period in which the employee's sick time was at the maximum. Sick hours not expended during the current fiscal year shall carry over into the next fiscal year, subject to the maximum accrual of 160 hours.

d) **Eligible employees may use accrued sick time beginning on the 90th day of employment.** If an employee uses sick time that has not been accrued, the employee will not be paid for that time off work. Each fiscal year, employees may only use a maximum of 80 hours of their accrued sick time.

e) Sick time will not be paid out upon termination of employment.

f) The use of sick time shall be governed by LAICHS employment policies. LAICHS does not honor sick time accrued with previous employers or districts.

g) All at-will employees that exceed sick/vacation time are subject to termination or non-renewal of employment.

Substitute Request

a) A substitute **must** be requested within 48 hours advanced notice. **The request does not mean an automatic approval, you must receive written approval before you can take the day off work.** You must leave a copy of your lesson plans in your classroom, as well as with Ms. Duarte (Administrative Assistant) in the main office. **You are responsible for making all necessary copies of student work and handouts.**

b) In the case of a same day emergency, you must notify the need for a substitute via text message to Ms. Ramirez and Ms. McKee no later than 6:00 am. This allows time to arrange the substitute. You must follow up with an email that contains the lesson plans for the day (on the lesson plan template) or use one of your pre-made emergency sub plans. Please ensure this is work that does not require office staff to prepare copies for you.

c) If you request a substitute and one has been arranged, you may not change your mind. Only LAICHS office and administrative staff may order and/or cancel substitutes.

d) A substitute cannot be requested unless it is for the full day of service.

Vacation Time

a) Full-time employees, except teachers, shall accrue up to 80 vacation hours in a fiscal year (July 1 – June 30). Teachers are not eligible to accrue vacation hours.

b) Total vacation accrual shall be subject to a maximum accrual cap of 160 hours.
Once the employee's vacation time reaches the maximum vacation accrual, further accrual is suspended until the employee has reduced his or her balance below this limit. In such a case, no vacation time will be earned for the period in which the employee's vacation time was at the maximum. Accrued vacation hours not expended during the current fiscal year shall carry over into the next fiscal year, subject to the 160 hour cap. Eligible employees may cash out up to 80 hours of vacation time, once 160 hours have accrued, **if funding permits at that time**. Employees will not be able to cash out again until 160 hours have been re-accrued; or no longer employed.

c) Upon termination of employment, vacation hours will be paid out at the employee's final rate of pay at the time of the employee's separation.

d) The use of vacation time shall be governed by LAICHS employment policies. LAICHS does not honor vacation time accrued with previous employers or districts.

e) No approval for time off the day before a holiday or day after will be granted.

Position Descriptions

Position descriptions are available for inspection for each LAICHS employee. At a minimum, the descriptions will include the job title and description, the minimum qualifications, and the essential functions of the position.

Employees must be able to perform the essential functions of the job description. However, performance is not limited to the position description. The Executive Director reserves the right to increase or decrease job duties as applicable to the job.

Severance from Employment

An employee's employment relationship shall be broken and terminated by:

a) Termination pursuant to the terms of this Handbook and the employee's individual contract;

b) voluntary resignation;

c) retirement;

d) nonrenewal of the employee's contract;

e) failure to return to work following recall from layoff within fourteen (14) calendar days of receipt of notice to do so only applicable to employees where layoff rights are expressly provided for in other sections of this Handbook;

f) the employee having been on layoff for twelve (12) consecutive months only applicable to employees where layoff rights are expressly provided for in other sections of this Handbook.

g) failure to return to work the day following the expiration of an authorized leave of absence; and

h) job abandonment.

Paid Legal Holidays

Holidays will be in accordance to the approved annual calendar. An example of Holidays to be celebrated includes the following: Labor Day, Thanksgiving, Winter Break, MLK Day, etc. See school calendar. Hourly employees do not receive pay for time off; however, are able to use sick time/vacation (if applicable).

Leave Policy

A leave is defined as an absence of at least twenty-one (21) consecutive days in duration.

1. Pregnancy-Related Leaves (Unpaid)
- Post-delivery leaves shall be granted for up to twelve (12) consecutive weeks.
2. Pregnancy Disability Leave
- Employer will provide up to four months disability leave for a woman who is disabled due to pregnancy, childbirth, or a related medical condition.

Teamwork

Providing a quality education for students and a quality work experience for employees involves teamwork among

all employees in the LAICHS. Some important actions are:

a) Getting to know co-workers and their capabilities.

b) Helping to create a pleasant, caring and enjoyable work atmosphere.

c) Making use of LAICHS technology to effectively communicate with all employees in the LAICHS.

d) Making use of LAICHS technology to perform all job functions well.

Teamwork is demonstrated by showing respect, cooperation and leadership at all times. Serving as an effective team member is a key component in accomplishing the LAICHS' mission.

Employee (Whistleblower) Protection

a) Complaint Procedure: If any employee of the LAICHS reasonably believes that some policy, practice, or activity of LAICHS is in violation of law, a written complaint must be filed by that employee with the Executive Director. If the complaint is about a practice or activity of the LAICHS Administrator (Executive Director), the complaint must be filed with the Board President. If the complaint is about a practice or activity of any other LAICHS Administrators/Staff, the complaint must be filed with the Executive Director.

b) Purpose: It is the intent of the LAICHS to adhere to all laws and regulations that apply to the LAICHS, and the underlying purpose of this provision is to support the LAICHS' goal of legal compliance. The support of all employees is necessary to achieving compliance with various laws and regulations.

c) Anti-Retaliation: An employee is protected from retaliation only if the employee brings the alleged unlawful policy, practice, or activity to the attention of the LAICHS and provides LAICHS with a reasonable opportunity to investigate and correct the alleged unlawful policy, practice, or activity pursuant to the LAICHS' chain of command or complaint policies. The protection described below is only available to employees who comply with this requirement. The protection against retaliation that is described below does not limit the LAICHS from taking disciplinary or other employment action, including termination, against an employee where that discipline or employment action is not based on the employee's filing of a good faith complaint under this policy. The LAICHS will not retaliate against an employee who in good faith has made a protest or raised a complaint against some policy, practice, or activity of the LAICHS, or of another individual or entity with whom the LAICHS has a business relationship, on the basis of a reasonable belief that the policy, practice, or activity is in violation of law or a clear mandate of public policy. The LAICHS will not retaliate against an employee who discloses or threatens to disclose to a supervisor or a public body any policy, practice, or activity of the LAICHS that the employee reasonably believes is in violation of law or a rule or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment. Nothing herein shall limit or diminish an employee's protections against retaliation for filing a complaint, or participating in an investigation or legal proceeding, if such actions are protected by state and/or federal law.

BTSA Policy

LAICHS will contribute $1500.00 toward the BTSA program rather the candidate chooses the 1 year or 2-year program. LAICHS will only make this contribution for teachers entering the program after employment with LAICHS. LAICHS will not make the contribution if you are already in the program. Candidates in which LAICHS offers the contribution to must be committed to working with LAICHS for two consecutive

school years. If an employee does not return after one year of work, and/or is dismissed due to disciplinary actions, the BTSA fee of $1500.00 must be returned to the school.

California Family Rights Act (CFRA)

The California Family Rights Act (CFRA) (Gov. Code, § 12945.2) was established to ensure secure leave rights for the following:

- Birth of a child for purposes of bonding
- Placement of a child in the employee's family for adoption or foster care
- For the serious health condition of the employee's child, parent or spouse
- For the employee's own serious health condition

Family and Medical Leave Act

The FMLA entitles eligible employees of covered employers to take unpaid, job- protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

Twelve workweeks of leave in a 12-month period for:

- the birth of a child and to care for the newborn child within one year of birth;
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;

- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" **or**
- Twenty-six workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

Military Leave

Employees whose participation in the armed forces services or other military duty is mandatory will be granted time off without pay. Employees may elect to substitute accrued vacation days during any unpaid leave due to military duty. Employees should inform the HR Director of any military obligations as soon as they know the required dates of service. If requested, employees must provide the HR Director with a copy of any official orders or instructions. Upon return from an excused military leave, the employee will be reinstated to his or her former position, or another position, to the extent required by applicable law.

Bereavement Leave

Full time employees **may be** granted up to three (3) days of paid bereavement leave if they suffer the loss of an immediate family member, which includes: spouse, parent, sibling, and must travel. Employee **must**

bring in appropriate documentation to verify the loss. This time may also be used for handling death-related personal affairs. The employee **may** also be granted up to one full day of paid leave to attend the funeral of a relative; when there is no travel, and there must be documentation to verify the loss. Employees who work less than 20 hours per week are entitled to unpaid leave to attend the funeral of an immediate family member or other relative. Any employee who requires more than three (3) days of bereavement leave must submit a written request to the HR Director and must receive written approval from the Executive Director prior to the taking of any leave. Non-family member bereavement leaves will not be approved; thus, the employee may use sick time/vacation time, or a non-paid work day leave.

Jury Duty / Witness

Regular full-time and part-time non-exempt employees will be excused from work for required duty as a juror or witness, **but this time shall be unpaid**. All employees should notify the HR Director and the Executive Director immediately when they receive notice to report for jury or witness duty. Employees must show **proof of jury or witness service**.

Standards for Conduct

Punctuality and Attendance

LAICHS expects all employees to report to work on a reliable and punctual basis. Absenteeism, early departures from work and late arrivals are disruptive to your colleagues, students, and the LAI community.

If you cannot avoid being late to work or are unable to work as scheduled, you must call or leave a message with the Ms. Ramirez (Operations Manager and/or designee) as soon as possible. **It is your responsibility to arrange coverage for your class when you are tardy or leaving early.**

Any employee who is unable to report for work on any particular day must notify the Operations Manager and designee at least the day prior to the day of absence by filling out and submitting a Personal Request Form.

Excessive absenteeism may lead to disciplinary action, up to and including termination of employment.

We expect our students to be on time and come prepared to school every day, it's only fair that we model the same expectations as staff.

All staff is required to sign in and out daily. You MUST also sign out and back in when leaving campus during contractual hours: including lunch, personal or work appointments, and/or errands.

Work Spaces, Including Desks, Lockers, etc.

Employees shall have no expectation of privacy with respect to any item or document stored in or on LAICHS - owned property, which includes, but is not limited to, desks, filing cabinets, mailboxes, lockers, tables, shelves, and other storage spaces in or out of the classroom. Accordingly, LAICHS administration may at any time and in its sole discretion conduct a search of such property, regardless of whether the searched areas or items of furniture are locked or unlocked.

Work Made for Hire

Occasionally an employee has questions regarding the use of materials to be included in books or other commercial materials. Such materials created by the employee may include lesson plans, staff development presentations or tests/test items. Any work prepared by an employee within the scope of his/her employment is owned by the LAICHS. Under federal copyright laws, this is called "work made for hire." An employee with questions regarding ownership or copyrights on materials prepared within the scope of his/her employment should consult with his/her supervisor.

Work Hours

LAICHS employees must report to work at 7:30 am and sign in, in the administrative office. Employees are contracted until 4:00 pm. Teachers are expected to be on campus until 3:30 pm Monday, Tuesday, Thursday and Friday **if all work is completed**; and must have a mandatory office hour one day per week with the exception of Wednesday. All employees are expected to be on campus each Wednesday until 4:00 pm for Professional Development. **Employees must sign out each day in the administrative office. Employees may not sign in and out in the morning**. Any employee that does not sign in/out as proof of work, will not be paid for that time or may use any accrued sick/vacation hours for that time.

Policy on Personal Appearance and Conduct

Employees are expected to wear **proper business attire**. Since each employee is a representative of LAICHS and the local community and in the eyes of the public, each employee must report to work properly groomed, modeling good personal hygiene, wearing appropriate clothing and maintaining a professional appearance that sets a good example for LAICHS' students. You may wear jeans and/or school spirit shirts on Wednesdays **only.**

Policy on Protocol and Personnel Discipline

Employees are expected to adhere to all deadlines, policies and expectations. Employees that are not in compliance will receive a verbal warning (via email or face-to-face meeting), a written warning, and consideration for termination and or non-renewal of employment. For those needing immediate assistance with performance will receive an employment improvement plan (as considered necessary by administration). If the improvement is not made by deadline, the employee may be considered for non-renewal of employment or immediate termination. Employees may be disciplined for filing false reports or statements including but not limited to the following: accident reports, attendance reports, insurance reports, physician's statements, pre-employment statements, sick leave requests, student records, tax withholding forms and work reports.

Teacher Expectations for Deadlines and Submissions

- Teachers are expected to submit at least 2 to 3 grades per subject, per week in to PowerSchool, and ensure Citizenship is properly entered.
- Teachers are expected to ensure final grades by quarter and semester are entered by deadline.

- Teachers are expected to ensure their lesson plans are up to date weekly/unit and are in a Lesson Plan binder (kept on the teacher's desk), that can be viewed by any stakeholder at any time. These binders will be collected at the end of Semester 1 (in January and Semester 2 (in June).
- Emergency Substitute binders are due no later than September 7.
- Teachers/Staff are expected to attend all back to school nights, open houses, evening performances/ceremonies and Saturday events if applicable, unless the non-participation has been pre-approved by administration.
- Teachers/Staff are expected to attend all Wednesday PD's, meetings and collaborations unless non-participation has been pre-approved by administration.
- Teachers/Staff are expected to work the full contractual hours until 4:00 pm when there is a deadline to ensure the deadline is met.
- Teachers that leave campus during a non-lunch period (ie prep period), must sign out and in during that time. LAICHS will hold no liability for staff off campus during paid work hours.

Prohibited Conduct

Unlawful Harassment

LAICHS is committed to providing a workplace and school environment in which all individuals are treated with respect and dignity. Our expectations are such that all relationships among persons in the workplace and in the classroom will be free of bias, prejudice, and harassment.

LAICHS specifically prohibits harassment of any kind, whether verbal, physical or visual, that is based on an individual's race, color, religion, national origin, ancestry, age, physical or mental disability, marital status, medical condition, sex, pregnancy, childbirth, or related medical condition, sexual orientation, veteran status or any other category protected by state or federal law.

The Los Angeles International Charter High School **will not tolerate** harassment, discrimination, or retaliation directed towards anyone.

All harassment can be reported to Ms. Ramirez, Operations Manager, immediate Supervisor and/or Executive Director.

Prohibited harassment includes unwelcome verbal, physical, and/or visual conduct that creates an intimidating, offensive, or hostile working/classroom environment or that interferes with work/class performance. Harassing conduct can take many forms. This includes (but is not limited to) slurs, jokes, statements, gestures, pictures regarding the victim's sex, race, color, national origin, religion, age, physical or mental disability, ancestry, marital status or any other category protected by applicable federal or state law.

Sexually harassing conduct may include all of these prohibited actions, as well as other unwelcome conduct, such as requests for sexual favors, conversation containing sexual comments, and unwelcome sexual advances. Sexual harassment can be by a person of either the same or the opposite sex.

Conduct constitutes sexual harassment when:

(1) submission to the conduct is made either an explicit or implicit condition ofemployment;

(2) submission to or rejection of the conduct is used as the basis for an employment decision; or

(3) harassment interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

Any harassment, regardless of form, that violates LAICHS policies will lead the harasser to disciplinary action, including possible termination. The harassment also may violate state and federal laws, which may subject the harasser to personal liability for such conduct. Harassing behavior is unacceptable in the workplace itself, in the classroom, in other work-related settings such as professional conferences, and school-related social events. This type of environment takes away from the mission and vision of the school and will not be tolerated by students, teachers, or any other LAICHS community member.

Policy Concerning Violence in the Workplace

LAICHS has adopted a general policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect LAICHS or that occur on school property or in the conduct of business off school property, will not be tolerated.

Workplace violence includes threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, defacing school property, bringing weapons or firearms including handguns, hunting knives, bows and arrows, and grenades, onto school premises.

Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits. Always ensure that all visitors have signed in the visitor log. It is your duty to report any suspicious people or activities to the Administrative Office. Secure your desk or office at all times. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The security of facilities as well as the welfare of our students and employees depends upon the alertness and sensitivity of every individual to potential security risks.

Violations of this policy, by any individual, will lead to disciplinary and/or legal action as appropriate.

Policy on Drug-Free Workplace

To promote and maintain safe, healthy and efficient working conditions for its employees, to protect the school, school grounds, equipment, and operations, and in compliance with government requirements, the use of drugs are prohibited on school grounds and around the local community. As a condition of continued employment with LAICHS, each employee must abide by this policy.

Smoking

Smoking of any kind and E-cigarettes are prohibited on school grounds as well as other facilities that

LAICHS occupies.

Illegal Drugs

An "illegal drug" is any drug or substance that is not legally obtainable, is legally obtainable but has not been legally obtained, or has been legally obtained but is being sold or distributed unlawfully.

Any employee who uses, possesses, purchases, sells, manufactures, distributes, transports, or dispenses any illegal drug will be subject to immediate termination. "Possesses" means that the employee has the substance on his or her person or otherwise under his or her control.

Legal Drugs

LAIHCS recognizes that employees may be prescribed legal drugs that, when taken as prescribed or according to the manufacturer's instructions, may result in their impairment. Employees may not work while impaired using legal drugs if the impairment might endanger the employee, students or someone else, pose a risk of significant damage or substantially interfere with the employee's job performance. If an employee is so impaired by the appropriate use of legal drugs, he or she may not report to work.

A "legal drug" is any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed. Any employee who abuses a legal drug will be subject to discipline up to and including termination.

"Abuse of a legal drug" means the use of any legal drug for any purpose other than the purpose for which it was prescribed or manufactured, or in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer. Any employee who purchases, sells, manufactures, distributes, transports, or dispenses any legal prescription drug in a manner inconsistent with law will be subject to discipline up to and including termination.

Any employee who works while impaired using a legal drug will be subject to discipline up to and including termination whenever such impairment might:

(1) Endanger the safety of the employee, students or some other person;

(2) Pose a risk of significant damage to LAICHS property or equipment; or

(3) Substantially interfere with the employee's job performance or the efficient operation of the school or LAICHS equipment.

Confidentiality

Information about LAI Charter School, its employees, students, suppliers, and vendors are to be kept confidential and divulged only to individuals within the LAI community with both a need to receive and authorization to receive the information. If in doubt as to whether information should be divulged, or on the side of caution of not divulging information and discuss the situation with the Executive Director.

Conflict of Interest

A conflict of interest is defined as any judgment, action or relationship that may benefit an employee or another party the employee is affiliated with because of the employee's position with LAICHS. Employees are asked to avoid outside activity that may compete or conflict with the best interests of the school. Employees must disclose to their immediate supervisor information of any transaction that may be considered a conflict of interest as soon as they know the facts. No employee may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated.

Contracts and Conflict of Interest

No employee may negotiate or bid for or enter into a contract in which the employee has a private pecuniary interest, direct or indirect, if at the same time the employee is authorized or required by law to participate in the employee's capacity as an employee in the making of that contract or to perform regarding that contract some official function requiring the exercise of discretion on the employee's part. No employee may, in the employee's capacity as an employee, participate in the making of a contract in which the employee has a private pecuniary interest, direct or indirect, or performs in regard to that contract some function requiring the exercise of discretion on the employee's part. All negotiation of contracts can only be performed with authorization of the board of directors/executive director.

Copyright

A variety of machines and equipment for reproducing materials to assist staff in carrying out their educational assignments are available to staff in both the school and home setting. Infringement on copyrighted material, whether prose, poetry, graphic images, music audiotapes, video or computer-programmed materials, is a serious offense against federal law, a violation of Board policy and contrary to ethical standards required of staff. All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Employees are further advised that copyright provisions apply to all forms of digital media.

Complaint Procedure

Any incidents of harassment, including work-related harassment by any LAICHS personnel or any other person, should be reported to the Business Manager and/or Executive Director. Prompt reporting of any harassing conduct enables the LAICHS Administration to respond rapidly and take appropriate action, and helps LAICHS maintain a healthy, safe environment free of harassment for all employees.

Every reported complaint of harassment will be investigated by the Executive Director and/or designee thoroughly, promptly, and objectively. During the investigation, employees' confidentiality will be maintained to the extent consistent with applicable law. If the investigation confirms a violation of this policy, the LAICHS Administration will take appropriate disciplinary action up to and including termination.

Delineation of Rights Management

Administration retains all rights of possession, care, control and management that it has by law, and retains the right to exercise these functions. The exercise of such powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only to the precise extent such functions and rights are explicitly, clearly and unequivocally restricted by the express terms of this Handbook/individual contracts and then only to the extent such specific and express terms hereof are in conformance with the Constitution and laws of the State of California and the United States.
These rights include, but are not limited by enumeration to, the following rights:

a) To direct all operations of the school system;

b) To establish and require observance of reasonable work rules and schedules of work;

c) To hire, promote, transfer, schedule and assign employees in positions within the school system;

d. To suspend, discharge and take other disciplinary action against employees;

e. To relieve employees from their duties because of lack of work or any other legitimate reason;

f. To maintain efficiency of school system operations;

g. To take whatever action is necessary to comply with state or federal law, or to comply with state or federal court or agency decisions or orders;

h. To introduce new or improved methods or facilities;

i. To select employees, establish quality standards and evaluate employee performance;

k. To take whatever action is necessary to carry out the functions of the school system in situations of emergency;

l. To determine the educational policies of LAICHS; and

m. To contract out for goods and services.

Financial Controls and Oversight

The employee shall adhere to all internal controls that deter and monitor all fraud or financial impropriety in the school. Any person who suspects fraud or financial impropriety at LAICHS shall report the suspicions immediately to the Executive Director, and when not available, the Lead Administrator or Office Manager. Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. Each employee who supervises or prepares financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety. Neither the Board of Directors, nor any LAICHS employee, shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety.

Fraud and Financial Impropriety

LAICHS prohibits fraud and financial impropriety, as defined below, in the actions of its Board members, employees, vendors, contractors, consultants, volunteers, and others seeking or maintaining a business relationship with the school.

A. Fraud and financial impropriety shall include but is not be limited to the following:

1. forgery or unauthorized alteration of any document or account belonging to LAICHS;

2. forgery or unauthorized alteration of a check, bank draft, or any other financial document;

3. misappropriation of funds, securities, supplies, or other LAICHS assets, including employee time;

4. impropriety in the handling of money or reporting of LAICHS financial transactions;

5. profiteering as a result of insider knowledge of LAICHS information or activities;

6. unauthorized disclosure of confidential or proprietary information to outside parties;

7. unauthorized disclosure of investment activities engaged in or contemplated by LAICHS;

8. accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to LAICHS, except as otherwise permitted by law or LAICHS policy.

9. inappropriately destroying, removing, or using records, furniture, fixtures, or equipment;

10. failure to provide financial records required by state or local entities;

12. disposing of LAICHS t property for personal gain or benefit and,

13. any other dishonest act regarding the finances of LAICHS.

Fraud Investigations

If an employee is found to have committed fraud or financial impropriety, the LAICHS Administrator or designee shall take or recommend appropriate disciplinary action, which may include termination of employment. When circumstances warrant, the Board, LAICHS Administrator, or designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to LAICHS, LAICHS may seek to recover lost or misappropriated funds.

Honesty

Honesty is a core value of LAICHS. Employees shall not create any intentional inaccuracies verbally or on official LAICHS documents such as time sheets, job applications, pupil records, etc.

Investigations

A. Expectation of Cooperation: In the event of a LAICHS investigation or inquiry, every LAICHS employee

has an affirmative duty to provide to his/her supervisor(s) or any other LAICHS official assigned to investigate all relevant and factual information about matters inquired except as provided for below in paragraph "B". Employees failing to volunteer such information shall receive a directive from an administrator to provide a statement. The employee's failure to comply with the directive may constitute "insubordination," a violation that will be grounds for disciplinary action up to and including termination.

B. Investigation interplay with potential criminal conduct: If the alleged misconduct may constitute criminal conduct by the employee, the employee may be provided a Garrity warning. Garrity v. New Jersey, 385 U.S. 493 (1967).

C. Administrative Leave: The Executive Director may place an employee on administrative leave, paid or unpaid, during an investigation into alleged misconduct by the employee. The Board of Directors have the authority to place the ED on administrative leave, paid or unpaid, during an investigation into alleged misconduct by the employee.

Policy on Student Money

Any employee assisting students with fundraisers may not collect, store or keep any money in their personal possession, in their classroom or any place other than the Student Activities Coordinator. No money can be kept overnight with any employee. Money must be turned in with a receipt to the Student Activities Coordinator to be deposited.

No student activity, field trip or movie request will be approved without the proper request form and within 3 weeks advanced notice. Turning in of a form does not automatically grant notice. An approval or non-approval will be placed in your box, once granted or denied. If money is needed to be collected for any reason please advise the Student Activities Coordinator, and only the coordinator will collect the money.

Policy on Gifts and Sale of Goods and Services

Gifts: Any employee or member of employee's immediate family may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the LAICHS, that any reasonable person would understand was intended to influence official action or judgment of the employee in executing decision-making authority affecting the school, its employees or students. It shall not be considered a violation of this policy for an employee to receive entertainment, food, refreshment, meals, health screenings, amenities or non-alcoholic beverages that are provided in connection with a conference sponsored by an established or recognized association. Exceptions to this policy are acceptance of gifts of token value from students.

Sale of Goods and Services: No employee may receive for his or her personal benefit anything of value from any person other than LAICHS to sale, promote the sale of or act as an agent or solicitor for the sale of any goods or services.

Policy on Food Purchases in the Classroom

At no time may a teacher/staff or student purchase outside food that replaces lunch (according to the School Lunch Program) to be eaten in the classroom or on campus between the hours of 7:30 am and 3:30 pm, on school days. Teachers/staff may purchase snack items that are individually wrapped/boxed to share with students if part of an academic project that has been pre-approved by administration and approval received from parents.

Students that do not receive free/reduced lunch options may bring a lunch, or parents may bring an individual lunch to the main office for the student. Lunches via a delivery service are not permissible (i.e. ordering pizza).

It is the recommendation of the school that at no time students are provided with food or snacks outside of the lunch program, as not knowing a student's food tolerance, and/or allergies can pose a liability to the employee and the school.

Health and Safety

Tuberculosis Test

Before the first day of employment, all employees must have a current tuberculosis test as described in Education Code 49406. As mentioned in the employee qualifications section of the Handbook, a Tuberculosis Test is required of all employees working with students and must be renewed every 4 years.

Criminal Background Check

LAICHS recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. LAICHS will perform applicant background checks and employee investigations as required by Education Code section 47605[b][F], which states that "each employee of the school furnish the school with a criminal record summary."

All employees must have Live Scan fingerprints on file with LAICHS prior to first day of work. Proof of Live Scan fingerprinting is a requirement of employment. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law.

Background checks may also be required of employees whose job duties involve the handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, non-core teachers, staff and Executive Director) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school.

Compliance with Child Abuse Reporting Law

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his professional capacity or within the scope of his employment whom he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a childcare custodian and is certifying that he has knowledge of California Penal Code section 11166 and will comply with its provisions.

False Reports

Employees may be disciplined for filing false reports or statements including but not limited to the following:

accident reports, attendance reports, insurance reports, physician's statements, pre-employment statements, sick leave requests, student records, tax withholding forms and work reports.

Security Protocols

LAICHS has developed guidelines to maintain a secure school site. Be aware of unknown people loitering in walkways, entrances, and exits of the school. Employees must report any suspicious people or activities to Administration staff.

Secure your classroom or office at the end of each day. When called away from your classroom for an extended length of time, do not leave students, valuable or personal articles unattended. The security of our facility is directly related to the health and safety of our students and our colleagues.

Employees must immediately notify a school administrator when school facilities keys are missing or if security access or codes have been breached.

Emergency Plans

Appropriate fire exit and earthquake preparedness drills will be administered at least two times per year. Two random dates will be chosen each semester. In the case of an actual emergency, teachers are responsible for staying at the school site (or evacuation staging area) until they are released by the Executive Director. During an emergency, teachers must always have a roster of students under their direct supervision.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during school activities or on school premises to the HR Director so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff. In addition, all employees should know the local emergency numbers.

Guests and Visitors

a) All guests and visitors must report to the main office to sign in the visitor's log and wear a visitor's badge. Report any person not wearing a visitor's badge to the office immediately.

b) Classroom guest speakers must be pre-approved with an Activities Request Form, three weeks prior to guest appearing in class.

c) Personal guests, including children, may come before school, after school or during lunch; however, they must check-in the office. During instruction time, personal guests should not be on campus as it poses a liability.

d) At no time are employees, students/parents allowed to have pets on the campus during the instructional day. This poses a liability is someone is harmed by the pet or have specific pet allergies.

LAICHS Property

All Los Angeles International Charter High School property-including desks, storage areas, work areas, file cabinets, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines, and vehicles-- must be used properly and maintained in good working order. They must be kept clean and are to be used only for work-related purposes **only.** All equipment must be secured and locked up at the end of the work day. Any missing or damaged equipment/school property will be the responsibility of the employee. If a student damages school equipment or property that is in the care of the employee, must be reported within 24 hours so that the student may be properly billed.

LAICHS Personal Property and Parking Non-Liability Notice

LAICHS is not responsible for damage, theft of loss of any personal property including but not limited to: automobiles, electronics, money etc. If it is found that property is damaged due to the negligence of the school or a malfunction of the school property, LAICHS will determine what, if any, will be compensated.

LAICHS School Business

All LAICHS business should be conducted using school laptops or desktops. No employee should use their own electronics to conduct school business. All files regarding LAICHS (business, academic etc.), should be done using LAICHS electronics. No employee shall use their personal email to send or receive information pertaining to LAICHS. Student /Employee communication should be done via an employee's school email, not personal email account

By my signature below, I acknowledge that I have received a copy of LAI Personnel Handbook on the date indicated below.

I acknowledge that it is my responsibility to read and review the Handbooks carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Personnel Handbook.

I understand that the Personnel and Parent-Student Handbooks contain important information regarding the LAI expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times.

Other than the Human Resources Director of the school, no other entity or person has the authority to modify the Personnel.

Employee Name (printed):	
Employee Signature:	
Date:	

Executive Director Signature:		Date:

Appendix

Useful Forms- Google Drive

Student Handbook- Google Drive

PD and Meeting Agendas/Handouts/Materials- Google Drive

Board Meeting Calendar- Google Drive

Employee Contact List- Google Drive

Calendar

Bell Schedule

Master Schedule

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
2018-2019 SAFETY PLAN

Purpose:

The LAICHS Safety Plan is intended to provide information for employees to:
- Ensure proper protocols are in place to minimize impact to students, faculty and staff
- Inform faculty and staff of their roles in an emergency situation
- Train faculty and staff on proper procedures in case of an emergency

Probable Scenarios:

FIRE / EARTHQUAKE / ACTIVE SHOOTER

FIRE:

Drills
- Conducted twice per school year
- ***Thursday, November 15, 2018 – Fall semester***
- ***Thursday, March 28, 2019 – Spring semester***
- See attached **Evacuation Map**
- Practice prepares everyone for an actual fire

Alarms
- Located in Computer Lab, Administrative Building and each Portable classroom
- Portable classroom alarms are connected directly to the City Fire Department and should be activated in any fire related incident.

Responsibilities - See **Emergency Role Responsibilities** attached.
- All staff are responsible for activating a Fire Alarm in case of a fire incident.

Don't wait or hesitate – better to be safe than sorry.
- Teachers are to exit the classrooms to the closest safe building outlet, account for all students, and meet at the designated evacuation site. (See attached Evacuation Map).
- Teachers must ensure that no student is left behind in a classroom or is missing during evacuation of building. **Take roll a second time in the evacuation area and report any missing students/persons.** (This could include guests, parents, or other visitors).
- Search and Rescue LAICHS staff deploy to locate any missing students/persons.
- All LAICHS students, employees, and others will vacate the property and reconvene at Bud Wiener Park (north of the school property and located on Via Colina Avenue) if the fire is severe and school property is compromised.
- Administration will take lead role in coordinating with emergency responders.
- Administration will lead 'overall' count of students and faculty to ensure everyone is safe.
- Administration will ensure that hallways and pathways are clear of danger prior to giving the "All Clear" signal.
- Administration will inform parents and students when it is safe and appropriate to return to classrooms or to school, depending on the severity of the incident.
- Administration will contact parents after everyone is safe and secure.

General Fire Emergency Tips

What actions should employees know before an emergency occurs?

- Be familiar with the work site's emergency evacuation plan
- Know the pathway to at least two alternative exits from every room/area at the workplace
- Recognize the sound/signaling method of the fire/evacuation alarms
- Know who to contact in an emergency and how to contact them
- Know how many desks or cubicles are between your workstation and two of the nearest exits so you can escape in the dark if necessary
- Know where the fire/evacuation alarms are located and how to use them
- Report damaged or malfunction safety systems and back-up systems

What should employees do in an emergency?

- Leave the area quickly but in an orderly manner, following the work site's emergency evacuation plan; go directly to the nearest fire-free and smoke-free stairwell recognizing that in some circumstances the only available exit route may contain limited amounts of smoke or fire
- Listen carefully for instructions over the building's public address system
- Crawl low, under the smoke to breathe cleaner air if there is a fire; test doors for heat before opening them by placing the back of your hand against the door so you do not burn your palm and fingers; do not open a hot door, but find another exit route; keep "fire doors" closed to slow the spread of smoke and fire
- Avoid using elevators when evacuating a burning building
- Report to the designated meeting place
- Do not re-enter the building until directed by authorities

What should employees do if trapped?

- Stay calm and take steps to protect yourself
- Go to a room with an outside window, and telephone for help if possible
- Stay where rescuers can see you and wave a light-colored cloth to attract attention
- Open windows if possible, but be ready to shut them if smoke rushes in
- Stuff clothing, towels, or newspapers around the cracks in doors to prevent smoke from entering your room

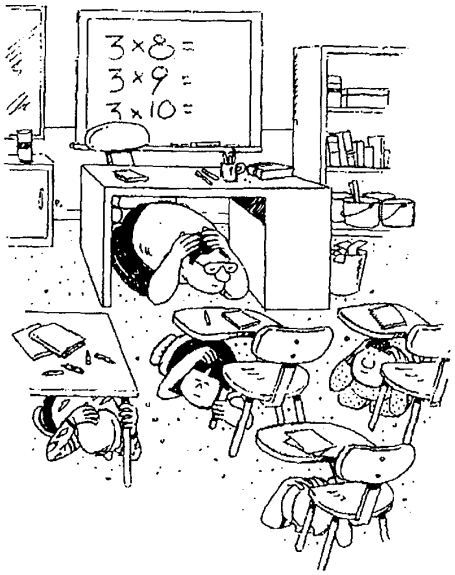
EARTHQUAKE:

Drills

- Duck and Cover drills to be conducted twice per school year
- ***Thursday, October 18, 2018 – Great American Shakeout Drill – Fall semester***
- ***Tuesday, April 30, 2019 – Spring semester***
- Earthquake drill will be announced by ringing the bell three (3) consecutive times (the signal to start the drill)
- Students and teachers are to go under desks or tables away from walls and windows
- Once the drill has concluded, an "All Clear" signal will indicate that classroom instruction can continue

Responsibilities in an actual earthquake - See **Emergency Response Team Roles and Responsibilities** attached.

- Follow procedures practiced in the drills
- Once shaking has stopped, Teachers are to wait for instruction from Administration
- Administrators will ensure that the hallways and pathways are clear of danger prior to giving the "All Clear" signal
- Teachers inform Administration of any injuries via cell phone
- Teachers will account for all students and then proceed to evacuation area indicated on the **Evacuation Map**
- Administration will contact emergency service providers, including fire/paramedics
- The same check-out procedures will be used for students as in the Fire Scenario
- If the property is compromised, use the same evacuation site (Bud Wiener Park)



General Earthquake Tips

Before an Earthquake

- Look around places where you spend time. Identify safe places such as under a sturdy piece of furniture or against an interior wall in your home, office or school so that when the shaking starts, you Drop to the ground, Cover your head and neck with your arms, and if a safer place is nearby, crawl to it and Hold On.
- Practice how to **"Drop, Cover, and Hold On!"**
- To react quickly you must practice often. You may only have seconds to protect yourself in an earthquake.
- Before an earthquake occurs, secure items that could fall and cause injuries (e.g., bookshelves, mirrors, light fixtures).
- Store critical supplies (e.g., water, medication) and documents.
- Plan how you will communicate with family members, including multiple methods by making a family emergency communication plan.

During an Earthquake

If you are inside a building:

- Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing.
- Drop down onto your hands and knees so the earthquake doesn't knock you down. Drop to the ground (before the earthquake drops you!)
- Cover your head and neck with your arms to protect yourself from falling debris.
    - If you are in danger from falling objects, and you can move safely, crawl for additional cover under a sturdy desk or table.
    - If there is low furniture or an interior wall or corner nearby, and the path is clear, these may also provide some additional cover.
    - Stay away from glass, windows, outside doors and walls, and anything that could fall, such as light fixtures or furniture.
- Hold on to any sturdy covering so you can move with it until the shaking stops. Stay where you are until the shaking stops.

After the Earthquake

- When the shaking stops, look around. If there is a clear path to safety, leave the building and go to an open space away from damaged areas.
- If you are trapped, do not move about or kick up dust.
- If you have a cell phone with you, use it to call or text for help.
- Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.
- Once safe, monitor local news reports via battery operated radio, TV, social media, and cell phone text alerts for emergency information and instructions.
- Be prepared to "Drop, Cover, and Hold on" in the likely event of aftershocks.

ACTIVE SHOOTER:

Overview
- The most challenging of potential emergency situations
- Usually no prior warning
- Usually an active shooter is a known member of the school community, but not always
- Active Shooter situations pose the greatest risk for injuries and fatalities

Preventative Measures
- Keep classroom doors locked to prevent easy access
- Keep school gates closed during the day
- Be vigilant with all visitors
- Take all threats seriously (Our own students may be able to warn us about a potential threat. Don't disregard any information).

Drills
- Lock Down drills are to be conducted at least once per year
- ***Thursday, December 6, 2018 – Fall semester***
- ***Tuesday, February 26, 2019 – Spring semester***
- Lock Down drills will be announced by ringing the bell two (2) times

Responsibilities
- All employees – Do not follow fire and earthquake drill procedures
- All employees – Avoid exposed open air locations; shelter in place away from windows
- All employees – Don't hesitate; act quickly. Call 911.
- Teachers and Administrators – Use cell phones to communicate with each other
- Teachers remain in the classroom until the "All Clear" signal has sounded.
- Don't try to be a hero; this may worsen the situation
- Teachers focus on calming students
- Students will be released to parents using fire and earthquake drill procedures, but only after the scene is controlled and considered safe (See the attached **Emergency Role Responsibilities**).
- Administration will inform all employees about resuming school activities and what support services will be available following an incident

Profile of an Active Shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

Characteristics of an Active Shooter

• Victims are selected at random
• The event is unpredictable and evolves quickly
• Law enforcement is usually required to contact your building management or end an active shooter situation.

Coping with an Active Shooter

• Be aware of your environment and any possible dangers
• Take note of the two nearest exits in any facility you visit
• If you are in an office, stay there and secure the door
• Attempt to take the active shooter down as a last resort

How to Respond When an Active Shooter Is In Your Vicinity

1. HIDE OUT

• Hide in an area out of the shooter's view
• Block entry to your hiding place and lock the doors
• Silence your cell phone and/or pager

2. TAKE ACTION

• As a last resort and only when your life is in imminent danger
• Attempt to incapacitate the shooter
• Act with physical aggression and throw items at the active shooter

How to Respond When Law Enforcement Arrives

• Remain calm and follow instructions
• Put down any items in your hands (i.e., bags, jackets)
• Raise hands and spread fingers
• Keep hands visible at all times
• Avoid quick movements toward officers such as holding on to them for safety
• Avoid pointing, screaming or yelling
• Do not stop to ask officers for help or direction when evacuating

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
WELCOME PACKET CHECKLIST

Student name:_____ Grade: _____

Parent name: _____

Please check off each item once it has been signed and dated.

For Student/Parent to Complete and Return to School

____Enrollment Application
____Emergency Policy & Procedures Form
____Dismissal Authorization Form
____State-Required Caregivers Authorization Affidavit
____Consent to Photograph, Film, Videotape & Record
____Emergency Contact and Medical Information for a Child
____Damages to School Property
____Transportation Waiver
____Authorization for Student Pick-up Form
____Parent Education Survey
____Household Income Survey
____Parent Participation in Committee
____Parent Volunteer Survey
____Parent Communication Survey
____Foreign Exchange Survey
____Electronic Policy
____Uniform Policy
____Copy of Birth Certificate
____Copy of Immunization Record (including TDap_____)
____Semester 2 8th Grade Report Card (Math Level_____)
____YPI Application
____Current IEP If Applicable
____Transcripts
____Other: _____

Meeting Date:_____Date Packet Completed: _____
Official Verifying Documents: (Print Name) _____
Official Verifying Documents: (Signature) _____
Comment: _____

Date Reviewed IEP:_____Approved By: _____
Comment:_____

Los Angeles International Charter High School

1. **STUDENT INFORMATION**

b) Student Name: _____
(Legal Last) (Legal First) (Legal Middle

c) Place of Birth: _____ Date of Birth: _____
(City, State, and Country)

d) Current School: _____ Home School: _____

e) Name of the last school attended? _____

f) Please list the last two schools student attended (elementary and middle school)

_____
Name of school City/State Dates attended grade level(s)

_____
Name of school City/State Dates attended grade level(s)

g) Date Student first enrolled in school in the United States: _____
Month/ Day/Year

h) Student's Ethnicity (information for statistical use only):
Is the student Hispanic or Latino? YES ☐ NO ☐
☐ Caucasian ☐ African American ☐ Asian _____ ☐ Other _____

i) Student Lives with (CHECK ALL THAT APPLY)
☐ Both parents ☐ Father ☐ Guardian ☐ Licensed Institution
☐ Stepparent/Father ☐ Mother ☐ Foster home
☐ Stepparent/Mother ☐ Relative ☐ Self as independent minor ☐ Other _____

j) Did this student receive special education services at his/her previous school? YES ☐ NO ☐

k) Did this student have an Individualized Education Plan (IEP) at their previous school?
(If yes, please attach a copy of the student's IEP) YES ☐ NO ☐

l) Did this student have a Section 504 Plan at the previous school?
(If yes, please attach a copy of the student's Section 504 Plan) YES ☐ NO ☐

m) Has the student ever been convicted of a crime? YES ☐ NO ☐
(If yes, please attach additional documentation to this application)

n) Is the student of probation/parole? YES ☐ NO ☐
If yes, Probation/Parole officers name: _____
Probation/Parole phone number: _____

2. COURT ORDERS

ARE THERE ANY COURT ORDERS RESTRICTING THE LEGAL RIGHTS OF EITHER PARENT? YES ☐ NO☐

IF YES, PLEASE PROVIDE A COPY OF THE COURT ORDER AS AN ATTACHMENT TO THIS APPLICATION

LICENSED CHILDREN'S INSTITUTION/FAMILY FOSTER HOME

_____ LCI/FFH# _____
Facility name (contact person)

_____ (_____)_____
Address Telephone number

3. HOME LANGUAGE SURVEY

What language does this student most use at home? _____
What language do you most use to speak to this student? _____
Has this student received a formal English language instruction (listening, speaking, reading, or writing?
YES ☐ NO ☐

4. HOW DID YOU HEAR ABOUT OUR SCHOOL?

□ I received a post card in the mail from LAICHS at my home
□ I received a flyer advertising LAICHS (not in the mail)
□ I received an email from LAICHS
□ I searched the internet and found the LAICHS website
□ I was referred by someone to LAICHS: Name _____
□ I drove by LAICHS and saw the signs for enrollment
□ Other (please explain): _____

Los Angeles International Charter High School

EMERGENCY POLICIES & PROCEDURES

In the event of an emergency, students will remain under the supervision of school officials until families or responsible adults can pick them up. To pick up a student, please follow the procedures below:

a) Inform the teacher or whichever adult is responsible for that classroom, that you are taking the student.

b) Sign a Student Release Form for each student you are taking.

c) Please leave the premises as quickly as possible after signing out your child.

d) If you would like to help with first aid, dismissing students, etc., please see the Associate Directors to sign up to volunteer. Volunteers should leave students with their classes and should not sign a Student Release Form until they are ready to leave.

In the event that you are able to reach the school right away, we will release your child to the adult listed on your child's Authorization Form for Student Pick-Up. This individual will be required to sign a Student Release Form as well.

The school principal (or other school official if the principal is not available) will determine whether to evacuate the building. In the event of an evacuation, we will transfer the students to the nearest available safe shelter.

In the event of an emergency, we urge families to work with the School so that we can ensure the safety of all students.

I have read, understand, and agree to the emergency policies and procedures herein.

Parent/Guardian Signature:_____ Date:_____

Los Angeles International Charter High School

POLÍTICAS Y PROCEDIMIENTOS DE EMERGENCIA

En caso de emergencia los estudiantes permanecerán bajo la supervisión de funcionarios de la escuela hasta que las familias o adultos responsables puedan recogerlos. Para recoger a un estudiante, por favor siga el siguiente procedimiento:

a) Informe al maestro o cualquier adulto responsable de la clase al momento que usted se llevará al estudiante.

b) Firme un formulario de autorización de salida para cada estudiante que se lleve.

c) Por favor salga de las instalaciones con la mayor brevedad posible después de firmar.

d) Si le gustaría ayudar con primeros auxilios, autorizando la salida de estudiantes o con cualquier otra cosa por favor consúltelo con los encargados para inscribirse como voluntario. Los voluntarios deben dejar a los alumnos con sus clases y deberán firmar un formulario de autorización de salida únicamente cuando los estudiantes estén listos para salir.

En caso de que usted logre contactarse con la escuela inmediatamente su hijo(a) será entregado(a) al adulto que fue señalado en el documento de permiso para llevarse a su hijo(a). Este individuo también deberá firmar un formulario de autorización de salida para el estudiante.

El director de la escuela (u otro funcionario de la escuela si el director no está disponible) determinará si hay que evacuar el edificio. En caso de una evacuación trasladaremos a los estudiantes al refugio seguro disponible más cercano.

En caso de emergencia instamos a las familias a collaborar con la escuela para poder garantizar la seguridad de todos los estudiantes.

He leído y entendido las políticas y procedimientos de emergencia contenidos en el presente documento y estoy de acuerdo con ellos.

Firma del padre o tutor:_____ Fecha:_____

Los Angeles International Charter High School

DISMISSAL AUTHORIZATION FORM

At dismissal time, I authorize my child to: / A la hora de la salida autorizo que mi hijo(a) _____:

(Initial)/(Iniciales)

_____ Walk/Camine

_____ Take the bus/Tome el autobús

_____ Other (Specify)/Otro (especifique):_____

_____ Home without the direct supervision of an adult/ Salga sin la supervisión de un adulto

Parent or Guardian Signature/ Firma del padre o tutor: _____

Date/Fecha: _____

Los Angeles International Charter High School

STATE-REQUIRED CAREGIVERS'S AUTHORIZATION AFFIDAVIT

Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

El uso de esta declaración jurada está autorizado por la parte 1.5 (comenzando con la sección 6550) de la división 11 del código familiar de California.

Instructions: Completion of items 1-4 and the signing of the affidavit are sufficient to authorize enrollment of a minor in school and authorize school-related medical care. Completion of items 5-8 is additionally required to authorize any other medical care.

Instrucciones: Completar los artículos 1-4 y firmar la declaración jurada es suficiente para autorizar la inscripción de un menor en la escuela y autorizar atención médica pertinente para la escuela. Completar los artículos 5-8 es además necesario para autorizar cualquier otro tipo de asistencia médica.

The minor named below lives in my home and I am 18 years of age or older/El menor mencionado a continuación vive en mi hogar y yo tengo por lo menos 18 años de edad: (print clearly/escriba claramente).

1. Name of Minor/Nombre del menor: _____
2. Minor's birth date/Fecha de nacimiento del menor:_____
3. My name (adult giving authorization)/Mi nombre (adulto autorizando):_____
4. My home address/Mi dirección: _____
   _____
   _____
5. ☐ I am a grandparent, aunt, uncle, or other qualified relative of the minor/Yo soy abuelo(a), tío(a) u otro pariente calificado del menor.
6. Check one or both (for example, if one parent was advised and the other cannot be located): / Marque uno o ambos (por ejemplo, si un padre fue notificado y el otro no puede ser localizado:
   ☐ I have advised the parent(s) or other persons(s) having legal custody of the minor of my intent to authorize medical care, and have received no objection. / He notificado al padre de familia u otra persona con la custodia legal del menor sobre mi intención de autorizar cuidado médico y no he recibido ninguna objeción.
7. My date of birth/Mi fecha de nacimiento:_____/_____/_____
8. My California Driver's License or Identification Card Number/Mi número de licencia o identificación:
   _____

Warning: Do not sign this form if any of the statements above are incorrect, or you will be committing a crime punishable by a fine, imprisonment, or both.

Advertencia: No firme este formulario si cualquiera de las declaraciones anteriores es incorrecta. De lo contrario usted estará cometiendo un delito castigable con multa, prisión o ambos.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Declaro bajo pena de perjurio bajo las leyes del estado de California que lo anterior es cierto y correcto.

_____ Signature/Firma

_____ Date/Fecha

Los Angeles International Charter High School

CONSENT TO PHOTOGRAPH, FILM, VIDEOTAPE AND RECORD

I hereby give my consent to ***Los Angeles International Charter High School*** to take or authorize others to photograph, film, videotape and/or record the voice of my child:

I understand that these photographs/film/videotape/recordings may be used for educational purposes through the medium of radio, television, newspaper, film or internet.

Name of Student	Date of Birth
Signature of Student or Parent if Student is a Minor	Date

CONSENTIMIENTO PARA FOTOGRAFIAR, FILMAR Y GRABAR

Por medio del presente documento doy mi consentimiento para que ***Los Angeles International Charter High School*** *tome (o autorize que otros tomen) fotografías, video o audio de mi hijo(a):*

Comprendo que las fotografías o grabaciones podrán ser usadas con motivos educacionales a través de medios como la radio, televisión, internet, periódicos o películas.

Nombre del estudiante	*Fecha de Nacimiento*
Firma del estudiante (o padre, si el estudiante es menor)	Fecha

Emergency Contact and Medical Information for a Child

Child's Name _____ Date of Birth _____ Sex M F

Parent's/Guardian's Name _____ Parent's/Guardian's Name _____

( ) Home Phone _____ ( ) Work Phone _____ ( ) Home Phone _____ ( ) Work Phone _____

Address _____ Address _____

City, ST ZIP Code _____ City, ST ZIP Code _____

Alternative Emergency Contacts

Primary Emergency Contact _____ Secondary Emergency Contact _____

Relationship to Student _____ Relationship to Student _____

Home Phone _____ Work Phone _____ Home Phone _____ Work Phone _____

Address _____ Address _____

City, ST ZIP Code _____ City, ST ZIP Code _____

Medical Information

Hospital/Clinic Preference _____

Physician's Name _____ Phone Number _____

Insurance Company _____ Policy Number _____

Allergies/Special Health Considerations _____

I authorize all medical and surgical treatment, X-ray, laboratory, anesthesia, and other medical and/or hospital procedures as may be performed or prescribed by the attending physician and/or paramedics for my child and waive my right to informed consent of treatment. This waiver applies only in the event that neither parent/guardian can be reached in the case of an emergency.

Parent's/Guardian's Signature _____ Date _____

I give permission for my child to go on field trips. I release Los Angeles International Charter High School and individuals from liability in case of accident during activities related to Los Angeles International Charter High School, as long as normal safety procedures have been taken.

Parent's/Guardian's Signature _____ Date _____

Contacto de emergencia e información médica del niño(a)

Nombre del niño(a) | Fecha de nacimiento | Sexo M F

Nombre del padre o tutor | Nombre del padre o tutor

( ) Número de teléfono de casa | ( ) Número de teléfono de trabajo | ( ) Número de teléfono de casa | ( ) Número de teléfono de trabajo

Dirección | Dirección

Ciudad, Estado, Código postal | Ciudad, Estado, Código postal

Contactos alternativo de emergencia

Primer contacto de emergencia | Contacto secundario de emergencia

Relación con el niño(a) | Relación con el niño(a)

Número de teléfono de casa | Número de teléfono de trabajo | Número de teléfono de casa | Número de teléfono de trabajo

Dirección | Dirección

Ciudad, Estado, Código postal | Ciudad, Estado, Código postal

Información médica

Hospital o clínica preferida

Nombre del médico | Número de teléfono

Compañía de seguro médico | Número de póliza

Alergias/consideraciones especiales de la salud

Autorizo todo tratamiento médico y quirúrgico, radiografías, laboratorio, anestesia y otros procedimientos médicos y del hospital que sean realizados o prescritos por el médico o paramédicos para atender a mi hijo(a) y renuncio a mi derecho de consentimiento informado del tratamiento. Esta renuncia se aplica solamente en el evento de que ninguno de los dos padres/tutores puedan ser contactados en caso de emergencia.

Firma del padre o tutor | Fecha

Doy permiso para que mi hijo(a) vaya a excursiones de la escuela. Absuelvo de responsabilidad a Los Angeles International Charter High School y sus oficiales en caso de accidente durante actividades relacionadas a Los Angeles International Charter High School siempre y cuando se hayan tomado medidas normales de seguridad.

Firma del padre o tutor | Fecha

Los Angeles International Charter High School

PARENT/GUARDIAN AGREEMENT REGARDING PAYMENT FOR DAMAGES TO SCHOOL PROPERTY

California Education Code section 48904, states that the parent or guardian of a minor is liable to a school district for all property loaned to and failed to returned, or willfully damaged by a minor. The liability shall not exceed $10,000. In addition, it authorizes school district (LAICHS), after affording the student due process rights, to withhold the grades, diplomas, and transcripts of a student until the student or parent/guardian pays for the loss or damages to school property, e.g. textbooks, library books, graffiti, computers, and sport equipment.

I,_____, have read and assume full Parent/Guardian
Parent/Guardian Name
responsibility for any damages done to the school building or school property by my child,

_____.
Student Name

I agree to pay for the cost of repairs of any damages within fifteen (15) days of receipt of notification.

_____ _____
Parent/Guardian Signature Date

Los Angeles International Charter High School

ACUERDO DEL PADRE O TUTOR SOBRE EL PAGO DE DAÑOS A PROPIEDAD DE LA ESCUELA

La sección 48904 del código de educación de California afirma que el padre o tutor de un menor es responsible para con el distrito escolar por todos los bienes prestados y no devueltos o dañados intencionalmente por un menor. La responsabilidad no excederá de los $10,000 dólares. Además autoriza al distrito escolar (LAICHS), después de otorgar al estudiante el derecho de una investigación objetiva del caso, retener sus calificaciones, expediente y diploma hasta que el estudiante, padre o tutor paguen por la pérdida o daños a la propiedad de la escuela, por ejemplo, libros de texto, libros de la biblioteca, grafitti, computadoras y equipo deportivo.

Yo,_____, he leído y asumo plena responsabilidad como padre o
Nombre del padre o tutor

tutor de cualquier daño a edificios o bienes de la escuela hecho por mí hijo(a),_____.
Nombre del estudiante

Estoy de acuerdo en pagar el costo de reparaciones a cualquier daño dentro de quince (15) días de recibir la notificación.

_____ Firma del padre o tutor

_____ Fecha

Los Angeles International Charter High School

TRANSPORTATION

I,_____, hereby authorize a representative or school personnel to
Print parent/guardian name

transport my son/daughter,_____, in their personal vehicle at my
Print student name

Child's request and after an attempt has been made to contact me by phone. I understand and acknowledge that as provided in part in Education Code 35330, I waive and release and discharge Los Angeles International Charter High School and its officers, employees, volunteers and agents from liability, claims, loss cost or expense arising from the transportation of my son/daughter.

_____ _____
Parent/Guardian Signature Parent/Guardian Signature

_____ _____
Date

TRANSPORTE

Yo,_____, autorizo por este medio que un representante o personal escolar
Nombre del padre o tutor

transporte a mi hijo(a),_____, en su vehículo personal por
Nombre del estudiante

petición de mi hijo(a) y después de que una llamada telefónica haya sido intentada para contactarme. Entiendo y reconozco de manera provista en el código 35330 de educación que deslindo de toda responsabilidad y culpa a Los Angeles International Charter High School y a sus oficiales, empleados, voluntarios y agentes y los libro de demandas, reclamos, costos por pérdidas o gastos por la transportación de mi hijo(a).

_____ _____
Firma del padre o tutor Firma del padre o tutor

_____ _____
Fecha Fecha

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

AUTHORIZATION FOR STUDENT PICK-UP
AUTORIZACIÓN PARA RECOGER A ESTUDIANTE

The following individuals are over 18 years of age and are authorized to pick-up my child _____from school with proper identification
Student Name

Autorizo a las siguientes personas mayores de 18 años de edad que recojan a mi hijo(a) _____de la escuela con identificación apropiada:
Nombre del estudiante

	Name/Nombre	Relationship/Relación	Contact Phone/Télefono
1			
2			
3			
4			
5			
6			

Parent/Guardian Signature/Firma del padre o tutor: _____

Date/Fecha: _____

Los Angeles International Charter High School

Parent Education Survey

Date:_____

Student Name:_____ DOB:_

_____

Please note that this information is confidential and will only be used for reporting purposes.

Please check the best description of the highest level of education for the parent/guardian with whom the student resides. **Please mark only one.**

_____Not a high school graduate
_____High school graduate
_____Some college (includes AA degree)
_____College graduate (4 Year College or University)
_____Graduate school/postgraduate
_____Decline to state

_____ _____
Parent/Guardian Name Parent/Guardian Signature

Encuesta de educación del padre

Fecha:_____

Nombre del estudiante_____

Fecha de nacimiento:_____

Por favor note que esta información es confidencial y que será utilizada estrictamente para propósito de reportes.

Por favor indique abajo la descripción que mejor refleje el nivel de educación más alto del padre, la madre o el tutor que vive con este estudiante. **Por favor marque uno solamente.**

_____No se graduó de la escuela preparatoria (high school)
_____Se graduó de escuela preparatoria (high school)
_____Estudios a nivel universitario (incluye grado AA)
_____Se graduó del nivel universitario (universidad de 4 años)
_____Estudios después del diploma universitario
_____Se niega a decir

_____ _____
Nombre del padre o tutor Firma del padre o tutor

Los Angeles International Charter High School

PARENT VOLUNTEER SURVEY

We would like to welcome you and your child to the Los Angeles International Charter High School (LAICHS) community. As you know, LAICHS is a non-profit charter school and rely on parent volunteers to help with any tasks that may come up during the course of the year. Tasks may range from stuffing envelopes to building maintenance. If you can help and volunteer with any of the following:

☐ gardening ☐ mechanical ☐ computer networking or repairs

☐ electrical ☐ plumbing ☐ clerical

☐ cooking ☐ chaperone ☐ party equipment (canopies, tables, chairs, dj)

☐ other: _____

☐ other: _____

Student Name: _____

Grade: _____

Parent Name: _____

Contact #: _____

Los Angeles International Charter High School

ENCUESTA DE VOLUNTARIADO PARA PADRES

Queremos darles la bienvenida a usted y a su hijo/a a la comunidad de Los Angeles International Charter High School (LAICHS). Como usted sabe, LAICHS es una escuela no lucrativa que depende de la ayuda de padres en labores o tareas que puedan ser necesarias durante el transcurso del año. Dichas labores abarcan desde rellenar sobres hasta darles mantenimiento a los edificios. Señale por favor si hay areas en las cuales le gustaría a Ud. ayudar voluntariamente:

- ☐ jardinería
- ☐ mecánicas
- ☐ reparos de computadora
- ☐ eléctrico
- ☐ plomería
- ☐ secretarial
- ☐ cocinar
- ☐ chaperones
- ☐ equipo de fiesta (mesas, sillas, dj,
- ☐ Otro: _____
- ☐ Otro: _____

Nombre del estudiante: _____

Año (grado): _____

Nombre del padre: _____

de contacto: _____

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

Parent Communication Survey

Student Name:_____Grade: _____

Parent(s) Name: _____

When would be the best time(s) for us to contact you?

Mornings (between 9am & 12pm) ☐

Afternoons (between 1pm & 4pm) ☐

Evenings (between 4:30pm & 6pm) ☐

How would be the best way to contact you?

Phone Call ☐ Email ☐ Letter sent home ☐ Mail ☐

Please provide the most updated information (Parent_____)

Home: (_____)_____

Cell Phone: (_____)_____

Work: (_____)_____

Message: (_____)_____

Email: _____

Please provide the most updated information (Parent_____)

Home: (_____)_____

Cell Phone: (_____)_____

Work: (_____)_____

Message: (_____)_____

Email: _____

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL

Encuesta de comunicación con los padres

Nombre de alumno:_____Grado: _____

Nombre de padre(s): _____

¿Cuándo sería la mejor hora para comunicarnos con usted?

Por la mañana (entre 9 & 12) ☐

Tardes (entre 1pm & 4pm) ☐

Por la noche (entre 4:30pm & 6pm) ☐

¿Cuál sería la mejor manera de contactarlo?

Llamada telefónica ☐ **Correo electrónico** ☐ **Carta enviada a casa con estudiante** ☐ **Correo** ☐

Por favor proporcione la información (Padre_____):

Casa: (_____)_____

Celular: (_____)_____

Trabajo: (_____)_____

Mensaje: (_____)_____

Correo electrónico:_____

Por favor proporcione la información (Padre_____):

Casa: (_____)_____

Celular: (_____)_____

Trabajo: (_____)_____

Mensaje: (_____)_____

Correo electrónico:_____

Los Angeles International Charter High School Uniform Policy

Homework Policy

The faculty and administration of Los Angeles International Charter High School (LAICHS) believe that homework is a valuable learning tool. If your child does not complete his or her homework for any period, your child will be sent to the office to call you the parent and make you aware that the homework was not completed. A parent phone call will be made any time that the student does not complete their homework. Each phone call will be logged by your child; please review your child's phone log for more information on incomplete homework assignment(s).

Please understand that the success of the student working on homework is contingent on the pace at which the student works. Any distraction such as watching TV, chatting online, emailing or any other sort of distraction will prevent the student to complete any homework. Good discipline will provide opportunities for student's success.

As part of this policy, we hope that we have your support and always update any changes to your contact information. We encourage parents to be involved and communicate any issues or questions to faculty or administration.

By signing, I acknowledge that I have read and understand the Homework Policy and will adhere to it.

Student name:_____Student Signature:_____Date:_____

Parent Name:_____Parent Signature:_____Date: _____

Política sobre tareas

El cuerpo docente y administrativo de Los Angeles International Charter High School (LAICHS) cree que la tarea es una herramienta de aprendizaje valiosa. Si su hijo(a) no completa su tarea para cualquiera de los periodos, su hijo(a) será enviado(a) a la oficina para notificarle a Ud. por vía telefónica que no terminó la tarea. Cada vez que el estudiante no complete su tarea se realizará una llamada telefónica a los padres. Cada llamada telefónica se registrará por su hijo(a); por favor revise el registro de llamadas de su hijo(a) para obtener más información sobre tareas incompletas.

Por favor entienda que el éxito de un estudiante que trabaja en tareas depende del ritmo con el cual el estudiante trabaja. Cualquier distracción como ver la televisión, chatear por internet, enviar correos electrónicos o cualquier otro tipo de distracción evitará que el estudiante complete la tarea. Buena disciplina proporcionará oportunidades para el éxito del estudiante.

Como parte de esta política esperamos tener su apoyo y siempre actualizar los cambios a su información de contacto. Invitamos a los padres a que se involucren y comuniquen cualquier problema o preguntas con el profesorado o la administración.

Al firmar reconozco que he leído y entiendo la política sobre las tareas y que me apegaré a ella.

Nombre del estudiante: _____Firma del estudiante:_____Fecha: _____

Nombre del padre:_____Firma del padre:_____Fecha: _____

Los Angeles International Charter High School

CELL PHONE AND ELECTRONIC DEVICES POLICY

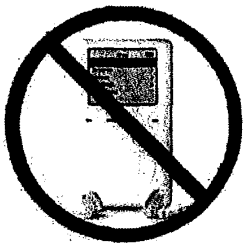
1. Students are permitted to possess cellular phones and other electronic devices* on campus provided that any such device is "off" and stored in a away, backpack, purse, pocket, or other place where it is not visible. "Vibrate" mode or "silent" mode is not considered "off". Ear buds and earphones must be out of sight.
2. Students are permitted to use cell phones and electronic devices* on campus only before school, during breaks and after school hours.
3. If school staff/faculty observes or hears such a device, staff/faculty may confiscate it until a parent/guardian redeems it from the Dean's Office on Mondays from 2:00pm to 4:00pm only.
   - Second offence of any other device* will have a two (2) week hold and parent/guardian will not be able to pick up such device till then.
   - Third offence of any device* will be held until end of the semester.
4. Failure to comply with school staff/faculty requests for cell phones or electronic devices* shall result in further disciplinary action.
5. Photographing, videotaping, or otherwise recording individuals without their permission is strictly prohibited.
6. Students are discouraged from bringing personal items of value (cell phones, iPods, mp3 players, electronic games, radios, CD players, cameras, and computers, etc) to school since loss, theft, or damage is possible. Also, such items are distracting to the educational process and may be confiscated by school personnel.
7. LAICHS is not responsible for students' lost or stolen cell phones and electronic devices*.

*Electronic devices include, but are not limited to iPods, mp3 players, music players, electronic game, toys, pagers, radios, CD players, cameras, Bluetooth earpieces, etc.

By signing, I acknowledge that I have read and understand the Electronic Policy and will adhere to it. (No meeting will be scheduled to discuss the confiscated electronic devise)

Student name:_____**Student Signature:**_____**Date:** _____

Parent Name:_____**Parent Signature:**_____**Date:** _____



Los Angeles International Charter High School

POLÍTICA SOBRE TELÉFONOS CELULARES Y DISPOSITIVOS ELECTRÓNICOS

1. Está permitido que los estudiantes tengan bajo su posesión teléfonos móviles y otros dispositivos electrónicos * en la escuela con la condición de que dichos dispositivos estén "apagados" y guardados en la mochila, bolso, bolsillo u otro lugar donde no esté visible. Modo de "vibración" o "silencio" no se considera "apagado". Auriculares y audífonos deben permanecer fuera de la vista.
2. Está permitido que los estudiantes utilicen teléfonos móviles y dispositivos electrónicos* en la escuela sólo antes de clases, durante los recesos y después del horario escolar.
3. Si algún docente o personal de la escuela observa o escucha dicho dispositivo éste podrá ser confiscado hasta que un padre o tutor lo reclame de la oficina del decano únicamente los lunes de 2:00 pm a 4:00 pm.
   - Una segunda infracción de cualquier otro dispositivo* tendrá dos (2) semanas de confiscación y el padre o tutor no podrá recoger tal dispositivo hasta entonces.
   - Una tercera infracción de cualquier dispositivo* significará la retención hasta el final del semestre.
4. El no acatar la solicitud por parte de personal o docentes de la escuela para entregar teléfonos móviles o dispositivos electrónicos* conllevará a más medidas disciplinarias.
5. Está estrictamente prohibido fotografiar o grabar a individuos sin su permiso.
6. LAICHS no se hace responsable por teléfonos móviles y dispositivos electrónicos* extraviados o robados.

* Dispositivos electrónicos incluyen pero no se limitan a iPods, reproductores mp3, reproductores de música, juegos electrónicos, juguetes, localizadores, radios, reproductores de CD, cámaras, auriculares bluetooth, etc.

Al firmar reconozco que he leído y entiendo la política sobre dispositivos electrónicos y que me apegaré a ella. (No habrá reuniones para hablar sobre dispositivos electrónicos confiscados)

Nombre del estudiante:_____**Firma del estudiante:**_____**Fecha:** _____

Nombre del padre:_____**Firma del padre:**_____**Fecha:** _____

Los Angeles International Charter High School

Dress Code

1. **SHIRTS**: shall be solid white, unmarked and shall be appropriately sized. Shirts must be tucked in at all times. The shirts cannot be see through and must have a ¼-quarter length sleeve or full-length sleeve. Solid white polo shirts may be worn. Male students **must** be in a school tie at all times during school hours.
2. **SKORTS and SKIRTS**: shall be worn as is with no alterations of any kind and appropriately sized. (i.e. Hemmed or shortened) Skorts and Skirts cannot be shorter than 2 inches above the knee.
3. **PANTS**: shall be appropriately sized and hang between the ankle and 1 inch above the shoe bottom, boys or girls may not use rubber bands at the end of the pants legs, no roll the pant legs up to be shorts or Capri pants. Students cannot wear baggy pants and sagging pants. **No Dickies or jeans permitted; the pants must be grey slacks only.**
4. **UNDERGARMENTS**: Undershirts for boys and girls shall **only** be white, unmarked, and tucked in at all times and appropriately sized.
5. **SHOES**: Students must wear solid black, solid white or black and white shoes **(no high-top shoes are permitted).** Due to student safety, no open toes, sandals or slippers will be allowed on campus. **SHOES WITHOUT LACES ARE NOT PERMITTED.**
6. **SOCKS**: Students must wear socks daily. Girls may wear opaque white cotton stockings or opaque black cotton stockings under their skirts or skorts. **Leggings under skirts and skorts are not permitted**. Students must wear socks that are white, black and/or grey **only.** Students may not wear any other colored socks; nor can the socks contain symbols, characters or writing of any kind. Socks that are striped or polka dot are permissible as long as they are in the colors of white, black and/or grey.
7. **SWEATERS** and **JACKETS**: Must be solid black with no logo, OR, contain the school logo only. **Hoodies may not be worn.** The hood cannot be on the head during class time. Senior shirt/sweater day is Wednesdays only and **may only be worn** with blue or black jeans.
8. **VEST:** Students may wear vest on a daily basis on top of the shirt or blouse, if desired. Vest cannot be worn alone.
9. **HEADWEAR**: **Students may not wear baseball caps or hats of any kind during school hours** (this includes break and lunch). If students are seen with baseball caps, the staff reserves the right to confiscate the hat until a parent comes and picks it up. During cold weather, students may wear a **solid black** beanie, or a beanie with the school logo.

A dress code is a preparation for many facets of life, including awareness of appropriate dress in various settings. LAICHS considers the dress of its students as a significant contributing factor in their educational experience. Our dress code is based on modesty and decency. The dress code is also intended to assist students avoid issue about their appearance; and keep their focus on the more important aspects of their education.

Those students who in the opinion of the faculty or administration, are inappropriately dressed and to the extent that the attire disrupts the educational program may require their parent or legal guardian to come to school and provide school attire. After the first offence, a parent conference will be required before the student can return to school.

By signing, I acknowledge that I have read and understand the Dress Code Policy and will adhere to it.

Student name:_____**Student Signature** _____**Date:** _____

Parent Name:_____**Parent Signature:**_____**Date:** _____

Los Angeles International Charter High

School Código de vestimenta

1. **CAMISAS:** Las camisas o blusas deberán ser blancas y sin marcas y del tamaño correcto. Se deben traer fajadas (metidas dentro del pantalón o falda) en todo momento. No se deben transparentar y las mangas deben ser cortas (1/4 de longitud) o completamente largas. Playeras blancas de tipo polo sin marcas ni otros colores son una alternativa. Los estudiantes varones deben traer puesta la corbata en todo momento durante el horario escolar.
2. **FALDA CHOR O FALDAS**: Deberán ser usadas como son sin ninguna alteración (p. ej. sin bastilla o hechas más cortas). El caso es que no deben quedar más de 2" (pulgadas) arriba de la rodilla.
3. **PANTALONES**: Deben ser de un tamaño apropiado y quedar entre el tobillo y una pulgada arriba de la suela del zapato. No se permiten ligas en la parte de abajo de los pantalones y tampoco se pueden enrollar hacia arriba como simulando "shorts" o pantalones "Capri". Se prohiben pantalones flojos o medio caídos. Tampoco están permitidos los pantalones de la marca "Dickies" ni los de mezclilla. Los únicos permitidos son de verter grises.
4. **ROPA INTERIOR**: Las camisetas de niño o niña deben ser blancas, sin marca, siempre fajadas y de tamaño apropiadamente ajustado.
5. **ZAPATOS**: Los estudiantes deben usar zapatos negros, blancos o negros con blanco **(no zapato de botín).** Por la seguridad del estudiante no se permiten sandalias o zapatos descubiertos de los dedos.
6. **CALCETAS**: Los estudiantes deben usar calcetas/calcetines todos los días. Las niñas pueden usar medias de algodón blancas o negras debajo de sus faldas). Mallas ("leggings") debajo de las faldas no están permitidas. Los calcetines pueden ser de color blanco, negro o gris únicamente, no de algún otro color. Tampoco pueden contener símbolos o letras de ningún tipo. Calcetines con rayas o círculos se permiten siempre y cuando sean de color blanco, negro y/o gris.
7. **SUETERES Y CHAMARRAS**: Solamente pueden ser negras sólidas sin ningún logo (o pueden tener el logo de la escuela. Las sudaderas (suéteres con gorro) no están permitidas. El gorro no puede estar sobre la cabeza en horas de clase. Los estudiantes del año/grado 12 ("seniors") pueden vestir sus playeras/suéteres de la generación solamente los miércoles y únicamente acompañados con pantalones de mezclilla azules o negros.
8. **CHALECOS:** Si lo desean, los estudiantes pueden vestir chaleco todos los días encima de su camisa o blusa. No se puede vestir el chaleco por sí solo.
9. **ACCESORIOS EN LA CABEZA**: Los estudiantes no podrán usar gorras/cachuchas de béisbol o de ningún otro tipo durante horas de escuela (esto incluye durante los recesos y la hora del almuerzo). Si los traen, el personal de la escuela tiene el derecho a confiscarlos hasta que alguno de los padres venga a recogerlos. Durante las temporadas de frío se puede vestir un gorro de tela negro o que contenga el logo de la escuela.

Una código de vestimenta es una preparación para las cuantiosas fases de la vida, incluyendo la concientización sobre el tipo de vestimenta adecuado para cada situación y contexto. LAICHS considera que la vestimenta de sus estudiantes es un factor significativo que aporta a su experiencia educacional. Nuestro código de vestimenta está basado en modestia y decencia. Este código también tiene la intención de ayudar a los estudiantes a evitar conflictos por su apariencia y a mantener su enfoque en aspectos más importantes de su educación.

Para aquellos estudiantes quienes, según la opinión de docentes o personal administrativo, estén vestidos inadecuadamente y, de acuerdo con la medida en la que la vestimenta irrumpa con el programa educativo, se requerirá que los padres les traigan una vestimenta apropiada. Después de la primera ofensa, una reunión con los padres será obligatoria antes de que el estudiante pueda regresar a la escuela.

Al firmar reconozco que he leído y entiendo la política sobre la vestimenta y que me apegaré a ella.

Nombre del estudiante: Firma del estudiante: _____Fecha: _____

Nombre del padre: Firma del padre: Fecha: _____

STUDENT NIGHTTIME RESIDENCY QUESTIONNAIRE

☐ ***None of the BELOW* apply** – NO FURTHER INFORMATION REQUIRED AT THIS TIME.

This document is intended to address the requirements mandated within the McKinney-Vento Assistance Act, U.S.C.A. 42 Section 11302(a). Your answers will help determine documents necessary to enroll your child quickly.

Date: _____ School: _____ Student ID#: _____

Student Name (First, M.I., Last): _____ ☐ Male ☐ Female

Date of Birth: _____ Grade: ____ Special Ed: ☐ No ☐ Yes, designation _____

Address: _____ City: _____ Zip: _____

Mailing Address (if different): _____

Parent/Guardian Name: _____ Contact Number: _____

The student(s) live(s) with: ☐ 1 parent ☐ 1 parent & another adult ☐ an adult that is not the parent/ guardian
☐ 2 parents ☐ a relative ☐ alone with no adults

Student's Living Situation *(Check all that may apply):*

- ☐ In a shelter _____(name of shelter)
- ☐ In a motel or hotel _____(name of motel/hotel)
- ☐ In a transitional housing program _____(name of program)
- ☐ In a car, trailer or campsite, **temporarily, due to inadequate housing**
- ☐ In a rented trailer/motor home on private property
- ☐ In a Single Room Occupancy (SRO) building – a multiple tenant building consisting of individual rooms with shared restrooms and/or kitchens
- ☐ In a rented garage **due to loss of housing**
- ☐ In another family's house or apartment, **temporarily, due to loss of housing, stemming from financial problems (e.g. loss of job, eviction, or natural disaster)**
- ☐ With an adult that is not the parent/legal guardian, **temporarily, due to loss of housing**
- ☐ Awaiting foster placement
- ☐ Other places not designed for, or ordinarily used as a regular sleeping accommodation for human beings (please explain) _____
- ☐ Living alone, without any adult (unaccompanied youth)

Please list <u>all</u> siblings between the ages of birth and 22 years old. Please complete a separate questionnaire for <u>each</u> child.

NAME	BIRTH DATE	AGE	GRADE	SCHOOL

----------***AFFIDAVIT***----------

By signing this form, I declare under penalty of the laws in the State of California that the foregoing is true and correct. In addition, I understand that the District reserves the right to verify the above listed residence information.

Signature of Parent/Legal Guardian/Caregiver: _____ Date: _____

CUESTIONARIO DE RESIDENCIA NOCTURNA DEL ESTUDIANTE

☐ ***Ninguna de las opciones DE ABAJO* aplica** – No más información es requerida por el momento.

Este documento busca cumplir con los requerimientos establecidos por la ley *McKinney-Vento Assistance Act, U.S.C.A. 42 Section 11302(a)*. Sus respuestas facilitarán la pronta inscripción de su hijo(a).

Fecha:_____ Escuela:_____# de identificación de estudiante:_____

Nombre del estudiante: _____ ☐ Masculino ☐ Femenino

Fecha de nacimiento: _____ Grado: ____ Educación especial: ☐ No ☐ Sí, designación: _____

Domicilio: _____ Ciudad: _____ Código postal:_____

Domicilio postal (si es differente): _____

Nombre del padre o tutor: _____ Teléfono: _____

El estudiante vive con: ☐ 1 padre ☐ 1 padre y otro adulto ☐ un adulto que no es el padre o tutor ☐ 2 padres ☐ un familiar ☐ solo con ningún adulto

Situación de vivienda del estudiante *(Marque todas las que apliquen):*

- ☐ En un albergue _____(nombre del albergue)
- ☐ En un motel u hotel _____(nombre del motel/hotel)
- ☐ En un programa transicional de vivienda _____(nombre del programa)
- ☐ En un automóvil, caravana or campamento, **temporalmente, debido a vivienda inadecuada**
- ☐ En una casa rodante alquilada en propiedad privada
- ☐ En un edificio de ocupación de habitación individual ("*SRO,*" por sus siglas en inglés) – un edificio con múltiples inquilinos que consiste de habitaciones indiviudales con baños y/o cocinas compartidos
- ☐ En una cochera alquilada **debido a la pérdida de vivienda**
- ☐ En la casa o departamento de otra familia, **temporalmente, debido a la pérdida de vivienda, resultado de problemas financieros (p. ej., pérdida de trabajo, desalojo o desastre natural)**
- ☐ Con algún adulto quien no es el padre o tutor legal, **temporalmente, debido a la pérdida de vivienda**
- ☐ Esperando asignación de cuidado adoptivo temporal *(foster care)*
- ☐ Otros lugares no diseñados o usados comúnmente para que seres humanos duerman (por favor explique) _____
- ☐ Vive solo, sin ningún adulto (menor no acompañado)

Por favor enliste todos los hermanos(as), desde los recién nacidos hasta los de 22 años de edad. Por favor complete un cuestionario diferente para <u>todos y cada uno</u> de sus hijos(as).

NOMBRE	FECHA NACIMIENTO	EDAD	GRADO	ESCUELA

----------***AFIDÁVIT***----------

Al firmar este documento declaro bajo castigo por las leyes del estado de California que todo lo anterior es cierto y correcto. Así mismo, comprendo que el distrito se reserva el derecho a verificar la información de residencia descrita arriba.

Firma del padre/tutor legal/cuidador: _____ Date: _____

Los Angeles International Charter High School

Enrollment Form SNAPSHOT

Student Name:_____ Male □ Female □
Last First Middle

Home Address: _____
Street City State ZIP

Home Phone: (_____)_____ Date of Birth:_____ Current Grade: _____

Current or Last School Enrolled: _____

Parent Name:_____ Mother □ Father □
Last First

Parent Signature:_____ Date: _____