- **Proof that you are not a for profit entity.**

- Forefront Educational Group will enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

Board President Reginald Brunson

Signature _____ Date _____

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

Board President Reginald Brunson

Signature _____ Date _____

- Financial Data – Please see Appendix for Budget

- Forefront Educational Group agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and the other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEP's and tracking of related services provided to students during the course of their education.

Board President Reginald Brunson

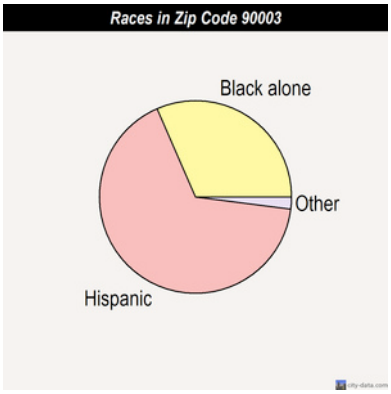
Signature _____ Date _____

- Student population for the proposed school in zip code 90003

Most common places of birth for the foreign-born residents:

Mexico (75%)
El Salvador (13%)
Guatemala (7%)
Honduras (2%)
Other Central America (1%)
Nicaragua (1%)
China, excluding Hong Kong and Taiwan (0%)

Foreign-born population: 23,736 (40.8%) (17.4% of them are naturalized citizens)
This zip code: 40.8%
Whole state: 26.2%



Average household size:
This zip code: 4.0 people
California: 2.9 people

Average Adjusted Gross Income (AGI) in 2004: $21,366 (Individual Income Tax Returns)
Here: $21,366
State: $58,600

Salary/wage: $21,481 (reported on 87.5% of returns)
Here: $21,481
State: $49,455

Estimated median household income in 2008: $29,774
This zip code: $29,774
California: $61,021

Residents with income below the poverty level in 2008:
This zip code: 35.3%
Whole state: 13.3%

Source: http://www.city-data.com/zips/90003.html

The student population of school will be a reflection of the data submitted. A large percent of the population are from Mexico in addition the median household income is well below that of California. This population directly reflects that of zip code 90044 where there was academic success at a Prop 39 location on the Budlong Avenue Elementary School campus. The school was 98% Latino, 98% Free and Reduced Lunch, and 51% English Language Learners. The students at this site during the 2007-2008 scored 707 on the CST and meet all AYP goals.

- ***Forefront Educational Group's Vision:***

Forefront Educational Group will cultivate a level of collective efficacy towards high academic achievement, which will incorporate parents, students, staff and the community.

- ***Forefront Educational Group's Mission:***

Forefront Educational Group will provide students with a rigorous and relevant education through hands-on activities as well as the use of technology. This will prepare them to be life-long learners in a world where critical thinking and proficiency in technology will be the keys to success in the 21st century.

- ***Educational Plan***

The Forefront Educational Group's educational plan is centered on our belief in a longer school day, collective efficacy, and technology. The extended learning day will keep students in a safe, structured, instructional setting for eight and a half hours. This will allow teachers the time to work with students longer, give students more time with the teacher to gain maximum achievement, and allow parents a larger window of opportunity to be a part of the school community. Secondly, our belief in collective efficacy will permeate the entire school community, from the school site staff, teachers, students, parents, and the community. It's vital that all stakeholders believe in the effectiveness of the schools programs, teachers, students, and administration. Lastly, the use of technology will be a key component to the educational program. The use of Promethean hardware and software, computers, projectors, web –based and computer programs, and the Internet will allow all stakeholders to be effective teachers and learners. Our curriculum is standards based with a proven track record in schools with this demographic. The instruction will be based on with results of classroom assessments. We believe that all students learn differently so we will assess in different ways to allow all children the ability to show what they know. The results will drive the instruction of the student and the professional development of the teachers.
(The Educational Plan is in Appendix 1)

- ***Community Impact***

The reason Forefront Educational Group wants to serve this community is because of the positive experience Mr. Brunson had at Budlong Elementary. This is a community that demands and deserves the best possible education for their children. Parents were very involved in the school and wanted to see it succeed. They made sure that students were well behaved, on time and ready to receive their teachers' instructions. There was a high level of parent participation at parent workshops, Coffee with the Principal, fundraisers, and in the classrooms. With this type of foundation along with an extended school day we believe that we will be able to meet the needs and expectations of these parents.

- ***Leadership/Governance***

The Leadership Team of the Forefront Educational Group is comprised of four individuals that want to see students achieve on a global market. Reginald Brunson has been an educator for thirteen years starting in LAUSD and now in the Charter Community. Sean Main has worked in the entertainment industry for twenty-three years serving the post productions needs of various studios. Michael McAllister is CEO of an international company that manufactures army insignia. Amy Streets is a Human Resource Specialist and Recruiting with sixteen years of experience. David J. Blazek is a Sales Management Professional with fifteen years experience with Wells Fargo Bank. All of the members of Forefront Educational Group believe in the goals that we've set in our mission, vision, and educational plan. (Resumes are in Appendix 1)

- ***Fiscal Plan***

Our fiscal plan is geared to the idea that we want a longer school day, a belief that all stakeholders are apart of the school, and a strong base in technology. With that in mind we've planned strong professional development in all curricular areas, modern technology equipment and software, and community involvement. (Budget is in Appendix 1)

2. **Curriculum and Instruction**

a)

The curriculum for Forefront Educational Group's curriculum will be aligned to the State Standards and State Frameworks. Forefront Educational Group will address all standards by subject areas and grade levels. The Forefront Educational Group's curriculum utilizes the CA state standards for the development of all lesson plans, units and projects. Research shows that it is particularly essential to low income and minority populations that students are always aware of what it is they are learning, why they are learning something and how the learning relates to their own lives.

Each student will have sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Student texts and instructional materials will be identified and selected abased on the following criteria:

- Alignment with state standards

- Research-based and evaluation data showing success with similar student populations
- Alignment with school's mission and vision.

Multimedia computers and classroom libraries in all rooms will provide reinforcement in explicit skills instructions and ensure access to a variety of literary works at each grade level.

(The Scope and Sequence for all curricular areas are in appendix 2.)

b) Track Record of Proposed Curriculum

Rational for Textbook Adoption

Imagine It! is the result of 45 years of research and field study. The program meets the California Criteria, Standards, and Framework, as well as all of the elements recommended by the National Reading Panel: instruction in phonological and phonemic awareness, explicit phonics, fluency, vocabulary, and comprehension, as well as robust instruction in writing. The programs cover all daily Reading, Language Arts, and Writing curriculum requirements, while meeting all of the standards for Science and Social Studies. Imagine It! fully integrates state-of-the-art technology tools to enhance learning. Imagine It! meets the requirements of No Child Left Behind as a research-based program.

There are three options within the Imagine It! series: Imagine It! is the core K-6 program, designed to meet California State Standards. Imagine It! English Language Development (ELD) is an expanded version of Imagine It! Specifically designed for teachers with students whose primary language is not English. ¡Imaginalo! helps students develop Spanish literacy that can be used in combination with Imagine It! or alone.

A Summary Report of the Instructional Effectiveness of the "Harcourt Research Program"
By Paul Lloyd
Summary of Results
The increase in test scores on both of the nationally standardized test, the Stanford Achievement Test and on the Harcourt Math Assessment are both positive and statistically significant for all subtests and total test scores at both grades 2, 5, and 7.

Schools using Hartcourt Math

Watts Learning Center CST Advanced/Proficient	2nd	3rd	4th	5th
2008	53%	73%	78%	72%
2007	54%	87%	74%	42%
2006	76%	66%	55%	21%

c.) Addressing the Needs of All Students

d.) Accelerated Learning

HOW LEARNING BEST OCCURS

The 1983 federal report *A Nation at Risk*, which highlighted the growing achievement gap between the U.S. and other countries, recommended that school districts have longer school day, which would resemble more closely to the schedules in higher-performing Europe and Asia. The Harvard Family Research Project found that extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status.

Forefront Educational Group will have five primary benefits of adding time to the traditional school day: 1) more time on task; 2) greater depth and breadth of learning; 3) more time for planning and professional development; 4) more time for enrichment and experiential learning; and 5) stronger relationships between teachers and students. The Harvard Family Research Project identified a range of benefits associated with well-designed and well-run after-school and summer programs, including positive outcomes for academics, social/emotional health, risky behavior prevention, and health and wellness (Little, P. M., Wimer, C., & Weiss, H. B., "After School Programs in the 21st Century: Their Potential and What It Takes to Achieve". Cambridge, MA: Harvard, 2008.)

In Los Angeles, the only elementary schools that provide over eight hours of instruction is KIPP Raices Academy, which is K-1 and currently how no data of how an extended learning program will be effective for disadvantaged students. However, in New York, Promise Academy 2 in Harlem, had 100 percent of their third-graders at or above grade level on the 2008 statewide math test. At Promise Academy 1, 97 percent of the third-graders were at or above grade level in math (http://www.hcz.org/programs/promise-academy-charter-schools.)

Learning best occurs when several elements are effectively integrated. Forefront Educational Group will utilize "Best Practices" in order to effectively furnish a quality instructional program. The staff of Forefront Educational Group will clearly understand that learning best occurs when:

- There is a belief from all stake holders that all students can and will achieve (i.e. Collective Efficacy)
- Bloom's Taxonomy is incorporated into the instructional strategy. *Knowledge*, *Comprehension*, *Application*, *Analysis*, *Synthesis*, *Evaluation*
- When Dr. Howard Gardner's theory of multiple intelligences is used to allow every child the opportunity to learn and show what they know. *Visual-Spatial, Bodily-Kinesthetic,Musical,Interpersonal,Intrapersonal,Linguistic,Logical-Mathematical*
- A school emphasizes the influence of culture, peers, and adults on the development of a child. *Vygotsky's Socialcultural Theory*

- A school design incorporates best practices that have already proven successful in a similar environment.
- Education goals are clear and concise
- A constructive educational environment and flexible curriculum adaptive to the needs of individual students.
- There is a school wide commitment to high student achievement.
- Teachers are motivated and fully engaged in the educational process.
- Parents are involved in the educational process.
- Academic intervention, when needed, is provided (i.e. Response to Intervention)
- All needs of the individual student are being met (i.e. physical, emotional, and mental).
- There is teacher recognition and high expectations for professional growth.
- There is teacher participation in governance and curriculum development.
- There is parent participation in governance and curriculum needs assessment.
- There is an intimate educational setting (small class size) that will allow for more focused and individualized attention.

(Details for each sub group are in appendix 2 for Addressing the needs of all students and Accelerated Learning

e.**) Instructional Strategies**
Instructional Strategies and Practice

1. Professional Learning Communities
2. Response to Instruction
3. Differentiated Instruction
4. Cooperative learning groups
5. Technology
6. Thinking Maps
7. Small group instruction
8. Whole class instruction
9. Flexible scheduling
10. Flexible grouping
11. Guest speakers
12. Independent study
13. Individual instruction
14. On-going assessment
15. Student demonstration
16. Literature circles
17. Interdisciplinary thematic curriculum integration
18. Interest learning groups
19. Field trips
20. Discussion groups

(Details for the instructional strategies are in Appendix 2.)

3. ***School Culture and Climate***

a.) Description of Culture

Forefront Educational Group will promote a culture based on collective efficacy. Studies showed that when children were convinced they could solve math problems, for example, they were more successful at solving them than peers with more talent who doubted their own abilities. A resilient sense of efficacy enables individuals to do extraordinary things by productive use of their skills in the face of overwhelming obstacles. This belief will permeate the entire school community.

b.) College and Career Readiness

Forefront Educational Group will introduce four-year colleges and careers goals for future careers. Each classroom will adopt the name of a university as well as for the groups in the classroom. We will invite parents to come share their career choices during times that correlate with the instruction theme. In addition the school will hold Career Week, which will bring in community leaders, service personnel, parents, and other interested individuals.

c.) School Calendar/Schedule

DAILY INSTRUCTIONAL MINUTES

Rational for Language Arts Instructional time is based on the California State Framework which states that primary grades require 2 ½ hours of instruction while grades 4 and 5 require 2 hours of instruction.

Rational for Math Instructional time is based on the California State Framework which states that math requires 50 to 60 minutes of instruction a day.

Rational for Science Instructional Minutes-Forefront Educational Group will follow LAUSD MEM-4340.1

Forefront Educational Group will offer, at a minimum, the minimum number of instructional minutes for the entire school year, as required by Education Code Sections 46201(a)(3) and 47612.5. Forefront Educational Group is aware that compliance with instructional time requirements is a condition of apportionment. The kindergarten through fifth grade instructional minutes for the school year are calculated as follows:

415 minutes x 140 instructional days = 58,100 minutes

290 minutes x 40 instructional days = 11,600 minutes

Total Instructional Minutes = 69,700 minutes

This is the schedule for Grades K – 5 for Monday, Tuesday, Thursday and Friday.

d.) The Forefront Educational Group's After School program will reinforce the learning and skills that took place during the instructional day. Students will have an opportunity to complete homework. There will also be activities to enhance the entire child. There will be organized sports (basketball, golf, flag football) media instruction, and at full implementation Spanish Language Instruction. We plan to have full implementation the 2011-2012 school year. All of the sports will be based of the constraints of the facility.

e.) **DISCIPLINE**

Forefront Educational Group believes in a school environment in which students are able to learn and teachers are able to teach. Learning takes place in an environment of collective efficacy, high expectation, and positive motivation.
Discipline is defined as a process of helping students understand appropriate and inappropriate behavior. Student discipline is a joint responsibility of the home and school. Parental guidance for good discipline enables school leaders and faculty to maintain a wholesome environment for learning. Students are encouraged to solve problems through verbal communication. Teachers handle discipline. Students with repeated behavior problems are ref erred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is dev eloped to help the student develop constructive behavior patterns.

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement the 504 Plan?

f.) The health and safety of the entire school community at Forefront Educational Group is a high priority. The school will follow all required safety regulations including emergency policies and procedures. Forefront Educational Group will comply with all health and safety laws and regulations that apply to non-charter public schools. Forefront Educational Group will adopt and implement a comprehensive set of health, safety, and risk management policies. g.) Forefront Educational Group will use a service provider that follows The National School Lunch Act. The National School Lunch Act mandates that school meals "safeguard the health and well-being of the Nation's children". Participating schools must serve lunches that are consistent with the applicable recommendations of the most recent Dietary Guidelines for Americans including: eat a variety of foods; choose a diet with plenty of grain products, vegetables and fruits; choose a diet moderate in sugars and salt; and choose a diet with 30% or less of calories from fat and less than 10% of calories from saturated fat. In addition, lunches must provide, on average over each school week, at least 1/3 of the daily Recommended Dietary Allowances for protein, iron, calcium, and vitamins A and C. To provide local food service professionals with flexibility, there are four menu-planning approaches to plan healthful and appealing meals. Schools choose one of the approaches below. Local schools make the choice of what specific foods are served and how they are prepared and presented.

4. **Assessments and School Data**

a.) Please see attach Accountability Matrix

b.) **Individual Pupil Outcomes**

Subject Area	**Outcomes/Goals Meeting the Standards**	**Measurement Tools**	**Benchmarks**
English Language and Literature	Students read fluently and comprehend a variety of texts at grade level.	Fluency, projects, teacher created assessments, Thinking Maps, publishers' tests, culminating tasks	Students will score in the 80th percentile or higher on teacher assessments. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
Mathematics	Students are fluent in basic computational skills, are algebraic thinkers, and are problem solvers	Teacher created assessments, projects, Thinking Maps, publishers' tests, culminating tasks, LAUSD quarterly assessments	Students will score in the 80th percentile or higher on teacher assessments. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
Science	Students have the essential skills and knowledge necessary to become scientifically literate	Teacher created assessments, projects, Thinking Maps, publishers' tests, culminating	Students will score in the 80th percentile or higher on teacher assessments. The number of students

	individuals.	tasks, LAUSD quarterly assessments	receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
History-Social Science	Students have core knowledge in history and social science and have the critical thinking skills necessary to study the past and its relationships to the present.	Teacher created assessments, projects, Thinking Maps, publishers' tests, culminating tasks	Students will score in the 80th percentile or higher on teacher assessments. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
Visual and Performing Arts	Students have knowledge and are able to make connections between concepts in all the arts across all content areas.	Teacher created assessments, projects, Thinking Maps, culminating tasks	Students will score in the 80th percentile or higher on teacher assessments. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 3-5% annually.
Technology	Students have the core knowledge of the use of technology	Teacher created assessments, projects, Thinking Maps, culminating tasks	Students will score in the 80th percentile or higher on teacher assessments. The number of students receiving a score of

			proficient or above based on fulfillment of the standards will increase by 3-5% annually.

Forefront Educational Group will participate in the state mandated Standardized Testing and Reporting Program as per SB 376. These test results will be utilized as baseline data when measuring individual student progress. Standardized tests will be utilized yearly to assess the following goals:

1. The number of students enrolled consistently at Forefront Educational Group who test at grade level or above
2. The percentage of students who meet or exceed the sponsoring district's literacy average.

If Forefront Educational Group does not test (i.e., STAR, CELDT & CST) with the District, a copy of the school's test results must be submitted to the District on a CD on or before September 30, following that spring's test administration. The CELDT results must be submitted to the District no later than two weeks after receipt of the compact disk from the state's vendor.

c.) **Data Team and Instructional Team**

Students will be assessed on a consistent basis in order to drive instruction and place resources in the most needed areas. The school administrator will meet with teachers once a week during their grade level meetings. During that time teachers and the administrator will discuss and analyze student assessment data and class work. From these discussions the team will decide the type of intervention needed for students or a teacher if necessary. If intervention in recommended for a student the parent will be informed and their input will be part of the decision making process.

d.) **Data System**

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
CBEDS, which is due at the end of October of Each School Year.

All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most Charter Schools are not currently utilizing the District's current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.

e.)**LAUSD School Report Card**
Forefront Educational Group will track the same information presented in LAUSD School Report Cards.

f.) **Research and Evaluation**
Forefront Educational Group will agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

g.) **Operational Goals and Metrics**

5. Professional Development Program

a.) **Professional Development**
Forefront Educational Group's goal for professional development is to improve the capacity of collective efficacy throughout the teaching staff.
In order to provide quality instructional program in the subject areas the Forefront Educational Group will implement professional development programs conducted by field experts that will ensure that teachers:

- Integrate technology into the learning process
- Identify content standards that are essential for academic success
- Identify and develop assessment tools that address meaningful evidence that students have met the standards
- Reflect continuously on how to deepen the instructional program and identify further resources and materials needed for teachers ensure student progress.
- Engage in a collective assessment of student work, identifying student' strengths and challenges
- SDAIE strategies
- Analyzing student work
- Developing common assessments & rubrics

- Developing curriculum; developing lessons aligned to state standards
- Share effective instructional practices with each other through dialogue, demonstrations, observations, professional readings and discussion, student samples and peer coaching
- Align standards with effective instructional practices
- Sharing of "best practices"
- Working with the School Director, Instructional Coaches, and Teacher Experts
- Use Visual and Performing Arts to enhance instruction
- Utilize both classroom assessments and standardized tests results to guide instruction.

b.) **Teacher Orientation**

Forefront Educational Group will offer a one-day orientation for new and continuing teacher on the first day of professional development. At the beginning of each school year there will be a five-day professional development period. The orientation will include the following but not limited to; school history, charter policy, school governance, curriculum, instructional strategies, differentiated instruction, discipline, special education, and community and family engagement.

c.) **PD Calendar**

The school calendar is set up to give students an extra week of instruction before CST testing. The first day of school is August 31, 2010. The calendar also has a two-week winter break to give the students another week of instruction before CST testing. Forefront Educational Group understands the importance of our API and AYP scores, with that in mind giving teachers and students as much
Instructional time as possible. Secondly, the daily schedule is eight and a half hours long. Here are some of the advantages to a longer school day, master core academic subjects, practice new skills, receive individualized instruction and tutoring, get exposure to a broad array of topics, Experience the arts, music,
drama, and sports.

d.) **Program Evaluations**

In order to provide meaningful Professional Development the use of formative and summative evaluations will be implemented. Also to keep with the idea of technology teachers will be encouraged to use Survey Monkey as a tool to evaluate professional developments. Based on the results the administrator will have flexibility to modify the professional development schedule and/or topics.

6. **Professional Culture**

a.) **Professional Culture**

Forefront Educational Group will promote a culture based on collective efficacy. Studies showed that when children were convinced they could solve math problems, for example, they were more successful at solving them than peers with more talent who doubted their own abilities. A resilient sense of efficacy enables individuals to do extraordinary things by productive use of their skills in the face of overwhelming obstacles. This belief will permeate the entire school community. In order to be successful in this endeavor all stakeholders must be part of the decision making process in the school. Teachers, students, and parents must feel a part of the school community and believe that as a whole the school can have world-class achievement.

b.) **Evaluation**

All teachers and staff will be formally evaluated three times during the school. In addition all teachers and staff will complete a self-evaluation twice a year that will be given to the site administrator. For teachers or staff that need additional support they will be in formed mid year. At that time additional training or coaching will be put in place to support the staff member.

c.) **Feedback**

Teachers and staff will have the option of using Survey Monkey to confidentially provide feedback on a variety of issues. There will also be on campus surveys that can be used to give feedback also.

7.) **Serving Specialized Populations**

Forefront Educational Group will implement a K-5 curriculum organized around a core of basic content areas as delineated in the State of California's educational frameworks: Integrated Language Arts, ESL, Mathematics, Science, Geography, History, Social Studies, Technology, Physical Health and Development, and the Performing Arts. Forefront Educational Group will implement an extended school day program starting at 8am and ending at 4:30 pm. All teachers will be credentialed through the California Commission on Teacher Credentialing (highly qualified) and will participate in on-site and off-site staff development trainings on both traditional and innovative educational models and techniques as well as, other professional growth trainings and seminars. Additional professional experts in the specific academic and performing arts fields will be brought in as hands-on consultants. Forefront Educational Group will seek to provide a program of academic excellence across all disciplines, including core curriculum courses, which will have three specific goals for our students:

- Students will work to be at grade level or above in the core disciplines, with an emphasis in the language arts and sciences. Grade level will be defined as a status of proficient as measured by standardized testing.

- Teachers will provide critical thinking opportunities utilizing Thinking Maps that consistently incorporate the higher ordered thinking skills. Students will utilize these cognitive and learning skills, which will enable them to participate at grade level, as they progress to the upper grades.
- Students will understand that they are part of their community. Therefore, service to their community will be a natural progression. Students will internalize the concept of community service, which will enable them to be productive and responsible citizens in the communities.

i.) Appendix 6

ii.) Forefront Education Group will comply with the federal requirement of least restrictive environment (LRE). This means that to the maximum extent appropriate, students with exceptional needs are educated with students without identified exceptional needs. Special classes separate schooling, or other removal of children with disabilities from the regular education environment only occurs when the nature or severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Individuals with exceptional needs will be offered special, assistance programs that promote maximum interaction with the general school population. Examples of supplemental aids and services are adaptation of regular education goals, curriculum, materials, and classroom aids; special education consultation; and in-service training.

iii.) Summer Term Instruction - The Summer Term is a five-week half-day learning experience offered during the summer months. Class size is limited, ensuring individualized instruction and a high degree of contact and bonding between student and teacher. The thrust of the reading and math instruction is remedial in nature, and designed to position students for success in the up coming grade level. Teachers will utilize fluency strategies, Thinking Maps, SDAIE, and technology to ensure the students are successful during the summer.

Summer Term Instruction: English Language Development – The purpose of Standards-Based ELD summer term intervention is to assist English Learners (ELs) who have not made adequate progress in English Language Development (ELD) to accelerate their acquisition of English by advancing one ELD level by the end of five weeks of intensive ELD instruction.

iv.) (Meeting the needs of English Language Learners and Standard English Learners in Appendix 7.)

b.) (Meeting the needs of students in at risk situation, including but not limited to low achievement. Appendix 7)

8**. Family and Community Engagement Strategy**

a.) **Identification**
The community surrounding 8919 Main is a highly populated, highly Latino, and in dire need of a positive educational choice. The reason Forefront Educational Group wants to serve this community is because of the positive experience Mr. Brunson had at Budlong Elementary. This is a community that demands and deserves the best possible education for their children. Parents were very involved in the school and wanted to see it succeed. They made sure that students were well behaved, on time and ready to receive their teachers' instructions. There was a high level of parent participation at parent workshops, Coffee with the Principal, fundraisers, and in the classrooms. With this type of foundation along with an extended school day we believe that we will be able to meet the needs and expectations of these parents.
(Community organizations are in Appendix 8)

b.) **Family and Community Engagement**
Forefront Educational Group will suggest that parents follow these guidelines.
Parent(s) or guardians will provide 30 hours support to the school for the year.
Parent(s) or guardians will attend three parent conferences a year.
Parent(s) will attend at least one parent training class per year.
Parent(s) will attend at least four (4) Parent Meetings a year.

By having an extended school day this well allow parents more time to participate in their child's education and in school functions. By being open from 7a.m. – 6p.m. and having an instructional day from 8a.m.- 4:30 p.m. we will foster a belief that all are welcomed. By involving business in the community, churches, government agencies we hope that our belief in collective efficacy will extend far from the boundaries of the school.

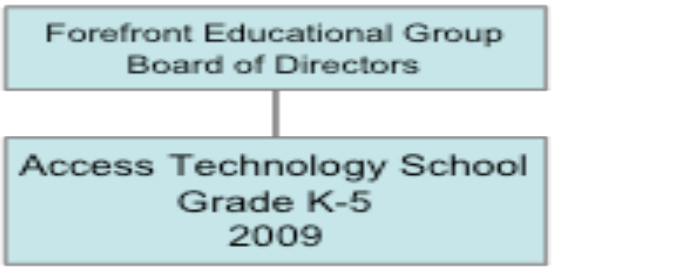
c.) **Key Community Partnerships**
Community leaders will be a vital part in the success of the school. We don't want to be on an island in this community. Having the support of local business, churches, and other organizations will only make the school and community strong. Bringing all of these entities together will only strengthen our collective efficacy. The key role of the community partnerships will benefit the school and well as the surrounding businesses. When people believe in the school and what it's doing it becomes a safe place and the community protects it. Once that level of pride is attained it will naturally take over the community where people begin to believe in one another. Forefront Educational Group will look to partnership will business and organizations that believe and support the education of the neighborhood students. Our mission is to prepare students for the 21st century and cultivate their high level thinking skills. Bringing in professionals or taking the students to them and sharing their business and challenges will help meet

and surpass these goals. Have a strong parent liaison will help promote these relationships and maintain them, strong parents will be the key to this being a success.

9. School Governance

a.) School and Advisory Organizational Chart

Access Technology School Governance Chart



10.) School Leadership & Staffing Plans

a.) Leadership Team Capacity
Reginald Brunson, Sean Main, Michael McAllister, Amy Streets, David Blazek. All of the members of Forefront Educational Group believe in the goals that we've set in our mission, vision, and educational plan. The variety of experiences in addition to the years of experience this group has the collective capacity to lead/transform a school. (See Appendix 1 for resumes.)

b.) **Staffing Model**

	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	281	314	362	362	362
Teachers	13	15	17	17	17
Aides	9	10	11	11	11
Non-Academic	6	7	8	8	8

Student to Teacher Ratio
K-1 22:1
2-3 25:1
4-5 32:1

Forefront Educational Group will employ two office personnel, one campus aide, and five custodians during year one. The recruitment and employment of highly qualified teachers and staff will allow parents and students the ability to speak comfortably. For the needs of Special Education and IEP meeting there will be a Resource Teacher on staff that will be bilingual.

c.) Compensation
Salary Range per Position

Certificated Teachers = $45,000 - $58,000
Certificated Principal = $80,000 – $95,000
Instructional Aides = $12,000 - $20,000
Office Manager = $30,000 – $40,000
Total Benefits as a percentage of Total Salary – Average = 26%
Health Benefits as % of Total Salaries – Average = 10%
No Lifetime Benefits Costs apply

d.) School Leadership

Forefront Educational Group will utilize a variety of advertising methods to recruit highly qualified teachers. The recruitment methods employed will include, but not limited to: (1) Ed-Join website; (2) Monstertrak website; (3) CCSA website; (4) Job fairs; (5) Teach for America. The following is the timeline set forth by the Forefront Educational Group, which will be used for the staffing of the school site.

	2010								
Startup Plan	**Jan**	**Feb**	**March**	**April**	**May**	**June**	**July**	**August**	**Sept**
Resources									
ɒ Job Descriptions-ed									
ɒ Job Descriptions-ated									
ɔ Descriptions-Class. & ated									
Resources Staff Applicants for ews									
ɔund Interviews									
mental Interview, g, Presentations									
ates Selected									
ɔf Employment Made									
Commences									
Completed									
f Orientation									

e.) Leadership Team beyond the Principal

In order to achieve our goal of collective efficacy there will need to be a number a highly qualified personnel at different levels in the school's leadership structure. If the need for an Assistant Principal arises the school community would be apart of the decision making process. In order the help new teachers succeed during their first year a master teacher is vital in their development.

f.) Recruitment of Teaching Staff

The responsibilities of the classroom teacher will include but are not limited to:

- Provide a high quality standards-based instructional program
- Furnish enrichment and remediation lessons when appropriate
- Plan and prepare grade-level appropriate lessons
- Adhere to instructional guides provided by administrative team
- Provide continual assessment of student progress and maintain appropriate records
- Actively seek professional growth opportunities
- Promote open communication with all stakeholders in the school community
- Adhere to all Forefront Educational Group personnel policies
- Maintain regular, punctual attendance
- Possess knowledge of school curriculum
- Conduct workshops

Each core subject teacher will meet the applicable provisions of No Child Left Behind by holding an appropriate teaching credential provided by State Commission on Teacher Credentialing for his/her teaching assignment, or be enrolled in an approved alternative certification program. Teachers of non-core classes will have qualifications consistent with the requirements of state legislation.

Teachers selected to insure that the needs of English language learners are met will have CLAD, BCLAD, LDS, BCC, or SB1969 certification and all teachers will be trained in the effective use of sheltered-English. These documents will be maintained on file at Forefront Educational Group and will be subject to periodic inspection by LAUSD.

An effort will be made to have a balance of experience, background, and talents. Teachers will need a willingness to expand their knowledge of technology and culturally relevant pedagogy. Our professional development calendar has multiple opportunities for the staff to continue to grow in these areas and others.

11.) Operations

Operations

External Partner: As an external partner, Forefront Educational Group agrees to contract with the District as the default provider of outsourced school facility required support services, such as student information system, special education management, intercommunication/public address system, radio system and intrusion alarm support, and transportation for special education and magnet, as well as the foundational services of food services and school police. Additionally, as an external partner, Forefront

Educational Group agrees to have open dialogue with the District as the provider of outsourced school facility foundational and optional support services. The use agreement would further specify that the District must meet agreed-upon performance standards for competitive contracted services. These standards must be met within an agreed-upon time frame. If the District fails to meet these standards within this timeframe, and a timely discussion (between the external partners, the District, and classified labor partners) does not resolve the identified issues, then external partners may then contract with non-District providers for specified support services.

Master Service Agreements: Forefront Educational Group agrees to enter into discussion regarding the viability of master service agreements

School Operations Experience: Reginald Brunson has had experience working with Crescendo Charter and Watts Learning Center both have successful office operations. Forefront Educational Group will follow the model set by both schools and implement one that best serves the organization.

Operations Start-up Plan: The school start-up team has established an aggressive operational schedule. The Executive Director, Principal, and Operations Manager will be responsible for implementation and oversight of the plan. For the Forefront Educational Group Operations Timeline & Schedule, please see Appendix 11.

Operations Plan: The Operations Plan contains the required and selected foundational services that Forefront Educational Group has currently selected from the service menu. For the Operations Plan, please see Appendix 11.

12.) Finances

Finances

Funding: As an independent charter school, Forefront Educational Group will utilize the direct funding model from the State Fund. All funds generated by Forefront Educational Group will be deposited in a local bank. This will include, but not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. Forefront Educational Group will apply directly for funds not included in the charter school categorical block.

Budget Narrative: The five-year budget development for Forefront Educational Group includes the following assumptions: (1) Attendance Rate = 95%; (2) Free & Reduced = 95%; (3) Economically Disadvantaged = 55%; (4) ELL = 50%; Additionally, there is 0.5% projected increase each year for the student attendance rate. Furthermore, there is a conservative 2.0% COLA on expenses each year. In addition, there is an aggressive student enrollment increase of approximately 4% each year over the five year period, as the school moves from a 75% conservative opening population to full capacity in four years. On the expenditure side, salaries and wages have a 2% percent increase built in each year over the five year period. Additionally, the fixed expenditures have a 2% to 3% increase built in each year. Furthermore funds have been in the 1900 series for expanding professional development. To support the program, funds are set aside in the 5100 series for the instructional consultants. One large unknown is the facility lease cost. Using the prior three years of experience with Prop 39 facilities costs, the cost projection is liberally high. Lastly, Forefront Educational Group will hire a full-time grant writer who writes grant applications for all the schools in the organization and other related educational projects. A complete budget description can be found in Appendix Budget.

Financial Controls: Forefront Educational Group has a team that have shown exceptional financial performance. In addition, it has a high performing Board of Directors including a Certified Public Accountant who serves on the Program Advisory Board. The organization as a relationship with a an outside service provider, with 10 years of school back office experience. The service provider, Charter School Management Corporation, works with over ninety charter schools in California, employs three C.P.A.'s on staff, and works with approximately thirty-five charter schools in LAUSD. Forefront Educational Group will follow the practices of Crescendo, which are as follows. Prior to every Board Meeting, the outside service provider furnishes the Executive Director and the Program Advisory Board Member, the C.P.A., with copies of the detailed warrant register, detailed general ledger, trial balance, balance sheet, and profit and loss statement in comparison to the budget. Prior to the meeting, the Program Advisory Board Member prepares a narrative of her findings for the Board of Directors and fiscally related questions for the Executive Director, Principal, and Business Manager. Subsequently, the Program Advisory Board Member reviews the responses and provides a complete write-up for the Board of Directors to be presented at the Board Meeting for their review, approval or non-approval.

Appendix

A Typical Day at Forefront Educational Group

A typical day at Forefront Educational Group will start well before students and parents arrive. One will observe the plant manager prepping the entrance, play area, and eating area before students and parents arrive on campus. The plant manager will then check the cleanliness of all restrooms and classrooms; if any cleaning is necessary, it will be done at this time. The next team member to arrive will be the principal, who will also do a walk of the campus checking for cleanliness as well as safety hazards. Soon after, teachers will arrive to the school site and they will engage in a number of duties and responsibilities. All teachers and staff upon arrival will go into the main office to sign in, check their mailbox and check the office bulletin board for any updates or last minute memos.

From this point on, some teachers will be prepping their classrooms, while others will have morning duties according to a schedule set by the principal. Those who have duties will be assigned to specific areas. For example, the main gate will be an assigned area. This teacher will be there to greet students and parents, answer any questions as well as maintain a safe environment. Another area will be the line up area where students wait in line for morning assembly. Students aren't allowed to run and play. They are to talk quietly or read a book. Teacher interaction at this point can make the time pass smoothly by talking to students about their homework, what they did the night before or going over math facts, which can keep students engaged. This teacher will also maintain a safe environment. The last area for supervision will be the eating area. Teachers will greet students and parents, take a proper meal count, as well as maintain a safe environment.

After that students will line up for morning assembly, which will take place every morning but to different degrees. On Monday, the principal will go over the schedule and upcoming events for the week. Friday mornings will be a time to celebrate the students' efforts and success. On Friday, there will be a classroom performance and/or presentation. We will, also, celebrate our Perfect Attendance for students and staff and Students of the Week. Each class will have a student of the week. At the end of each week we will focus one content area and celebrate the students that displayed mastery or hard work in that area. Lastly, we will recite the Pledge of Allegiance and our school motto every morning. WE Prepare, WE Work Hard, WE Believe we will Achieve.

The Instructional Day

The instructional day at Forefront Educational Group will follow an extended learning schedule that will begin at 8am and conclude at 4:30p.m. Once students are in the classroom one would observe a print rich, organized, student centered, standards based environment. In addition, when the school is at full implementation, there will be computers at a 3:1 ratio in kindergarten and 1st grade, 4:1 ratio in 2nd and 3rd grade, and 5:1 ratio in 4th and 5th grade. Also at full implementation all the teachers will also have Activ-Boards in the classroom to increase student engagement and content accessibility. The morning will be devoted to language arts instruction, which includes phonics, guided reading, independent reading, reading comprehension, vocabulary, ESL, guided writing, as well as independent writing. During this time, an observer will see teachers and students engaged in direct instruction in a

whole group setting. All teachers will have Thinking Maps training, which will enhance their ability to differentiate instruction, as well as incorporate Bloom's Taxonomy.

One would also observe students working in small groups with the teachers and/or instructional aides while others are working independently. All students will have access to computers for typing skills, reading, language, math, science, social studies, and health. Teacher will book mark a number of websites that are grade level appropriate for students to use. Students will also have access to Brainpop Jr. for grade K-3 and Brainpop for grade 4-5. During math instruction, an observer would see the teacher and students using manipulatives; for example base ten blocks, pattern blocks and tangrams. The students will begin to understand concepts and their real-world applications. Once this is mastered, the teacher will use Blooms Taxonomy to increase the challenging nature of the lessons as well as differentiate the instruction. Students will use Thinking Maps as a way to show what they know as well as guide then in their writing assignments. During Science and Social Studies, one would witness teachers using hands-on activities interwoven with the Arts. Students will produce work that is meaningful and shows a connection to their real life experience. Access Technology will give students the opportunity to express their learning in various formats. The Access Technology After School program will reinforce the learning and skills that took place during the instructional day. Students will have an opportunity to complete homework; there will also be activities to enhance the entire child. There will be organized sports, media instruction, and at full implementation Spanish Language Instruction .

Instructional Goals

Forefront Educational Group has the following major instructional goals for increasing student achievement:

1. **Student Achievement**
    a. Provide an environment that stimulates academic and personal growth with the use of technology.
    b. Provide a mix of direct instruction and inquiry based learning to achieve proficiency and advanced levels in all academic content areas.
    c. Ongoing assessments to monitor student progress with clear objective and timely feedback.
2. **Staff Development**
    a. Ongoing professional development to increase and maintain collective efficacy and collaboration.
    b. Provide in-house training for faculty and staff
    c. Seek-out professional development workshops for faculty and staff to implement the use of technology
3. **Community Outreach**
    a. Use school web site to provide the most current information possible about upcoming events
    b. Provide parents education sessions to allow them to be proactive in their child's education

Instructional Strategies and Practice

1. Professional Learning Communities
2. Response to Instruction
3. Differentiated Instruction
4. Cooperative learning groups
5. Technology
6. Thinking Maps
7. Small group instruction
8. Whole class instruction
9. Flexible scheduling
10. Flexible grouping
11. Guest speakers
12. Independent study
13. Individual instruction
14. On-going assessment
15. Student demonstration
16. Literature circles
17. Interdisciplinary thematic curriculum integration
18. Interest learning groups
19. Field trips
20. Discussion groups

Pedagogical Program

Forefront Educational Group's pedagogical practices are research-based they are as followed. However Forefront Educational Group will not be limited to only these practices in our goal to educate students.

- **Direct Instruction:**

Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.

Its creators, Siegfried Engelmann and Dr. Wesley Becker and their colleagues believe and have proved that correctly applied, DI can improve academic performance as well as certain affective behaviors. It is currently in use in thousands of schools across the nation

as well as in Canada, the UK and Australia. Schools using DI accept a vision that actually delivers many outcomes only promised by other models.
Inquiry as an approach to learning recognizes and supports children's natural interest in learning. Research has shown that even very young children develop conceptual understanding by wondering, asking questions, and developing naive theories about their environments (e.g., Carey and Smith, 1993; Kuhn, 2000; Wellman and Gelman, 1998).

- **Inquiry Based Instruction**

Criteria for a successful inquiry (borrowed from Jeffrey Wilhelm, author of "You Gotta Be The Book" and "Hyperlearning")
1. Start with a guided exploration of a topic as a whole class.
2. Proceed to student small group inquiry about an open-ended, debatable, contended issue.
3. Encourage students to ask personally relevant and socially significant questions.
4. Work in groups to achieve diversity of views.
5. Predict, set goals, define outcomes.
6. Find or create information...look for patterns.
7. Instruction serves as a guide to help students meet their goals.
8. Create a tangible artifact that addresses the issue, answers questions, and makes learning visible and accountable.
9. Learning is actualized and accountable in the design accomplishment.
10. Arrive at a conclusion...take a stand...take action.
11. Document, justify, and share conclusion with larger audience.

- **Differentiated Instruction:**

ATA intends to serve a diverse population of learners, including students with disabilities, advanced learners, gifted students, English Language Learners, and a large percentage of students who are below grade level in the key subject areas. Based on this knowledge, ATA teachers will apply differentiation to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. ATA will seek to hire teachers who are experienced at effective differentiation practice in their classrooms and will engage in ongoing professional development and training opportunities for teachers.

Differentiation is recognized to be a compilation of many theories and practices. The principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness"; that is the difficulty of skills taught should be slightly in advance of the child's current level of mastery. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher at al.(1980), strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study. Other practices noted as central to differentiation have been validated in the effective teaching research conduced from the mid 1980's to the present. These practices include effective management procedures, grouping students for instruction, and engaging learners.

- **Structured English Immersion**

Structured English Immersion builds upon the prior knowledge of students. It utilizes direct experiences and tangible materials to assist students with tapping into prior knowledge. Structured English Immersion provides explicit strategies to help students. Subject matter instruction is designed to promote language acquisition while teaching academically demanding, grade level appropriate material. Structured English Immersion is designed to teach English by teaching content in English. When appropriate, a student's primary language will be utilized for clarification, when a child cannot complete a task without it.

- **Specially Designed Academic Instruction in English (SDAIE)**

SDAIE will be an instructional approach used to support the Structured English Immersion program. It is the goal of SDAIE to promote grade-level content learning, comprehension, and English acquisition. The critical elements of SDAIE are the following interdependent parts:

1. Comprehension: English will be purposefully designed to the students' language proficiency level in order to make the material comprehensible to the students.
2. Content: Content construction will provide grade-level, cognitively demanding core curriculum learning while promoting language and literacy learning.
3. Interaction: Combining comprehensible content with opportunities for social interaction encourages English Language Learners to process information.

The SDAIE strategies to be utilized, but not limited to:

1. Previewing the lesson
2. Constructing background for the upcoming lesson content
3. Repeating key points
4. Utilizing carefully instruction language
5. Speaking slowly and clearly

6. Using nonverbal cues (pictures, graphs, gestures, and objects
7. Defining and previewing essential vocabulary

- **Parental Involvement:** Forefront Educational Group will emulate the parent model of the Watts Learning Center and Crescendo Charter School.
  The high points of the model are:
  1. Recommended thirty (30) hours parent volunteer time per family per school year
  2. Recommended attendance at three (3) parent/ teacher conference
  3. Recommended attendance at two (2) Parent Council Meetings
  4. Recommended attendance at three (3) parent workshops
  5. Recommended attendance at parent orientation meeting

  Parent education workshops will be designed to assist parents with becoming effective and informed supporters of their child's education.

Response to Instruction

Forefront Educational Group will use Response to Instruction, which is a complete process that fulfills requirements of the Federal Response to Intervention (RtI) framework. The response to intervention (RtI) model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. Rate of progress over time is used to make important educational decisions, including possible determination of eligibility for exceptional education services. Although the instruction and interventions encompassed within the RtI model may involve many different levels of intensity and individualization, they are usually considered to fall within three broad classes or tiers. Primary (intervention tier 1 [IT1]) interventions consist of a general education program based on evidence-based practices; secondary (intervention tier 2 [IT2]) interventions involve more intensive, relatively short-term interventions; and tertiary (intervention tier 3 [IT3]) interventions are long-term and may lead to special education services. This model will be used throughout the educational process of student achievement. Assessment driven instruction will help teachers focus on the students that will need intervention before they get too far behind. Access will look at RTI as an ongoing competent of the educational program.
Our Response to Instruction model will have the following key elements:

1. Grade level collaboration to seek out the most effective instruction delivery methods to meet the needs of all students.
2. Flexible ability grouping for part of the Language Arts/Math instructional period to allow focus directly on student need.
3. This model will address the needs of all sub-groups.
4. Added support to reduce adult/student ratio during Response to Instruction time.
5. Initial assessment and ongoing formative assessments to ensure proper student level placement and continued progress monitoring. Publisher and teacher created assessments will be used to monitor student achievement.

CURRICULUM

Forefront Educational Group's curriculum will be aligned to the State Standards and State Frameworks. Forefront Educational Group will address all standards by subject areas and grade levels. The Forefront Educational Group's curriculum utilizes the CA state standards for the development of all lesson plans, units and projects. Research shows that it is particularly essential to low income and minority populations that students are always aware of what it is they are learning, why they are learning something and how the learning relates to their own lives.

Curriculum and its Alignment with California State Standards

Forefront Educational Group will teach an academically rigorous Kindergarten through fifth grade that is aligned to state standards. While Forefront Educational Group plans to teach a well-rounded curriculum that includes the California content standards for English/language arts, math, history/social science, science, physical education, and the visual arts, it will also put a special emphasis on science, literacy, and technology.

Forefront Educational Group will select curriculum based on the program's ability to help students meet or exceed the content standards for California Public Schools. Additionally, the materials and programs will be evaluated periodically and may be changed or augmented as necessary, as long as the replacement materials meaningfully contribute to improving student learning and meeting and exceeding state standards.

KINDERGARTEN

Reading

- Students will be introduced to and develop competencies at or above grade level in Reading Comprehension by having stories read to them, showing them pictures so they can made predictions on what they have been read.
- Student will be introduced to and develop competencies at or above grade level in Literary Response and Analysis by learning the story's map or story grammar appropriate for their grade level (setting, characters, events).

Writing

- Students will be introduced to develop competencies at or above grade level in Writing Strategies as they are instructed in alphabet and systematic vocabulary development.

Written and Oral Language Conventions

- Students will recognize and use complete, coherent sentences when speaking.
- Students will spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letters and names.

Listening and Speaking

- Students will be introduced to and develop competencies at or above grade level in Listening and Speaking Strategies as well as Speaking Applications by reciting poems, rhymes, and songs, and make brief oral presentations.
- Student recognizes sound/symbol relationship and basic word formation in simple text.
- Students recognizes and names all upper and lower case letters of the alphabet
- Student applies knowledge of common morphemes to derive meaning in oral and silent reading.

Mathematics

- Students will understand and develop competencies at or above grade level in understanding the relationship between numbers and quantities, understanding and describing simple additions and subtractions, estimating strategies in computation and problem solving that involves numbers that use the ones and tens places (Number Sense).
- Students will understand and develop competencies at or above grade level in sorting and classifying objects (Algebra).
- Students will understand the concept of time and units to measure it; they understand that objects have properties such as length, weight, and capacity, and that comparisons may be made by referring to those properties (Geometry).
- Students will understand and develop competencies at or above grade level in collecting information about objects and events in their environment (Statistics)
- Students will understand and develop competencies at or above grade level in making decisions about how to set up a problem and how to solve it in reasonable ways (Mathematical Reasoning).

Social Studies

- Students will understand and develop competencies at or above grade level in Learning to Work Together in work centers and activities, which encourage them to participate, share the attention of the teacher and consider the rights of others in the care and use of classroom materials and learn appropriate behaviors and values consistent with the democratic ethic.
- Students will understand and develop competencies at or above grade level in Working Together: Exploring, Creating, and Communicating. To help students build their sense of self and self-worth through extending their appreciation of their ability to explore, create, solve problems, assume individual and group responsibility in classroom activities.
- Students will understand and develop competencies at or above grade level in Reaching Out to Times Past through well selected stories that each them how it was to live in another time, different ways other people lived, ate, worked and had fun.

Science

- Students will understand and develop competencies at or above grade level in knowing objects can be described in terms of the materials they are made of and their physical properties.
- Students will understand and develop competencies at or above grade level in knowing how to observe and describe similarities and differences in the appearance and behavior of plants and animals.
- Students will understand and develop competencies at or above grade level in knowing the characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

FIRST GRADE

Reading

- Students will understand and develop competencies at or above grade level in the basic features of reading. They will select letter patterns and know how to translate them into spoken language using phonics, syllabication and word segments. They will apply this knowledge to achieve fluent oral and silent reading through world analysis fluency and systematic vocabulary development.
- Students will understand and develop competencies at or above grade level in comprehension of grade level appropriate material. They will draw upon a variety of comprehension strategies, as needed, so they can begin to read grade appropriate magazines, newspapers and online information.

Writing

- Students will understand and develop competencies at or above grade level in writing clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students who progress through the stages of the writing process.

Written and Oral English Language Conventions

- Students will understand and develop competencies at or above grade level in their command of Standard English conventions, such as sentence structure, grammar, punctuation, capitalization and spelling.

Listening and Speaking

- Students will understand and develop competencies at or above grade level in listening and speaking strategies, including comprehensions, organization and delivery of oral communication.
- Students will understand and develop competencies at or above grade level in delivery of brief recitations and oral presentations demonstrating a command of standard American English.

Mathematics

- Students will understand and develop competencies at or above grade level in understanding and use of numbers up to 100, understand the meaning and use of addition, subtraction to solve problems (Number Sense).
- Students will understand and develop competencies at or above grade level in using number sentences with operational symbols and expressions to solve problems. (Algebra).
- Students will understand and develop competencies at or above grade level in using direct comparisons and nonstandard units to describe the measurement of objects (Geometry).
- Students will understand and develop competencies at or above grade level in organizing, representing and comparing data by category on simple graphs and charts, sorting objects and creating and describing patterns by numbers, shapes, sizes, rhythms or colors (Statistics).
- Students will understand and develop competencies at or above grade level in determining the approach, materials and strategies to be used to set up and solve a problem (Reasoning).

Social Studies

- Students will understand and develop competencies at or above grade level in Developing Social Skills and Responsibilities by participation in classroom chores, fair play, good sportsmanship, respect for the rights and opinions of others, and respect for classroom and school rules.
- Students will understand and develop competencies at or above grade level in Expanding Students' Geographic and Economic Worlds. They will develop a deeper understanding of their neighborhood and their interrelationships between in and other places, near and far that supply their needs. They will observe first hand changes occurring around them, shopping malls, freeways, etc., and analyze why these changes are happening and affecting them.
- Students will understand and develop competencies at or above grade level in Developing Awareness of Cultural Diversity, Now and Long Ago. Through stories of today as well as fairy tales, folk tales, and legends, children will earn to discover the many ways in which people, families and cultural groups are alike and different.

Science

- Students will understand and develop competencies at or above grade level in knowing that materials come in different forms including solids, liquids, and gases.
- Students will understand and develop competencies at or above grade level in knowing that different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

- Students will understand and develop competencies at or above grade level in knowing how to use simple tools to measure weather conditions and record changes from day to day and across the seasons.

SECOND GRADE

Reading

- Students will understand and develop competencies at or above grade level in word analysis, fluency, and systematic vocabulary and concept development. They will understand the basic features of reading, select letter patterns, and know how to translate them into spoken language by using phonics, syllabication, and word segments. They will use this knowledge to achieve fluent oral and silent reading.

Writing

- Students will understand and develop competencies at or above grade level in writing clear and coherent sentences that develop a central idea. The students will progress through the states of the writing process and include organization and focus, penmanship, research, evaluation and revision as part of this process.

Written and Oral English Language Conventions

- Students will understand and develop competencies at or above grade level in their command of staggered English conventions, such as sentence structure, grammar, punctuation, capitalization and spelling.

Listening and Speaking

- Students will understand and develop competencies at or above grade level in critical listening and responding appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation.

Mathematics

- Students will understand and develop competencies at or above grade level in understanding the relationship between numbers, quantities, and place value in whole numbers up to 1,000; estimating, calculation, and solving problems solving problems in multiplication and division; understanding fractions and decimals; using strategies that involve ones, tens, hundreds, and thousands places (Number Sense).
- Students will understand and develop competencies at or above grade level in modeling representing and interpreting number relationships to create and solve problems involving additional and subtraction (Algebra).
- Students will understand and develop competencies at or above grade level in understanding that identifying a unit of measure, repeating that unit, and comparing it to the item to be measured accomplish measurement. (Geometry).

- Students will understand and develop competencies at or above grade level in collecting numerical data and record, organize, display, and interpret the date on bar graphs and other such representations (Statistics)
- Students will understand and develop competencies at or above grade level in determining the approach, materials and strategies to be used to set up and solve a problem (Reasoning).

Social Studies

- Students will understand and develop competencies at or above grade level in People Who Supply Our Needs. Emphasis in this unit is given to those who supply our food.
- Students will understand and develop competencies at or above grade level in the knowledge of Our Parents, Our Grandparents, and Ancestors from Long Ago and appreciate the many ways in which they have made a difference.
- Students will understand and develop competencies at or above grade level in understanding People from Many Cultures, Now and Long Ago. In this unit, students will be introduced to the many people who have contributed to their lives and "made a difference."

Science

- Students will understand and develop competencies at or above grade level in knowing that the motion of objects can be observed and measured.
- Students will understand and develop competencies at or above grade level in knowing that plants and animals have predictable life cycles.
- Students will understand and develop competencies at or above grade level in knowing that the earth is made of materials that have distinct properties and provide resources for human activities.

THIRD GRADE

Reading

- Students will understand and develop competencies at or above grade level in knowledge and use of complex word families, decoding of unfamiliar words, and read out loud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Writing

- Students will understand and develop competencies at or above grade level in writing clear and coherent sentences that develop a central idea. The students will progress through the states of the writing process and include organization and focus, penmanship, research, evaluation and revision as part of this process.

Writing and Oral English Language Conventions

- Students will understand and develop competencies at or above grade level in their command of standard English conventions, such as sentences structure, grammar, punctuation, capitalization and spelling.

Listening and Speaking

- Students will understand and develop competencies at or above grade level in critical listening and responding appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing and modulation.

Mathematics

- Students will understand and develop competencies at or above grade level in understanding the place value of whole numbers; calculating and solving problems involving addition, subtraction, multiplication and division; and understanding the relationship between whole numbers, simple fractions and decimal (Number Sense).
- Students will understand and develop competencies at or above grade level in selecting appropriate symbols, operations, and properties to represent, describe, simplify and solve number relationships (Algebra).
- Students will understand and develop competencies at or above grade level in choosing and using appropriate units and measurement tools to quantify the properties of objects; describing and comparing the attributes of plane and solid geometric figures and use their understanding to show relationships an solve problems (Geometry).
- Students will understand and develop competencies at or above grade level in conducting simple probability experiments by determining the number of possible outcomes and make simple predictions (Statistics).
- Students will understand and develop competencies at or above grade level in analyzing problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns (Reasoning).

Social Studies

- Students will understand and develop competencies at or above grade level in the understanding of Our Local History: Discovering Our Past and Our Traditions by constructing a history of the place where students live today and then consider who the first people were who lived here, how they used the resources of this region, and in what ways they modified the natural environment. Finally, students will consider the various groups who came into the region and the impact each group has had on the area.
- Students will understand and develop competencies at or above grade level in understanding Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story Folk tale, and Legend. To understand the

common memories that create a sense of community and continuity among people, students will learn about eh classic legends, folk tales, tall tales, and hero stories of their community and nation through reading, celebrations of specific holidays, field trips and classroom visits by local heroes.

- Service Learning will become an integral part of the Charter School's history/social science curriculum as participation in service activities which assist individuals, the school, community, city and nations will be encouraged at all grade levels.

Science

- Students will understand and develop competencies at or above grade level in knowing that energy and matter have multiple forms and can be changed from one form to another.
- Students will understand and develop competencies at or above grade level in knowing that adaptations in physical structure or behavior may improve an organism's chance for survival.
- Students will understand and develop competencies at or above grade level in knowing that objects in the sky move in regular and predictable patterns.

FOURTH GRADE

Reading

- Students will understand and develop competencies at or above grade level in identifying and understanding inferences and figurative language; discriminated between fact and opinion; use story mapping skills; use context clues to extend comprehension; recognize cause and effect relationships; use prefixes, suffixes and root words to interpret meaning in vocabulary; understand multiple meanings for words and recognize and enjoy various forms of literature.

Writing

- Students will understand and develop competencies at or above grade level in writing sentences that contain a subject and a predicate. They will write sentences that tell, ask, command, show strong feelings and use quotations. They will know how to change fragments into complete sentences. They will use the 5 step writing process. They will write a report using a variety of information sources, make note and bibliography cards, write rough and final s as parts of this process.

Written and Oral English Language Conventions

- Students will understand and develop competencies at or above grade level in their command of Standard English conventions, such as sentence structure, grammar, punctuation, capitalization and spelling.

Listening and Speaking

- Students will understand and develop competencies at or above grade level in critical listening responding appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation

Mathematics

- Students will understand and develop competencies at or above grade level in estimating, addition, subtraction, multiplication, and division of one-, two-, three- and four- digit numbers. They will add multiples of and multiply and divide 10,000, 1,000, 100, and 10 by one-and-two digit numbers (Number Sense).
- Students will understand and develop competencies in drawing, dividing, and labeling parts of circles identifying and measuring and diameter, radius and circumference (Geometry).
- Student's will understands and develop competencies in conducting simple probability experiments by determining the number of possible outcomes and make simple predictions (Statistics).
- Students will understand and develop competencies at or above grade level in analyzing problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns (Reasoning).
- Students will understand and develop competencies at or above grade level in using and interpreting variables, mathematical symbols, and properties to write and simplify expressions and sentences (Algebra)

Social Studies

- Students will understand and develop competencies at or above grade level in the understanding of the history of the state of California. The student will locate California on a U.S. map and identify important geographic features. Students will identify California's national resources as well, as the state's early Indian tribes and explorers.
- Students will understand how the Mexican War for Independence affected California and will describe California's move from missions to Ranchos and Pueblos. Students will study the effect of pioneers in California in terms of the gold rush and mining. Finally, the students will learn how California became a state.

Science

- Students will understand and develop competencies at or above grade level in knowing that electricity and magnetism are related effects that have many useful applications in everyday life.
- Students will understand and develop competencies at or above grade level in knowing that all organisms need energy and matter to live and grow.
- Students will understand and develop competencies at or above grade level in knowing that the properties of rocks and minerals reflect the processes that formed them.

FIFTH GRADE

Reading

- Students will understand and develop competencies at or above grade level in word analysis strategies by using context clues to decipher meaning of unknown words make predictions, draw conclusions, and make inferences from reading. In addition, they will utilize a dictionary to find spelling, meaning and syllabification of unknown words. They will recognize various genres of literature and identify literary forms. Through story mapping, they will identify the conflict, turning point, resolution protagonists and know hoe these story elements add to plot development. They will know how to distinguish between passages that inform, entertain, or persuade. Students will recognize similes, metaphors, exaggerations, and idioms and understand how to enhance the author's intents.

Written and Oral English Language Conventions

- Students will understand and develop competencies at or above grade level of their command Standard English conventions, such as sentence and paragraph structure, grammar, punctuation, capitalization and spelling.

Listening and Speaking

- Students will understand and develop competencies at or above grade level in critical listening and verbal communication. They will follow complex oral directions and instructions and respond with appropriate questions. They will demonstrate comprehension of reading material presented orally. In addition, they will deliver well-planned oral presentations that includes recitation of poetry and selections from literature with fluency and expression. They will participate effectively in large and small group discussions by expressive thoughts and ideas clearly and concisely.

Mathematics

- Students will understand and develop competencies at or above grade level in estimations and selection of appropriate computational techniques to solve mathematical problems and explain reasoning. They will relate everyday language to mathematical language and symbols (+, -, =, <, >, $, x). They will explain and justify solutions and strategies used orally and in writing (Number Sense).
- Students will understand and develop competencies at or above grade level in reading, writing ordering and comparing whole numbers, fractions, and decimals. They will use place value of numbers through billions and work 4-digit multiplication and 3 digit division problems. They will use fractions and factoring with common and uncommon denominators (Algebra).
- Students will understand and develop competencies at or above grade level in recognizing and using equivalent representations of the same number (25, 25/100, 0.25%)
- Students will understand and develop competencies at or above grade level in identifying and describing attributes of parallel and perpendicular lines and investigating properties of plane and solid geometric =shapes; measure and compute perimeter, area, and volume of selected shapes, and solve problems by modeling in three dimension. They will understand the notion of angels, including right, obtuse, and acute angles and recognize examples of congruence and symmetry. They will identify and graph points in a coordinate plane (first quadrant) and use coordinates to locate features on a map (Geometry).
- Students will understand and develop competencies at or above grade level in estimation of measured and now when use of an estimate is sufficient. They will use English and metric units to measure length, weight, volume, time, and temperature and do computations with measurement to solve everyday situations (Measurement).
- Students will understand and develop competencies at or above grade level in collecting organizing, and interpreting data in graphs, charts, tables; make interpretations, and inferences. Students will formulate and solve problems that involve collecting and/or analyzing data. They will design simple probability investigations, and use results to predict probable future outcomes (Statistics and Probability).
- Students will understand and develop competencies at or above grade level in analyzing problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns (Reasoning).

Social Studies

- Students will understand and develop competencies at or above grade level in the understanding of the history of America through a yearlong focus on the theme of "The United States, Making a New Nation".
- Students will use pictures, artifacts, information from speakers, and written and multimedia material to gather information on the people and changes that occurred over time in the history of the United States up to and through the Revolution.

- Students will construct timelines that show major events in early United States history. They will participate in discussion, writing and activities related to historical studies of early American history.
- Students will create maps that show environmental regions, and physical and political features in American. They will identify the U.S. on World maps, and show exploration and trade routes to and from North America. They will use map coordinates (latitude and longitude) to locate places and know how to identify the Equator and Prime Meridian. They will use historical maps to locate countries and continents of historical importance to the early history of the United States. Students will participate in a Geography Proficiency Test.

Science

- Students will understand and develop competencies at or above grade level in knowing that elements and their combinations account for all the varied types of matter in the world.
- Students will understand and develop competencies at or above grade level in knowing that plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.
- Students will understand and develop competencies at or above grade level in knowing that water on earth moves between the oceans and land through the process of evaporation and condensation.

Scope and Sequence

English Language Arts

Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Kindergarten	1st Grade	2nd Grade
Concepts About Print 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.10 Identify and produce rhyming words in response to an oral prompt. 1.11 Distinguish orally stated one-syllable words	**Concepts About Print** 1.1 Match oral words to printed words. 1.2 Identify the title and author of a reading selection. 1.3 Identify letters, words, and sentences. Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite). 1.6 Create and state a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat). 1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich). Decoding and Word Recognition 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g.,	**Decoding and Word Recognition** 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/ wives). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. Vocabulary and Concept Development 1.7 Understand and explain common antonyms and synonyms. 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words. Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Vocabulary and Concept Development 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language.	the, have, said, come, give, of). 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). 1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Vocabulary and Concept Development 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	

English Language Arts

Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

3rd Grade	4th Grade	5th Grade

Decoding and Word Recognition 1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words. 1.2 Decode regular multisyllabic words. 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Vocabulary and Concept Development 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things). 1.6 Use sentence and word context to find the meaning of unknown words. 1.7 Use a dictionary to learn the meaning and other features of unknown words. 1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	**Word Recognition** 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. Vocabulary and Concept Development 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international). 1.5 Use a thesaurus to determine related words and concepts. 1.6 Distinguish and interpret words with multiple meanings.	**Word Recognition** 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Vocabulary and Concept Development 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). 1.5 Understand and explain the figurative and metaphorical use of words in context.

Reading: 2.0 Reading Comprehension

Kindergarten	1st Grade	2nd Grade
Structural Features of Informational Materials 2.1 Locate the title, table of contents, name of author, and name of illustrator. Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. 2.5 Ask and answer questions about essential elements of a text.	**Structural Features of Informational Materials** 2.1 Identify text that uses sequence or other logical order. Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Respond to who, what, when, where, and how questions. 2.3 Follow one-step written instructions. 2.4 Use context to resolve ambiguities about word and sentence meanings. 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). 2.6 Relate prior knowledge to textual information.	**Structural Features of Informational Materials** 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 State the purpose in reading (i. e., tell what information is sought). 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how). 2.5 Restate facts and details in the text to clarify and organize ideas.

	2.7 Retell the central ideas of simple expository or narrative passages.	2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions.

Reading: 2.0 Reading Comprehension

3rd Grade	4th Grade	5th Grade
Structural Features of Informational Materials 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	**Structural Features of Informational Materials** 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. **Comprehension and Analysis of Grade-Level-Appropriate Text** 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles. 2.6 Distinguish between cause and effect and between fact and opinion in expository text. 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	**Structural Features of Informational Materials** 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order. **Comprehension and Analysis of Grade-Level-Appropriate Text** 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. Expository Critique 2.5 Distinguish facts, supported inferences, and opinions in text.

Reading: 3.0 Literary Response and Analysis

Kindergarten	1st Grade	2nd Grade
Narrative Analysis of Grade-Level-Appropriate Text 3.1 Distinguish fantasy from realistic text. 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). 3.3 Identify characters, settings, and important events	**Narrative Analysis of Grade-Level-Appropriate Text** 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. 3.2 Describe the roles of authors and illustrators and their contributions to print materials. 3.3 Recollect, talk, and write about books read during the school year.	**Narrative Analysis of Grade-Level-Appropriate Text** 3.1 Compare and contrast plots, settings, and characters presented by different authors. 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. 3.3 Compare and contrast different versions of the same stories that reflect different cultures. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

Reading: 3.0 Literary Response and Analysis

3rd Grade	4th Grade	5th Grade
Structural Features of Literature 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). **Narrative Analysis of Grade-Level-Appropriate Text** 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. 3.6 Identify the speaker or narrator in a selection.	**Structural Features of Literature** 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. **Narrative Analysis of Grade-Level-Appropriate Text** 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	**Structural Features of Literature** 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. **Narrative Analysis of Grade-Level-Appropriate Text** 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). Literary Criticism 3.6 Evaluate the meaning of archetypal patterns

		and symbols that are found in myth and tradition by using literature from different eras and cultures. **Narrative Analysis of Grade-Level-Appropriate Text** 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Writing: 1.0 Writing Strategies

Kindergarten	1st Grade	2nd Grade
Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle). 1.3 Write by moving from left to right and from top to bottom. **Penmanship** 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	**Organization and Focus** 1.1 Select a focus when writing. 1.2 Use descriptive words when writing. **Penmanship** 1.3 Print legibly and space letters, words, and sentences appropriately.	**Organization and Focus** 1.1 Group related ideas and maintain a consistent focus. **Penmanship** 1.2 Create readable documents with legible handwriting. **Research** 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). **Evaluation and Revision** 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

Writing: 1.0 Writing Strategies

3rd Grade	4th Grade	5th Grade
Organization and Focus 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. **Penmanship** 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. **Research** 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). **Evaluation and Revision** 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	**Organization and Focus** 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indention. 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). **Penmanship** 1.4 Write fluidly and legibly in cursive or joined italic. **Research and Technology** 1.5 Quote or paraphrase information sources, citing them appropriately. 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). 1.7 Use various reference materials (e.g., dictionary, thesaurus, card cATAlog, encyclopedia, online information) as an aid to writing. 1.8 Understand the organization of almanATA, newspapers, and periodicals and how to use those print materials. 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	**Organization and Focus** 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. 1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. **Research and Technology** 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks). 1.5 Use a thesaurus to identify alternative word choices and meanings. **Evaluation and Revision** 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

	Evaluation and Revision 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	

Writing: 2.0 Writing Applications (Genres and Their Characteristics)

Kindergarten	1st Grade	2nd Grade
	2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Writing: 2.0 Writing Applications (Genres and Their Characteristics)

3rd Grade	4th Grade	5th Grade
2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. 2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose	2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. 2.2 Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. 2.3 Write information reports: a. Frame a central question about an issue or	2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. 2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. 2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation.

and context. b. Include the date, proper salutation, body, closing, and signature.	situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.

1.0 Written and Oral English Language Conventions

Kindergarten	1st Grade	2nd Grade
Sentence Structure 1.1 Recognize and use complete, coherent sentences when speaking. **Spelling** 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	**Sentence Structure** 1.1 Write and speak in complete, coherent sentences. **Grammar** 1.2 Identify and correctly use singular and plural nouns. 1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/ mine, his/ her, hers, your/s) in writing and speaking. **Punctuation** 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. 1.5 Use a period, exclamation point, or question mark at the end of sentences. 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. **Capitalization** 1.7 Capitalize the first word of a sentence, names of people, and the pronoun I. **Spelling** 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.	**Sentence Structure** 1.1 Distinguish between complete and incomplete sentences. 1.2 Recognize and use the correct word order in written sentences. **Grammar** 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. **Punctuation** 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. 1.5 Use quotation marks correctly. **Capitalization** 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. **Spelling** 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why). 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

1.0 Written and Oral English Language Conventions

3rd Grade	4th Grade	5th Grade
Sentence Structure 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. **Grammar** 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. **Punctuation** 1.5 Punctuate dates, city and state, and titles of books correctly. 1.6 Use commas in dates, locations, and addresses and for items in a series. **Capitalization** 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. **Spelling** 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare). 1.9 Arrange words in alphabetic order.	**Sentence Structure** 1.1 Use simple and compound sentences in writing and speaking. 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases. **Grammar** 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. **Punctuation** 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. 1.5 Use underlining, quotation marks, or italics to identify titles of documents. **Capitalization** 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate. **Spelling** 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	**Sentence Structure** 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. **Grammar** 1.2 Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns. **Punctuation** 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. **Capitalization** 1.4. Use correct capitalization. **Spelling** 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening & Speaking: 1.0. Listening and Speaking Strategies

Kindergarten	1st Grade	2nd Grade
Comprehension 1.1 Understand and follow one-and two-step	**Comprehension** 1.1 Listen attentively.	**Comprehension** 1.1 Determine the purpose or purposes of

oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	1.2 Ask questions for clarification and understanding. 1.3 Give, restate, and follow simple two-step directions. **Organization and Delivery of Oral Communication** 1.4 Stay on the topic when speaking. 1.5 Use descriptive words when speaking about people, places, things, and events.	listening (e.g., to obtain information, to solve problems, for enjoyment). 1.2 Ask for clarification and explanation of stories and ideas. 1.3 Paraphrase information that has been shared orally by others. 1.4 Give and follow three-and four-step oral directions. **Organization and Delivery of Oral Communication** 1.5 Organize presentations to maintain a clear focus. 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). 1.7 Recount experiences in a logical sequence. 1.8 Retell stories, including characters, setting, and plot. 1.9 Report on a topic with supportive facts and details.

Listening & Speaking: 1.0. Listening and Speaking Strategies

3rd Grade	4th Grade	5th Grade
Comprehension 1.1 Retell, paraphrase, and explain what has been said by a speaker. 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker. 1.3 Respond to questions with appropriate elaboration. 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). **Organization and Delivery of Oral Communication** 1.5 Organize ideas chronologically or around major points of information. 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read. **Analysis and Evaluation of Oral and Media Communications** 1.10 Compare ideas and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts.	**Comprehension** 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures. 1.4 Give precise directions and instructions. **Organization and Delivery of Oral Communication** 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence. 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question). 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information. 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning. **Analysis and Evaluation of Oral Media Communication** 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	**Comprehension** 1.1 Ask questions that seek information not already discussed. 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 1.3 Make inferences or draw conclusions based on an oral report. **Organization and Delivery of Oral Communication** 1.4 Select a focus, organizational structure, and point of view for an oral presentation. 1.5 Clarify and support spoken ideas with evidence and examples. 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. **Analysis and Evaluation of Oral and Media Communications** 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Listening & Speaking: 2.0. Speaking Applications (Genres and Their Characteristics)

Kindergarten	1st Grade	2nd Grade
2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. 2.2 Recite short poems, rhymes, and songs. 2.3 Relate an experience or creative story in a logical sequence.	2.1 Recite poems, rhymes, songs, and stories. 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions. 2.3 Relate an important life event or personal experience in a simple sequence. 2.4 Provide descriptions with careful attention to sensory detail.	2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). 2.2 Report on a topic with facts and details, drawing from several sources of information

Listening & Speaking: 2.0. Speaking Applications (Genres and Their Characteristics)

3rd Grade	4th Grade	5th Grade
2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable. 2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports). 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.3 Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.

Math K-2

Kindergarten	First Grade	Second Grade
Number Sense		
1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement): 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other. 1.2 Count, recognize, represent, name, and order a number of objects (up to 30). 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have. **2.0 Students understand and describe simple additions and subtractions:** 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). **3.0 Students use estimation strategies in computation and problem solving that involve**	**1.0 Students understand and use numbers up to 100:** 1.1 Count, read, and write whole numbers to 100. 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >). 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 − 2, 11 − 3). 1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4). 1.5 Identify and know the value of coins and show different combinations of	**1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:** 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit. 1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000). 1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >. **2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:** 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 − 6 = 8) to solve problems and check solutions. 2.2 Find the sum or difference of two whole numbers up to three digits long. 2.3 Use mental arithmetic to find the

numbers that use the ones and tens places: 3.1 Recognize when an estimate is reasonable.	coins that equal the same value. **2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:** 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory. 2.2 Use the inverse relationship between addition and subtraction to solve problems. 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number. 2.4 Count by 2s, 5s, and 10s to 100. 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	sum or difference of two two-digit numbers. **3.0 Students model and solve simple problems involving multiplication and division:** 3.1 Use repeated addition, arrays, and counting by multiples to do multiplication. 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division. 3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory. **4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:** 4.1 Recognize, name, and compare unit fractions from $^{1}/_{12}$ to $^{1}/_{2}$. 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls). 4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

	2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = __). 2.7 Find the sum of three one-digit numbers. **3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:** 3.1 Make reasonable estimates when comparing larger or smaller numbers.	**5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:** 5.1 Solve problems using combinations of coins and bills. 5.2 Know and use the decimal notation and the dollar and cent symbols for money. **6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:** 6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).
Algebra and Functions		
1.0 Students sort and classify objects: 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	**1.0 Students use number sentences with operational symbols and expressions to solve problems:** 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction. 1.2 Understand the meaning of the	**1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:** 1.1 Use the commutative and associative rules to simplify mental calculations and to check results. 1.2 Relate problem situations to number

	symbols +, −, =. 1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.	sentences involving addition and subtraction. 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.
Measurement and Geometry		
1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties: 1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more). 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that	**1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:** 1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit. 1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer). **2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their**	**1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:** 1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit. 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used. 1.3 Measure the length of an object to the nearest inch and/or centimeter. 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

measure time (e.g., clock, calendar). 1.3 Name the days of the week. 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night). **2.0 Students identify common objects in their environment and describe the geometric features:** 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone). 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	**location in space:** 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects. 2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification. 2.3 Give and follow directions about location. 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).	1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.). **2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:** 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices. 2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).
Statistics, DATA Analysis, and Probability		
1.0 Students collect information	**1.0 Students organize, represent, and**	**1.0 Students collect numerical data**

about objects and events in their environment: 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs. 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	**compare data by category on simple graphs and charts:** 1.1 Sort objects and data by common attributes and describe the categories. 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs. **2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:** 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	**and record, organize, display, and interpret the data on bar graphs and other representations:** 1.1 Record numerical data in systematic ways, keeping track of what has been counted. 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies). 1.3 Identify features of data sets (range and mode). 1.4 Ask and answer simple questions related to data representations. **2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:** 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 . . . ; the number of ears on one horse, two horses, three horses, four horses).

		2.2 Solve problems involving simple number patterns.
Mathematical Reasoning		
1.0 Students make decisions about how to set up a problem: 1.1 Determine the approach, materials, and strategies to be used. 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems. **2.0 Students solve problems in reasonable ways and justify their reasoning:** 2.1 Explain the reasoning used with concrete objects and/or pictorial representations. 2.2 Make precise calculations and check the validity of the results in the context of the problem.	**1.0 Students make decisions about how to set up a problem:** 1.1 Determine the approach, materials, and strategies to be used. 1.2 Use tools, such as manipulatives or sketches, to model problems. **2.0 Students solve problems and justify their reasoning:** 2.1 Explain the reasoning used and justify the procedures selected. 2.2 Make precise calculations and check the validity of the results from the context of the problem. **3.0 Students note connections between one problem and another.**	**1.0 Students make decisions about how to set up a problem:** 1.1 Determine the approach, materials, and strategies to be used. 1.2 Use tools, such as manipulatives or sketches, to model problems. **2.0 Students solve problems and justify their reasoning:** 2.1 Defend the reasoning used and justify the procedures selected. 2.2 Make precise calculations and check the validity of the results in the context of the problem. **3.0 Students note connections between one problem and another.**

Math Grade 3-5

Third Grade	Fourth Grade	Fifth Grade
Number Sense		
1.0 Students understand the place value of whole numbers: 1.1 Count, read, and write whole numbers to 10,000. 1.2 Compare and order whole numbers to 10,000. 1.3 Identify the place value for each digit in numbers to 10,000. 1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand. 1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6). **2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:** 2.1 Find the sum or difference of two whole numbers between 0 and 10,000. 2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.	**1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:** 1.1 Read and write whole numbers in the millions. 1.2 Order and compare whole numbers and decimals to two decimal places. 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. 1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate. 1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0). 1.6 Write tenths and hundredths in decimal	**1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:** 1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers. 1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number. 1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication. 1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).

2.3 Use the inverse relationship of multiplication and division to compute and check results. 2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 × 3 = __). 2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __). 2.6 Understand the special properties of 0 and 1 in multiplication and division. 2.7 Determine the unit cost when given the total cost and number of units. 2.8 Solve problems that require two or more of the skills mentioned above. **3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:** 3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $^1/_2$ of a pizza is the same amount as $^2/_4$ of another pizza that is the same size; show that $^3/_8$ is larger than $^1/_4$). 3.2 Add and subtract simple fractions (e.g., determine that $^1/_8 + ^3/_8$ is the same as $^1/_2$). 3.3 Solve problems involving addition,	and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $^1/_2 = 0.5$ or .50; $^7/_4 = 1\ ^3/_4 = 1.75$). 1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line. 1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing"). 1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places. **2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:** 2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places. 2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer. **3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among**	1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers. **2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:** 2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. 2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors. 2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form. 2.4 Understand the concept of multiplication and division of fractions. 2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. 3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $^1/_2$ of a dollar, 75 cents is $^3/_4$ of a dollar).	**the operations:** 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers. 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results. 3.3 Solve problems involving multiplication of multidigit numbers by two-digit numbers. 3.4 Solve problems involving division of multidigit numbers by one-digit numbers. **4.0 Students know how to factor small whole numbers:** 4.1 Understand that many whole numbers break down in different ways (e.g., 12 = 4 × 3 = 2 × 6 = 2 × 2 × 3). 4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.	
Algebra and Functions		
1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve	**1.0 Students use and interpret variables, mathematical symbols, and**	**1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the**

simple number relationships: 1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities. 1.2 Solve problems involving numeric equations or inequalities. 1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?). 1.4 Express simple unit conversions in symbolic form (e.g., __ inches = __ feet × 12). 1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 × 7 = 35, then what is 7 × 5? and if 5 × 7 × 3 = 105, then what is 7 × 3 × 5?). **2.0 Students represent simple functional relationships:** 2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit). 2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	**properties to write and simplify expressions and sentences:** 1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable). 1.2 Interpret and evaluate mathematical expressions that now use parentheses. 1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations. 1.4 Use and interpret formulas (e.g., area = length × width or $A = lw$) to answer questions about quantities and their relationships. 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given. **2.0 Students know how to manipulate equations:** 2.1 Know and understand that equals added to equals are equal. 2.2 Know and understand that equals multiplied by equals are equal.	**results:** 1.1 Use information taken from a graph or equation to answer questions about a problem situation. 1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution. 1.3 Know and use the distributive property in equations and expressions with variables. 1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane. 1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Measurement and Geometry		
1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects: 1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects. 1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them. 1.3 Find the perimeter of a polygon with integer sides. 1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes). **2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:** 2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons). 2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three	**1.0 Students understand perimeter and area:** 1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2). 1.2 Recognize that rectangles that have the same area can have different perimeters. 1.3 Understand that rectangles that have the same perimeter can have different areas. 1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes. **2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:** 2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line). 2.2 Understand that the length of a horizontal line segment equals the difference of the *x*-coordinates.	**1.0 Students understand and compute the volumes and areas of simple objects:** 1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). 1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects. 1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids. 1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume). **2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:**

equal sides for the equilateral triangle, right angle for the right triangle). 2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square). 2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle. 2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder). 2.6 Identify common solid objects that are the components needed to make a more complex solid object.	2.3 Understand that the length of a vertical line segment equals the difference of the *y*-coordinates. **3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:** 3.1 Identify lines that are parallel and perpendicular. 3.2 Identify the radius and diameter of a circle. 3.3 Identify congruent figures. 3.4 Identify figures that have bilateral and rotational symmetry. 3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with $^{1}/_{4}$, $^{1}/_{2}$, $^{3}/_{4}$, and full turns. 3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid. 3.7 Know the definitions of different triangles (e.g., equilateral, isosceles,	2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software). 2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems. 2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

	scalene) and identify their attributes. 3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	
Statistics, DATA Analysis, and Probability		
1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions: 1.1 Identify whether common events are certain, likely, unlikely, or improbable. 1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times. 1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot). 1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).	**1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:** 1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts. 1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets. 1.3 Interpret one- and two-variable data graphs to answer questions about a situation. **2.0 Students make predictions for simple probability situations:** 2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).	**1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:** 1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ. 1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets. 1.3 Use fractions and percentages to compare data sets of different sizes. 1.4 Identify ordered pairs of data from a graph and interpret the meaning of the datain terms of the situation depicted by the graph. 1.5 Know how to write ordered pairs correctly; for example, (x, y).

	2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; $^{3}/_{4}$).	
Mathematical Reasoning		
1.0 Students make decisions about how to approach problems: 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 1.2 Determine when and how to break a problem into simpler parts. **2.0 Students use strategies, skills, and concepts in finding solutions:** 2.1 Use estimation to verify the reasonableness of calculated results. 2.2 Apply strategies and results from simpler problems to more complex problems. 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. 2.4 Express the solution clearly and logically by using the appropriate mathematical	**1.0 Students make decisions about how to approach problems:** 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 1.2 Determine when and how to break a problem into simpler parts. **2.0 Students use strategies, skills, and concepts in finding solutions:** 2.1 Use estimation to verify the reasonableness of calculated results. 2.2 Apply strategies and results from simpler problems to more complex problems. 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. 2.4 Express the solution clearly and logically by using the appropriate mathematical	**1.0 Students make decisions about how to approach problems:** 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 1.2 Determine when and how to break a problem into simpler parts. **2.0 Students use strategies, skills, and concepts in finding solutions:** 2.1 Use estimation to verify the reasonableness of calculated results. 2.2 Apply strategies and results from simpler problems to more complex problems. 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. 2.4 Express the solution clearly and logically by using the appropriate mathematical

notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 2.6 Make precise calculations and check the validity of the results from the context of the problem. **3.0 Students move beyond a particular problem by generalizing to other situations:** 3.1 Evaluate the reasonableness of the solution in the context of the original situation. 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. 3.3 Develop generalizations of the results obtained and apply them in other circumstances.	notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 2.6 Make precise calculations and check the validity of the results from the context of the problem. **3.0 Students move beyond a particular problem by generalizing to other situations:** 3.1 Evaluate the reasonableness of the solution in the context of the original situation. 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. 3.3 Develop generalizations of the results obtained and apply them in other circumstances.	notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 2.6 Make precise calculations and check the validity of the results from the context of the problem. **3.0 Students move beyond a particular problem by generalizing to other situations:** 3.1 Evaluate the reasonableness of the solution in the context of the original situation. 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. 3.3 Develop generalizations of the results obtained and apply them in other circumstances.

History Social-Science

History Social –Science (K-2)

Kindergarten	1st Grade	2nd Grade
Learning and Working Now and Long Ago K.1 Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 1. Distinguish between land and water on maps and globes and locate general areas	***Child's Place in Time and Space*** 1.1 Students describe the rights and individual responsibilities of citizenship. 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. 2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places. 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. 3. Construct a simple map, using cardinal directions and map symbols.	**People Who Make a Difference** 2.1 Students differentiate between things that happened long ago and things that happened yesterday. 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. **2nd People Who Make a Difference** (cont**)** 1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school). 2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the

referenced in historical legends and stories. 2. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 3. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 4. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order. **Kinder Learning and Working Now and Long Ago (**cont) K.6 Students understand that history relates to events, people, and places of other times. 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas,	4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time. 1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee"). 2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them. **1st Child's Place in Time and Space** 3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same. 1. Examine the structure of schools and communities in the past. 2. Study transportation methods of	essential map elements: title, legend, directional indicator, scale, and date. 3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip. 4. Compare and contrast basic land use in urban, suburban, and rural environments in California. 2.3 Students explain governmental institutions and practices in the United States and other countries. 1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force. 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. 1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. 2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	earlier days. 3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. 1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. 1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy. 1. Understand the concept of exchange and the use of money to purchase goods and services.	3. Understand how limits on resources affect production and consumption (what to produce and what to consume). 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

History and Social Studies (3-5)

3rd Grade	4th Grade	5th Grade
Continuity and Change	**California: A Changing State**	***United States History and Geography: Making a New Nation***
3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline). **3.2 Students describe the American Indian nations in their local region long ago and in the recent past.** 1. Describe national identities, religious beliefs, customs, and various folklore traditions. 2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). 3. Describe the economy and systems of government, particularly those with tribal constitutions, and their	**4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.** 1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. 2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. 3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. **4.2 Students describe the social,**	**5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.** 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 2. Describe their varied customs and folklore traditions. 3. Explain their varied economies and systems of government. **5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.** 1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made

relationship to federal and state governments. 4. Discuss the interaction of new settlers with the already established Indians of the region. 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. 1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. 2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. 3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. **3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.** 1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of	**political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.** 1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. 2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. 3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola). 4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence	sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). 2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). 3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. **5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.** 1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. 2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in

citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. 3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). 4. Understand the three branches of government, with an emphasis on local government. 5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. 6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	of Spain and Catholicism throughout New Spain and Latin America. 5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. 6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. 7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America. 8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy. **4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.** 1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort. 2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).	agriculture, the fur trade, military alliances, treaties, cultural interchanges). 3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War). 4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears). 5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]). 6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah). **5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.** 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. 1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. 3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. 4. Discuss the relationship of students' "work" in school and their personal human capital.	3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp). 4. Study the lives of women who helped build early California (e.g., Biddy Mason). 5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods. **4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.** 1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. 2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people. 3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of	2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). 4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. 5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. 7. Explain the early democratic ideas

	those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act). 4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles). 5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. 6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin. 7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs. 8. Describe the history and development of California's public education system, including universities and community colleges. 9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. **5.5 Students explain the causes of the American Revolution.** 1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams). **5.6 Students understand the course and consequences of the American Revolution.** 1. Identify and map the major military battles, campaigns, and turning points of

	4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution. 1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). 2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. 3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. 4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. 5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 2. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko´sciuszko, Baron Friedrich Wilhelm von Steuben). 3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

		7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. **5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.** 1. List the shortcomings of the Articles of Confederation as set forth by their critics. 2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. 3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the

		rule of law, and to preserve the Constitution. 6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner"). **5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.** 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the

		journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War. **5.9 Students know the location of the current 50 states and the names of their capitals.**

Theatre

ARTISTIC PERCEPTION (K-2)

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Kindergarten	1st Grade	2nd Grade
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 actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences. *Comprehension and Analysis of the Elements of Theatre* 1.2 Identify differences between real people and imaginary characters.	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 the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences. *Comprehension and Analysis of the Elements of Theatre* 1.2 Observe and describe the traits of a character.	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 plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences. *Comprehension and Analysis of the Elements of Theatre* 1.2 Use body and voice to improvise alternative endings to a story.

ARTISTIC PERCEPTION (3-5)

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

3rd Grade	4th Grade	5th Grade
Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and	Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and	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 *character, setting, conflict, audience, motivation, props, stage areas, and blocking,* to describe theatrical experiences. *Comprehension and Analysis of the Elements of Theatre* 1.2 Identify who, what, where, when, and why (the Five Ws) in a theatrical experience.	electronic media and respond, using the vocabulary of theatre. *Development of the Vocabulary of Theatre* 1.1 Use the vocabulary of theatre, such as *plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters*, to describe theatrical experiences. *Comprehension and Analysis of the Elements of Theatre* 1.2 Identify a character's objectives and motivations to explain that character's behavior. 1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. *Examples*: I want you to *go*. I want you to *go*. I want you to *go*.	electronic media and respond, using the vocabulary of theatre. *Development of the Vocabulary of Theatre* 1.1 Use the vocabulary of theatre, such as *sense memory, script, cue, monologue, dialogue, protagonist, and antagonist*, to describe theatrical experiences. *Comprehension and Analysis of the Elements of Theatre* 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

Theatre
CREATIVE EXPRESSION (K-2)
Creating, Performing, and Participating in Theatre

Kindergarten	1st Grade	2nd Grade
Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. *Development of*

Development of Theatrical Skills 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors). *Creation/Invention in Theatre* 2.2 Perform group pantomimes and improvisations to retell familiar stories. 2.3 Use costumes and props in role playing.	*Development of Theatrical Skills* 2.1 Demonstrate skills in pantomime, tableau, and improvisation. *Creation/Invention in Theatre* 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.	*Theatrical Skills* 2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration. *Creation/Invention in Theatre* 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict. 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons. 2.4 Create costume pieces, props, or sets for a theatrical experience.

Theatre
CREATIVE EXPRESSION (3-5)
Creating, Performing, and Participating in Theatre

3rd Grade	4th Grade	5th Grade
Students apply processes and skills in acting, directing, designing, and script writing 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 cooperative script writing or improvisations	Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. *Development of Theatrical Skills* 2.1 Demonstrate the emotional traits of a character through	Students apply processes and skills in acting, directing, designing, and script writing 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 to explore complex ideas and

that incorporate the Five Ws. *Creation/Invention in Theatre* 2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.	gesture and action. *Creation/Invention in Theatre* 2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic). 2.3 Design or create costumes, props, makeup, or masks to communicate a character in performances.	universal themes in literature and life. 2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Theatre
HISTORICAL AND CULTURAL CONTEXT (K-2)
Understanding the Historical Contributions and Cultural Dimensions of Theatre

Kindergarten	1st Grade	2nd Grade
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 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times. 3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.	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 Identify the cultural and geographic origins of stories. *History of Theatre* 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets. 3.3 Describe the roles and responsibilities of audience and actor.	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 Identify theatre and storytelling forms from different cultures. *History of Theatre* 3.2 Identify universal characters in stories and plays from different periods and places.

Theatre
HISTORICAL AND CULTURAL CONTEXT (3-5)
Understanding the Historical Contributions and Cultural Dimensions of Theatre

3rd Grade	4th Grade	5th Grade
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 Dramatize different cultural versions of similar stories from around the world. *History of Theatre* 3.2 Identify universal themes in stories and plays from different periods and places.	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 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California. *History of Theatre* 3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.	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 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant. 3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions. *History of Theatre* 3.3 Analyze ways in which theatre, television, and film play a part in our daily lives. 3.4 Identify types of early American theatre, such as melodrama and musical theatre.

Theatre
AESTHETIC VALUING (K-2)
Responding to, Analyzing, and Critiquing Theatrical Experiences

Kindergarten	1st Grade	2nd Grade
Students critique and derive meaning	Students critique and derive meaning	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 Respond appropriately to a theatrical experience as an audience member. *Derivation of Meaning from Works of Theatre* 4.2 Compare a real story with a fantasy story.	from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. *Critical Assessment of Theatre* 4.1 Describe what was liked about a theatrical work or a story. *Derivation of Meaning from Works of Theatre* 4.2 Identify and discuss emotional reactions to a theatrical experience.	from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. *Critical Assessment of Theatre* 4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character. 4.2 Respond to a live performance with appropriate audience behavior. *Derivation of Meaning from Works of Theatre* 4.3 Identify the message or moral of a work of theatre.

Theatre
AESTHETIC VALUING (3-5)
Responding to, Analyzing, and Critiquing Theatrical Experiences

3rd Grade	4th Grade	5th Grade
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 or rubrics for evaluating a theatrical experience. *Derivation of Meaning from*	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 or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement. 4.2 Compare and contrast the	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 critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Works of Theatre 4.2 Compare the content or message in two different works of theatre.	impact on the audience of theatre, film, television, radio, and other media. *Derivation of Meaning from Works of Theatre* 4.3 Describe students responses to a work of theatre and explain what the scriptwriter did to elicit those responses.	*Derivation of Meaning from Works of Theatre* 4.2 Describe devices actors use to convey meaning or intent in commercials on television.

Theatre

CONNECTIONS, RELATIONSHIPS, APPLICATIONS (K-2)

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Kindergarten	1st Grade	2nd Grade
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 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under. *Careers and Career-Related Skills*	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 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly. *Careers and Career-Related Skills* 5.2 Demonstrate the ability to work	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 problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area. *Careers and Career-Related Skills* 5.2 Demonstrate the ability to

5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.	cooperatively in presenting a tableau, an improvisation, or a pantomime.	participate cooperatively in the different jobs required to create a theatrical production.

Theatre

CONNECTIONS, RELATIONSHIPS, APPLICATIONS (3-5)

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

3rd Grade	4th Grade	5th Grade
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 problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the Five Ws. *Careers and Career-Related Skills* 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.	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 Dramatize events in California history. 5.2 Use improvisation and dramatization to explore concepts in other content areas. *Careers and Career-Related Skills* 5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.	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 dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history social science. *Careers and Career-Related Skills* 5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

Science

Physical Science (K-2)

Kindergarten	1st Grade	2nd Grade
1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept: a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.	1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. Students know solids, liquids, and gases have different properties. b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.	1. The motion of objects can be observed and measured. As a basis for understanding this concept: a. Students know the position of an object can be described by locating it in relation to another object or to the background. b. Students know an object's motion can be described by recording the change in position of the object over time. c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull. d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move. e. Students know objects fall to the ground unless something holds them up. f. Students know magnets can be used to make some objects move without being touched. g. Students know sound is made by vibrating objects and can be described by its pitch and volume.

Physical Science (3-5)

3rd Grade	4th Grade	5th Grade
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept: a. Students know energy comes from the Sun to Earth in the form of light. b. Know sources of stored energy take many forms, such as food, fuel, and batteries. c. Know machines and living things convert stored energy to motion and heat. d. Know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. e. Know matter has three forms: solid, liquid, and gas. f. Know evaporation and melting are changes that occur when the objects are heated. g. Know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. h. Know all matter is made of small particles called atoms, too small to see with the naked eye. i. Know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than	**1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:** a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs. b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field. c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet. d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones. e. Students know electrically charged objects attract or repel each other. f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other. g. Students know electrical energy can be converted to heat, light, and motion.	**1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:** a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties. b. Students know all matter is made of atoms, which may combine to form molecules. c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties. e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays. f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify

100 different types of atoms, which are presented on the periodic table of the elements. **2. Light has a source and travels in a direction. As a basis for understanding this concept:** a. Know sunlight can be blocked to create shadows. b. Know light is reflected from mirrors and other surfaces. c. Students know the color of light striking an object affects the way the object is seen. d. Know an object is seen when light traveling from the object enters the eye.		compounds. g. Students know properties of solid, liquid, and gaseous substances, such as sugar

Life Science (K-2)

Kindergarten	1st Grade	2nd Grade
2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects). b. Students know stories sometimes give plants and animals attributes they do not really have. c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	**2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:** a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. Students know both plants and animals need water, animals need food, and plants need light. c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. Students know how to infer what	**2. Plants and animals have predictable life cycles. As a basis for understanding this concept:** a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. d. Students know there is variation among

	animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.	individuals of one kind within a population. e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. f. Students know flowers and fruits are associated with reproduction in plants.

Life Science (3-5)

3rd Grade	4th Grade	5th Grade
3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. e. Students know that some kinds of organisms that once lived on Earth have	**2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:** a. Students know plants are the primary source of matter and energy entering most food chains. b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem. c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals. **3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:** a. Students know ecosystems can be characterized by their living and nonliving	**2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:** a. Students know many multicellular organisms have specialized structures to sup-port the transport of materials. b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO_2) and oxygen (O_2) are exchanged in the lungs and tissues. c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system. d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder. e. Students know how sugar, water, and

completely disappeared and that some of those resembled others that are alive today.	components. b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all. c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter. d. Students know that most microorganisms do not cause disease and that many are beneficial.	minerals are transported in a vascular plant. f. Students know plants use carbon dioxide (CO 2 and energy from sunlight to build molecules of sugar and release oxygen. g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO_2) and water (respiration).

Earth Science (K-2)

Kindergarten	1st Grade	2nd Grade
3. Earth is composed of land, air, and water. As a basis for understanding this concept: a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.	**3. Weather can be observed, measured, and described. As a basis for understanding this concept:** a. Students know how to use simple tools (e. g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. Students know that the weather changes from day to day but that trends in tem-perature or of rain (or snow) tend to be predictable during a season. c. Students know the sun warms the land, air, and water.	**3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:** a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. b. Students know smaller rocks come from the breakage and weathering of larger rocks. c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. d. Students know that fossils provide

		evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Earth Science (3-5)

3rd Grade	4th Grade	5th Grade
4. Objects in the sky move in regular and predictable patterns. As a basis for under-standing this concept: **a. Students know** the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle. c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye. d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth. e. Students know the position of the Sun in the sky changes during the course of the	**4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:** a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle). b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties. **5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:** a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic	**3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:** a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface. b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow. d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

day and from season to season.	eruptions, and earthquakes. b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces. c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).	e. Students know the origin of the water used by their local communities. **4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:** a. Students know uneven heating of Earth causes air movements (convection currents). b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns. c. Students know the causes and effects of different types of severe weather. d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables. e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions. **5. The solar system consists of planets and other bodies that orbit the Sun in predict-able paths. As a basis for understanding this concept:** a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. b. Students know the solar system includes

		the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.

Investigation and Experimentation (K-2)

Kindergarten	1st Grade	2nd Grade
4. 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: a. Observe common objects by using the five senses. b. Describe the properties of common objects. c. Describe the relative position of objects by using one reference (e.g., above or below). d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). e. Communicate observations orally and through drawings.	**4. 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: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements. c. Record observations on a bar graph. d. Describe the relative position of objects by using two references (e. g., above and next to, below and left of). e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.	**4. 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: a. Make predictions based on observed patterns and not random guessing. b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units. c. Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).

Investigation and Experimentation (3-5)

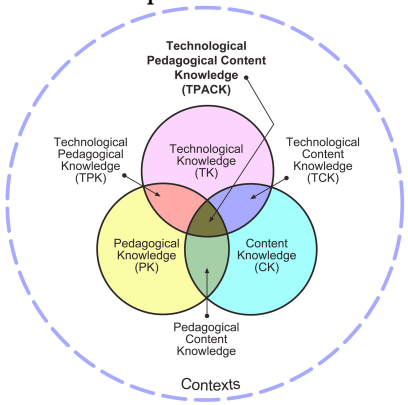
3rd Grade	4th Grade	5th Grade
5. Scientific progress is made by asking	**6. Scientific progress is made by asking**	**6. Scientific progress is made by asking**

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: a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation. b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed. c. Use numerical data in describing and comparing objects, events, and measurements. d. Predict the outcome of a simple investigation and compare the result with the prediction. e. Collect data in an investigation and analyze those data to develop a logical conclusion.	**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: a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations. b. Measure and estimate the weight, length, or volume of objects. c. Formulate and justify predictions based on cause-and-effect relationships. d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results. e. Construct and interpret graphs from measurements. f. Follow a set of written instructions for a scientific investigation.	**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: a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria. b. Develop a testable question. c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure. d. Identify the dependent and controlled variables in an investigation. e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment. f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations. g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data. h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific

		conclusion. i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

TECHNOLOGY

New technology standards have shifted from teaching children how to operate technological hardware and software to preparing them for how to use their solid skills in problem-based, authentic learning experiences. The new focus from teaching technology tools is to raise academic achievement and preparing students for highly skilled jobs in the digital age and global economy. Access Technology Academy will integrate technology into the curriculum. True technology integration is understanding and negotiating the relationships between the three components of knowledge: Content (CK), Pedagogy (PK), and Technology (TK).



Technology integration tools include but are not limited to:

- Interactive whiteboards
- Computers
- Digital cameras
- LCD projectors
- Websites
- Blogs
- Podcasts
- Skype access to other classrooms

With technology integration, Access Technology teachers and students will be able to participate in project-based activities that include but are not limited to:

- Cyberhunts – which may ask students to use a search engine to answer questions
- Webquests – which consists of an introduction, a task, activities, web-based resources, evaluation of learning, reflection about learning, and a conclusion.

- Virtual Field Trips
- ePortfolios – which is a collection of student work
- Digital storytelling – which can be done as a podcast, iMovie or Powerpoint

Access Technology Academy will implement the following:

- Appropriate software, hardware and access to the Internet to supplement the core curriculum and promote the practice of higher level thinking skills and collaborative learning.
- Integration of technology into the classroom curriculum.
- Collaboration with other schools to increase opportunities for education.
- Maintenance of technologically current records to assist teachers in providing support for student's academic and health needs.
- Application of appropriate safeguards to insure access to educational information only.
- Educational opportunities for the faculty to enhance literacy in technology.

Technology standards will be taught during computer lab time and/or during classroom instruction. Curriculum will drive the use of technology and not vice versa. Classroom teachers will work with their grade level teams and other support personnel to discuss how and when the objectives will be incorporated into the lessons and assessed.

The ISTE International Society for Technology in Education
National Educational Technology Standards (NETS•S) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:
a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

Professional Development

Professional development is viewed as an integral part of daily work life at Forefront Educational Group. Administrators, teachers, and staff participate in a community in which teaching and collaboration is fostered to ensure all students learn.

Learning opportunities are diverse and emphasize effective research and exemplary practice in advancing the achievement of all students. Forefront Educational Group professional development will be based through a process of inquiry where quantitative and qualitative data are analyzed, including work samples, standardized test results, stakeholder surveys, portfolios, self-evaluations, videotaped lessons, and administrator observations. Based on this data, professional development will take place in a variety of contexts: seminars, institutes, grade level collaboration, cross grade level articulation, and formal and informal opportunities for peer coaching and researched pedagogy.

All teachers will be trained in the State Standards for the Teaching Profession, Reading Program, Promethean hardware and software, classroom management and English Language Development methodologies, in addition to teaching strategies that support access by students with disabilities to its general education program. The core of the aforementioned training will occur during the three weeks of in-service training in August prior to the start of the school year.

In order to provide quality instructional program in the subject areas the Forefront Educational Group will implement professional development programs conducted by field experts that will ensure that teachers:

- Integrate technology into the learning process
- Identify content standards that are essential for academic success
- Identify and develop assessment tools that address meaningful evidence that students have met the standards

- Reflect continuously on how to deepen the instructional program and identify further resources and materials needed for teachers ensure student progress.
- Engage in a collective assessment of student work, identifying student' strengths and challenges
- SDAIE strategies
- Analyzing student work
- Developing common assessments & rubrics
- Developing curriculum; developing lessons aligned to state standards
- Share effective instructional practices with each other through dialogue, demonstrations, observations, professional readings and discussion, student samples and peer coaching
- Align standards with effective instructional practices
- Sharing of "best practices"
- Working with the School Director, Instructional Coaches, and Teacher Experts
- Use Visual and Performing Arts to enhance instruction
- Utilize both classroom assessments and standardized tests results to guide instruction.

Professional Development Calendar

(which will be finalized after analysis of teachers' needs, students' needs and availability of presenters)

Forefront Educational Group

2010-2011

Month	Topic	Presenters
August	***Classroom Management**	**Margery Weller, Special Ed. Specialist**
	***Thinking Maps**	**Brich Carlson, Thinking Maps Inc. ®**
	***Imagine It Training**	**SRA Trainers**
	***ELD Methodology Training (SADIE)**	**Annie Rinaldi**
	*** Rubric and Criteria**	**Reginald Brunson**

	***Technology Training** ***Culturally and Linguistically Responsive Pedagogy**	**Micheal Seki, Logical Choice Technology** **Myla Jaques**
Sept/Oct/Nov	***Reading Comprehension** ***Special Education** ***Implementing Responsive Academic support and Intervention** ***Collect & Analyze student data** ***Teaching Strategies** ***Science**	**Valencia Hughley, Reading Specialist** **LaShonn Bowell, Special Education Psychologist** **Cara Bergen, West Coast Center or Educational Excellence** **Access Principal and Staff** **Dennis Duylea, Adjunct Professor, CSUDH** **Stan White**
Dec/Jan	***Differentiated Instruction** *** Collect & Analyze student data** ***Technology Training** ***Depth and Complexity**	**Dennis Duylea, Adjunct Professor, CSUDH** **Access Principal** **Micheal Seki, Logical Choice Technology** **Estrellita Bradic, GATE specialist**
Feb/Mar	***Differentiated Instruction** ***Technology in the classroom** *** Collect & Analyze student data** ***Writing Across the Curriculum**	**Dennis Duylea, Adjunct Professor, CSUDH** **Robert Craven, Orange County Department of Education** **Access Principal** **Birch Carlson, Thinking Maps**

April/May	***Differentiated Instruction** ***Vertical Articulation** *** Collect & Analyze student data** ***Writing Across the Curriculum**	**Henrietta Fortson, Reading Specialist** **Katherine Nelson, WLC Principal** **Access Principal** **Birch Carlson, Thinking Maps**
June	***Analyze Student Data** ***Reflections**	**Access Principal** **Access Principal**

Forefront Educational Group
2010-11
Kindergarten Daily Schedule

Time	***Activity***	***Minutes***
8:00-9:00	Language Arts	60 min
9:00-9:15	Recess	
9:20-11:00	Language Arts	100 min
11:00-11:40	Lunch	
11:45-12:00	SSR	15 min
12:00-1:00	Math	60 min
1:00-1:40	Response to Intervention	40 min
1:40-1:55	Recess	
2:00-2:40	Science	40 min
2:40-3:20	Social Studies	40 min
3:20-4:20	Art/Music/Drama/P.E./Computer Lab	60 min
4:20-4:30	Prep for Dismissal	
	Total	415 min

Forefront Educational Group
2010-11
First Grade Daily Schedule

Time	***Activity***	***Minutes***
8:00-9:20	Language Arts	80 min
9:20-9:35	Recess	
9:40-11:00	Language Arts	80 min
11:00-11:20	Math	20 min
11:20-12:00	Lunch	
12:05-12:20	SSR	15 min
12:20-1:00	Math	40 min
1:00-1:40	Response to Instruction	40 min
1:40-1:55	Recess	
2:00-2:40	Science	40 min
2:40-3:20	Social Studies	40 min
3:20-4:20	Art/Music/Drama/P.E./Computer Lab	60 min
4:20-4:30	Prep for Dismissal	
	Total	415 min

Forefront Educational Group
2010-11
Second Grade Daily Schedule

Time	***Activity***	***Minutes***
8:00-9:40	Language Arts	100 min
9:40-9:55	Recess	
10:00-11:00	Language Arts	60 min
11:00-11:40	Math	40 min
11:40-12:20	Lunch	
12:25-12:40	SSR	15 min
12:40-1:00	Math	20 min
1:00-1:40	Response to Instruction	40 min
1:40-2:00	Science	20 min
2:00-2:15	Recess	
2:20-2:40	Science	20 min
2:40-3:20	Social Studies	40 min
3:20-4:20	Art/Music/Drama/P.E./Computer Lab	60 min
4:20-4:30	Prep for Dismissal	
	Total	415 min

Forefront Educational Group
2010-11
Third Grade Daily Schedule

Time	***Activity***	***Minutes***
8:00-10:00	Language Arts	120 min
10:00-10:15	Recess	
10:20-11:00	Language Arts	40 min
11:00-12:00	Math	60 min
12:00-12:40	Lunch	
12:45-1:00	SSR	15 min
1:00-1:40	Response to Instruction	40 min
1:40-2:20	Science	40 min
2:20-2:35	Recess	
2:40-3:20	Social Studies	40 min
3:20-4:20	Art/Music/Drama/P.E./Computer Lab	60 min
4:20-4:30	Prep for Dismissal	
	Total	415 min

Forefront Educational Group
2010-11
Fourth Grade Daily Schedule

Time	***Activity***	***Minutes***
8:00-10:20	Language Arts	140 min
10:20-10:35	Recess	
10:40-11:00	Language Arts	20 min
11:00-12:00	Math	60 min
12:00-12:20	Response to Intervention	20 min
12:20-1:00	Lunch	
1:05-1:20	SSR	15 min
1:20-1:40	Response to Intervention	20 min
1:40-2:20	Science	40 min
2:20-2:40	Social Studies	20 min
2:40-2:55	Recess	
3:00-3:20	Social Studies	20 min
3:20-4:20	Art/Music/Drama/PE/Computer Lab	60 min
4:20-4:30	Prep for Dismissal	
	Total	415 min

Forefront Educational Group
2010-11
Fifth Grade Daily Schedule

Time	***Activity***	***Minutes***
8:00-10:40	Language Arts	160 min
10:40-10:55	Recess	
11:00-12:00	Math	60 min
12:00-12:40	Response to Intervention	40min
12:40-1:20	Lunch	
1:25-1:40	SSR	15 min
1:40-2:20	Science	40 min
2:20-3:00	Social Studies	40 min
3:00-3:15	Recess	
3:20-4:20	Art/Music/Drama/P.E./Computer Lab	60 min
4:20-4:30	Prep for Dismissal	
	Total	415 min

August

2010

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	
8	9	10	11	12	13	
15	16 Professional Development	17 Professional Development	18 Professional Development	19 Professional Development	20 Professional Development	
22	23 Professional Development	24 Professional Development	25 Professional Development	26 Professional Development	27 Professional Development	
29	30 First Day of School	31	Days of instruction =2			

September

2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Staff Development	2	3	
5	6 No School Labor Day	7	8 Staff Development	9	10	
12	13	14	15 Staff Development	16	17	
19	20	21	22 Staff Development	23	24	
26	27	28	29 Staff Development	30	Days of instruction =21	

October 2010

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	
3	4	5	6 Staff Development	7	8 **Unassigned Day/ Professional Development**	
10	11 No School Columbus Day	12	13 Staff Development	14	15	
17	18	19	20 Staff Development	21	22	
24	25	26	27 Staff Development	28	29	
31					Days of instruction =20	

November

201

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3 Staff Development	4	5	
7 Daylight Savings	8	9	10 Staff Development	11 No School Veteran's Day	12	
14	15	16	17 Staff Development	18	19	
21	22	23 Shorten Day Parent/Teacher Conference	24 Shorten Day Parent/Teacher Conference	25 No School Thanksgiving Break	26 No School Thanksgiving Break	
28	29	30			Days of instruction =19	

December

201

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Staff Development	2	3	
5	6	7	8 Staff Development	9	10	
12	13	14	15 Staff Development	16	17	
19	20 No School Winter Break	21 No School Winter Break	22 No School Winter Break	23 No School Winter Break	24 No School Winter Break	
26	27 No School Winter Break	28 No School Winter Break	29 No School Winter Break	30 No School Winter Break	31 No School Winter Break	Days of instruction =13

January

201

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3 **Unassigned Day/ Professional Development**	4	5 Staff Development	6	7	
9	10	11	12 Staff Development	13	14	
16	17 No School MLK Holiday	18	19 Staff Development	20	21	
23	24	25	26 Staff Development	27	28	
30	31	Days of instruction =19				

February 201

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Staff Development	3	4	
6	7	8	9 Staff Development	10	11	
13	14	15	16 Staff Development	17	18	
20	21 No School President's Day	22	23 Staff Development	24	25	
27	28	Days of instruction =19				

March

201

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Staff Development	3	4	
6	7	8	9 Staff Development	10 Shorten Day Parent/Teacher Conference	11 Shorten Day Parent/Teacher Conference	
13 Daylight Saving	14	15	16 Staff Development	17	18	
20	21	22	23 Staff Development	24	25	
27	28	29	30 Staff Development	31	Days of instruction =23	

April 201

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	
3	4 No School Spring Break	5 No School Spring Break	6 No School Spring Break	7 No School Spring Break	8 No School Spring Break	
10	11	12	13 Staff Development	14	15	
17	18	19	20 Staff Development	21	22	
24	25	26	27 Staff Development	28	29	
					Days of instruction =16	

May 201

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Staff Development	5	6	
8	9	10	11 Staff Development	12	13	
15	16	17	18 Staff Development	19	20	
22	23	24	25 Staff Development	26	27	
29	30 No School Memorial Day	31				
					Days of instruction =21	

June

201

Forefront Educational Group

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Staff Development	2	3	
5	6	7	8 Staff Development	9	10 Last day of School	
12	13 Pupil Free Day	14	15	16	17	
19	20	21	22	23	24	
26	27	28	29	30	Days of instruction =8	

Enabling Students to Become Self-Motivated, Competent, and Lifelong Learners

The rigorous standards-based curriculum program design will address the specific content areas as delineated by the state approved educational frameworks and State Content Standards in the areas of integrated Language Arts, ESL, Mathematics, Science, Geography, History, Social Studies, and Technology. In addition, Forefront Educational Group will embrace the philosophy that reading and writing are not subjects in and of themselves, but rather they are ongoing processes that must be integrated throughout the entire instructional program. Forefront Educational Group will, but not be limited to:

1. Individual student writing portfolios will be used at all grade levels to promote individualized writing skills and to develop student-writing styles.
2. Instruction in phonics will be established for all students performing below grade level through the Reading Program and will be integrated with literature and language rich experiences, regardless of grade level. Additionally, teachers will receive ongoing professional development in order to assist them with implementation of the Reading program.
3. Multimedia computers and classroom libraries in all rooms will provide reinforcement in explicit skills instructions and ensure access to a variety of literary works at each grade level.

Description Of the Proposed Educational Program

Forefront Educational Group will implement a K-5 curriculum organized around a core of basic content areas as delineated in the State of California's educational frameworks: Integrated Language Arts, ESL, Mathematics, Science, Geography, History, Social Studies, Technology, Physical Health and Development, and the Performing Arts. All teachers will be credentialed through the California Commission on Teacher Credentialing (highly qualified) and will participate in on-site and off-site staff development trainings on both traditional and innovative educational models and techniques as well as, other professional growth trainings and seminars. Additional professional experts in the specific academic and performing arts fields will be brought in as hands-on consultants. Forefront Educational Group will seek to provide a program of academic excellence across all disciplines, including core curriculum courses, which will have three specific goals for our students:

- Students will work to be at grade level or above in the core disciplines, with an emphasis in the language arts and sciences. Grade level will be defined as a status of proficient as measured by standardized testing.
- Teachers will provide critical thinking opportunities utilizing Thinking Maps that consistently incorporate the higher ordered thinking skills. Students will utilize these cognitive and learning skills,

which will enable them to participate at grade level, as they progress to the upper grades.

- Students will understand that they are part of their community. Therefore, service to their community will be a natural progression. Students will internalize the concept of community service, which will enable them to be productive and responsible citizens in the communities.

INSTRUCTIONAL METHODOLOGY

Forefront Educational Group will utilize direct instruction and an inquiry-based approach to teaching in order to serve as a strong curricular support to the national movement for literacy. Language arts, mathematics, science and technology education efforts will be represented by the implementation of California standards in these content areas. The following represents a brief summary of what research shows about the educational effectiveness of an inquiry approach to integrating language arts into mathematic, and science.

Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.

Its creators, Siegfried Engelmann and Dr. Wesley Becker and their colleagues believe and have proved that correctly applied, DI can improve academic performance as well as certain affective behaviors. It is currently in use in thousands of schools across the nation as well as in Canada, the UK and Australia. Schools using DI accept a vision that actually delivers many outcomes only promised by other models.

Inquiry as an approach to learning recognizes and supports children's natural interest in learning. Research has shown that even very young children develop conceptual understanding by wondering, asking questions, and developing naive theories about their environments (e.g., Carey and Smith, 1993; Kuhn, 2000; Wellman and Gelman, 1998).

Conclusions from a variety of research studies will be the foundation for the school-wide methodology:

(1) The Forefront Educational Group Staff will create a direct correlation between hands-on learning and literacy i.e., the development of the major language skills of speaking, writing, reading, and listening; (2) The Forefront Educational Group Staff will deliver hands-on learning to enhance the development of learning and achievement in science and mathematic; (3) The Forefront Educational Group Staff will produce activity-based lessons to improve student attitudes toward mathematics and science and education in general; (4) The Forefront Educational Group Staff will provide hands-on activities to increase skill proficiency in the

processes of science and mathematics, especially laboratory skills and communicate (send and receive) data in written form; (5) The Forefront Educational Group Staff believes that academically or economically disadvantaged students gain greatly from activity-based programs; (6) The Forefront Educational Group Staff believes that activity-centered classrooms encourage student creativity in problem solving, promote independent thinking skills, and help students overcome initial handicaps;(7) The Forefront Educational Group Staff has discovered, through research, that students who receive inquiry-based hands-on instruction in mathematics and science score as well or better in reading assessments than students taught with only textbooks and more traditional methods.

The educational theory that connects these research findings with activity-based instructional methods utilized by an inquiry approach is called Constructivism. One school in particular uses this educational theory and has done well as rated by the state of California. Crescendo Charter in 2006 scored a 717 API it is now at a 783 API.

This theory states that when students learn, they do not simply absorb information, they construct their own meaning from what they see and hear, and from their own actions, as well as, what they are told by teachers, parents, and other students. Forefront Educational Group will utilize inquiry-based units, which are particularly well suited for providing students with essential experiences in discovery, as emphasized in the California Standards. The Forefront Educational Group Staff will provide students with opportunities to explore for themselves, before the teacher introduces facts, concepts, and principles…both in academic content skills and the process skills of the reading and writing. Group discussion, cooperative groups and application of concepts in new situations will be employed to deepen the learning.

Responding to the Needs Students Not Achieving at or Above Expected Levels

Intervention Strategies

Forefront Educational Group will continue to implement intervention strategies that will respond to the needs of students who are not achieving at or above expected levels. Forefront Educational Group will implement the following strategies:

A.S.T (Access Support Team) is a year-around educational program offering extra hours of supplemental classroom instruction per year to underachieving students. This supplemental instruction is offered within the context of a five-week Summer Term and a nine month School Year Extension, as described below:

Summer Term Instruction - The Summer Term is a five-week half-day learning experience offered during the summer months. Class size is limited, ensuring individualized instruction and a high degree of contact and bonding between student and teacher. The thrust of the reading and math instruction is remedial in nature, and designed to position students for success in the up coming grade level. Teachers will utilize fluency strategies, Thinking Maps, SDAIE, and technology to ensure the students are successful during the summer.

Summer Term Instruction: English Language Development – The purpose of Standards-Based ELD summer term intervention is to assist English Learners (ELs) who have not made adequate progress in English Language Development (ELD) to accelerate their acquisition of English by advancing one ELD level by the end of five weeks of intensive ELD instruction.

School Year Extension Instruction: When school begins in August, the students are part of a different school environment from the one experienced in the A.S.T. Summer Term. Larger class size, less individual attention, and a more hectic pace are combined to offer rewarding challenges to A.S.T. students. To offset these rewarding challenges, A.S.T. students will be closely monitored during Response to Intervention from September through June to make sure they are meeting grade level standards. The School Year Extension provides an opportunity for A.S.T. students not only to keep up academically with their peers, but also to get extra time, attention, guidance, and encouragement from their teacher, and to continue to build upon the relationship established during the A.S.T. Summer Term. The instructional focus of the School Year Extension continues to be on reading and mathematics, but is more directly tied into the daily activities of the regular classroom program. Forefront Educational Group holds high expectations for all students. Students at risk of failing to meet state adopted standards or who are at risk of retention will continue to receive extra help involving differentiated instruction. Emphasis will be on methods that allow low achieving and at-risk students to gain new knowledge, learn new strategies for acquiring information and solving problems. These strategies will help bring these students up to grade level. All stakeholders will work together to ensure that no individual student falls behind. By instituting comprehensive support system for all students-including small classes, some Saturdays, this will insure that our low achieving students have a successful school experience.

Meeting the Needs of Students Not Progressing through ELD Levels

The purpose of ELD intervention will be to assist English learners (ELs), who have not made adequate progress in English Language Development (ELD) to accelerate their acquisition of English by advancing one ELD level by the end of the intervention program.

Participants for ELD intervention will be students who have remained at the same ELD level one or more years based on overall Annual CELDT level. These students will have differentiated standards-based instruction by ELD level and will be assessed using ELD standards. ELD progress will be documented on students' ELD portfolios.

Forefront Educational Group will make every effort to recruit teachers who hold a valid credential as well as a bilingual or ESL endorsement (state authorization to teach English learners such as BCLAD, CLAD, SB 1969), and who not only have

training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.
Forefront Educational Group's strategic action plan for English Language Development reflects the AMAO goals that 70% of English learners will progress one ELD level per year and that 70% of English learners will score an overall ELD level of 4 or 5 on the CELDT after 4-5 years of ELD instruction.
Forefront Educational Group's teachers will set behavior and lesson objectives. They will then access students' prior knowledge and link to new comprehensible input in the ELD lessons. Teachers will use task-based activities to explicitly teach language forms and functions. Students will practice communicatively through structured oral and written tasks. Students will be given the opportunity to self-evaluate and reflect on the ELD lessons. They will then practice the acquired language forms and functions outside the ELD block in all content subject areas.

Meeting the Needs of Gifted Students

Forefront Educational Group will utilize a flexible, open-ended, diverse range of options to provide advanced challenge, in-depth thinking, and abstract conceptualization in the classrooms. This diverse range of options include:

- Differentiation to meet their needs for acceleration, complexity, and depth in the study of the curriculum
- Consideration of the students' interest and levels of knowledge and ability
- Appropriate and flexible grouping
- Significant interaction with intellectual peers
- Provision for continuous progress that meets the students' needs and focuses on their areas of strength

Forefront Educational Group plans to emphasize an educational culture of differentiated learning in which gifted and talented students can acquire skills and understanding at advanced ideological and creative levels matching their potentials. Differentiated instruction includes complexity, acceleration, novelty, and depth. Differentiation at Forefront Educational Group includes lessons, discussions, and approaches that involve the whole class, flexible groups within a class with students changing groups to be taught at the appropriate level, tiered lessons that have specific learning objectives aligned to the needs of individual students.
Gifted and talented students will be identified based on the following criteria:

- Percentile scores of 78 or above in both total reading and total mathematics on standardized norm-reference tests
- Scaled scores on the California Standards Test (CST) as follows:
- *A scaled score of 392 or above in English-Language Arts, grades 2-5*
- *A scaled score of 401 or above in mathematics, grades 2-5* or
- Identification as gifted by a certified School Psychologist

Meeting the Needs of Students Achieving Substantially Below Grade Level

Forefront Educational Group shall have the primary goal of increasing learning opportunities for all students, with special emphasis on expanded learning

experiences for students who are identified as academically low achieving. The initial component of Forefront Educational Group's program for low-achieving students will be early identification of students with deficiencies in any academic subject but especially English Language, Mathematics, and Science. Teachers will use standardized test data, baseline assessment data, classroom assessment data, authentic student work from a variety of areas to identify students. Forefront Educational Group notifies and works with the parents of low-achieving students so they can be actively involved in the development and implementation of remediation of their children's academic deficiencies. Professional development for our teachers will include specific training in recognizing academically low-achieving students, understanding how they can be helped to raise their achievement levels, and applying appropriate methodologies including differentiation in the classroom.
Forefront Educational Group will use Response to Instruction, which is a complete process that fulfills requirements of the Federal Response to Intervention (RtI) framework. The response to intervention (RtI) model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. Rate of progress over time is used to make important educational decisions, including possible determination of eligibility for exceptional education services. Although the instruction and interventions encompassed within the RtI model may involve many different levels of intensity and individualization, they are usually considered to fall within three broad classes or tiers. Primary (intervention tier 1 [IT1]) interventions consist of a general education program based on evidence-based practices; secondary (intervention tier 2 [IT2]) interventions involve more intensive, relatively short-term interventions; and tertiary (intervention tier 3 [IT3]) interventions are long-term and may lead to special education services. This model will be used throughout the educational process of student achievement. Assessment driven instruction will help teachers focus on the students that will need intervention before they get too far behind. Access will look at RTI as an ongoing competent of the educational program.

Our Response to Instruction model will have the following key elements:

1. Grade level collaboration to seek out the most effective instruction delivery methods to meet the needs of all students.
2. Flexible ability grouping for the RtI period to allow focus directly on student need.
3. This model will address the needs of all sub-groups.
4. Added support to reduce adult/student ratio during Response to Instruction time.

Initial assessment and ongoing formative assessments to ensure proper student level placement and continued progress monitoring. Publisher and teacher created assessments will be used to monitor student achievement.

Meeting the Needs of Students of Low Socio-Economic Status

The 1983 federal report *A Nation at Risk*, which highlighted the growing achievement gap between the U.S. and other countries, recommended that school

districts have a longer school day, which would resemble more closely to the schedules in higher-performing Europe and Asia. The Harvard Family Research Project also found that extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status.

Forefront Educational Group will have five primary benefits of adding time to the traditional school day: 1) more time on task; 2) greater depth and breadth of learning; 3) more time for planning and professional development; 4) more time for enrichment and experiential learning; and 5) stronger relationships between teachers and students (Little, P. M., Wimer, C., & Weiss, H. B., "After School Programs in the 21st Century: Their Potential and What It Takes to Achieve". Cambridge, MA: Harvard, 2008.)

Finding results from a recent study of academic resilience among students from families of low socioeconomic status (SES) conducted by UW-Madison education professor Geoffrey Borman and colleague Laura Overman at Johns Hopkins University were that regardless of race, students from low-income families who achieved *resilient* mathematics outcomes have:

- Greater engagement in academic activities
- An internal locus of control
- A more positive outlook toward school, and
- More positive self-esteem.

Resilience is a developmental process occurring over time. Resilient students develop good psychosocial and behavioral adaptation skills despite developmental risk, acute stressors, or chronic adversities.

The most powerful school characteristics for promoting academic resilience are represented by the supportive school community model, which, unlike other school models, includes elements that actively shield children from adversity. These characteristics include caring and supportive teachers; a safe and orderly school environment; positive expectations for all students; opportunities for students to become meaningfully and productively involved and engaged in the school, and efforts to improve partnerships between the home and school ("Academic Resilience in Mathematics Among Poor and Minority Students," in Elementary School Journal, vol. 104, No. 3, 2004, pp. 177-195.)

By building a classroom community, Forefront Educational Group teachers will increase the effectiveness of their teaching and efficient workings of their classrooms when meeting the needs of students of low socio-economic status. In order to provide an optimal learning environment for low socio-economic students, the teachers will work to establish a classroom community. A classroom community provides each child with space to develop specific capabilities and to experience a sense of success. By maximizing the number of positive interactions with students

and parents and making these positive encounters a high priority, the Forefront Educational Group staff will help to transform the school community. The staff is capable of producing profound and positive changes in student behaviors and learning by effectively modeling the positive processes, skills, and attitudes that parents teach (Hindle, D., "Planning together: Positive classroom environments." Diversity in the Classroom series, number four. Paper developed by the Saskatchewan Professional Development Unit, Saskatchewan Instructional Development and Research Unit, Regina. ERIC, 1996).

The Forefront Educational Group staff will utilize Culturally and Linguistically Responsive Pedagogy. With Culturally and Linguistically Responsive Pedagogy, Forefront Educational Group will validate and affirm the culture and language of our school community. Students' home language will be validated however Standard American English will be the goal for all students.

Elements of Culturally Responsive Teaching

- Communication of high expectations
- Active teaching methods that promote student engagement
- Teacher as facilitator
- Positive perspectives on parents and families of culturally and linguistically diverse students
- Cultural sensitivity
- Reshaping the curriculum so it is culturally responsive to the background of students
- Student controlled classroom discourse
- Small group instruction and academically-related discourse

The following instructional strategies will be used, Contrastive Analysis or Code-Switching, Sentence Lifting, Retellings, and Role-playing .

<u>Charter School Special Education Responsibilities</u>

Forefront Educational Group will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). Forefront Educational Group will also ensure that no student otherwise eligible to enroll in their Forefront Educational Group will be denied enrollment.

Forefront Educational Group will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in Forefront Educational Group.

Forefront Educational Group will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

Forefront Educational Group will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon LAUSD pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings.

Forefront Educational Group will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD polices and procedures. The charter will maintain copies of assessments and IEP materials for district review. Forefront Educational Group will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

Forefront Educational Group will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). Forefront Educational Group will participate in internal validation review (DVR).

Forefront Educational Group is responsible for the management of its special education budgets, personnel, programs and services. Forefront Educational Group will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

Forefront Educational Group will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at Forefront Educational Group. Forefront Educational Group may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, subject to availability and on a "fee-for-service" basis, by submitting written requests to the Charter Office. Forefront Educational Group may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to Forefront Educational Group from District schools or District affiliated charter schools, Forefront Educational Group will provide those related services required by the students' IEPs upon the students' enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District *for thirty (30) days after enrollment*. This will allow Forefront Educational Group time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students' transition to Forefront Educational

Group. When requested by Forefront Educational Group, a District special education representative may participate in a student's first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to Forefront Educational Group from other school districts, Forefront Educational Group shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. Forefront Educational Group will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Upon parents request for assessment, Forefront Educational Group will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. Forefront Educational Group shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Forefront Educational Group will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

In the event that Forefront Educational Group is unable to provide an appropriate placement or services for a student with special needs, Forefront Educational Group will contact the District to discuss placement and service alternatives. *Forefront Educational Group IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of Forefront Educational Group, including but not limited to placement at a District school or at a non-public or private school, will be considered.* If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, Forefront Educational Group will be fully responsible for the quality of the program and for any costs incurred for such a placement.

Forefront Educational Group will support movement of students with disabilities into less restrictive environments and increase interactions of students with

disabilities with non-disabled students. Forefront Educational Group general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in Forefront Educational Group. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Forefront Educational Group shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Forefront Educational Group will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. Forefront Educational Group will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. Forefront Educational Group will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures

Forefront Educational Group will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, Forefront Educational Group will convene a manifestation determination IEP. Forefront Educational Group will collect data pertaining to the number of special education students suspended or expelled.

Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to Forefront Educational Group if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending Forefront Educational Group initiates due process proceedings, both Forefront Educational Group and the District will be named as respondents. Whenever possible, the District and Forefront Educational Group shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, Forefront Educational Group will be responsible for its own representation. If Forefront Educational Group retains legal representation for a due process proceeding or other legal proceeding or action, Forefront Educational Group will be responsible for the cost of such representation.

Because Forefront Educational Group will manage, and is fiscally responsible for, its students' special education instruction and services, Forefront Educational Group will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that Forefront Educational Group failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on Forefront Educational Group's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, Forefront Educational Group will be responsible for payment of those attorneys' fees and costs.

Funding for Special Education

Forefront Educational Group shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). Forefront Educational Group shall keep daily attendance for each student, which shall be reported and certified according to District policies and procedures. Forefront Educational Group may request specific related services from the District on a fee basis if the District availability.

The District will collect a fair share contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include but are not limited to: 1) maintaining a full continuum of program options; 2) professional development and training; 3) consultation and technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; 5) assistance/participation at IEP team meetings and other opportunities from special education support units and 6) implementation of the Modified Consent Decree.

The fair share contribution collected for 2010-11 will not exceed 27%. The maximum fair share percentage will be reviewed annually by the Budget Division, Forefront Educational Group Office, and the Division of Special Education, and the percentage may be adjusted by a maximum of 2% per year upward or downward to reflect changes in expenditure patterns or in federal or State special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District's Budget Services Office with consideration of the district's encroachment and other factors.

Forefront Educational Group will employ, but not be limited to, the following assessment tools:

- **Writing Portfolios**: Writing portfolios will be kept for every student. The portfolio will be passed on each year to the new teacher. If a child can write about a skill, then the student understands the skill. Thinking Maps will be evident in the writing portfolios. The portfolios will be evaluated during the three reporting period as well as during the mid-semester reporting period.

- **Thinking Maps**: Forefront Educational Group will implement Thinking Maps in all core academic areas. First the maps will be used as an instructional tool to allow students the opportunity to access information and process information in eight different ways. Secondly, the maps will be used to assess the students understanding of concepts from a variety of thought processes.

- **LAUSD Math Quarterly Assessments**: The quarterly assessments will be administered as a pretest and posttest utilizing different versions. The results from the pretest will be utilized to drive the instructional program. The results from the posttest will be used to monitor progress. Additionally, each student will be assessed prior to entering the school utilizing the final quarterly assessment from the previous grade. It is expected that 80% of the students will meet the benchmark of 80% accuracy, when using the key standards as a basis for measurement.

- **Terra Nova**: The Terra Nova will be administered to kindergarten and first grade students in the spring to test competencies in the core areas of instruction.

- **California English Language Development Test (CELDT)**: Forefront Educational Group will administer the CELDT when children begin school for an initial identification. Listening, speaking, reading, and writing skills will be assessed. Student proficiency standards will be identified according to State ELD standards. ELL students who have been enrolled at Forefront Educational Group consistently since kindergarten will be transitioned into English instruction by the end of the second grade. The percentage of ELL students re-designated will meet or exceed the sponsoring district's average.

- **Publisher's Tests**: When appropriate, textbook publisher's tests will be utilized. Open Court will be used at the end of a selection to assess reading comprehension, vocabulary, grammar, spelling, response to literature. The assessment will occur after the class has completed a story selection.

- **Teacher-Made Tests:** The assessments will be standards based which will directly correlate with the standards being assessed for that marking period.

The assessment could take the form of the CST or a Thinking Map, giving students different ways to assess help promote student achievement. This assessment will happen when the teacher has taught the standard on different levels which could take a week to ten days.

- **Teacher Observations**

- **Parent Teacher Conferences:** Three times per year, parents and teachers will meet to review and discuss student progress and expectations. It is expected that 95% of the parents/guardians will meet their requirement of attendance at three parent teacher conferences.

- **Intervention Programs:** Forefront Educational Group expects to conduct an intervention program with ongoing assessment. It is expected that 100% of the students who achieve below the designated benchmark will participate in an intervention program. The intervention program will include but not be limited to Saturday School, after-school tutoring, and intersession programs.

- **State Standardized Tests:** Forefront Educational Group will administer all required state mandated tests and report all results as required by California Education Code. Year one and two test scores for each grade level with the state approved testing program, as determined appropriate for each student, will serve as the base line test scores to assess academic growth. It is expected that Forefront Educational Group will meet the designated growth targets as described by the State of California.

- **Rubrics:** Rubrics will be developed to assess student achievement and progress. Staff in-service on rubrics development will be conducted yearly to constantly modify student learning and achievement. The scoring rubric will:

uses language of the standard(s) and the culminating task to develop the scoring guide consists of a four point scale and a list of characteristics to describe the work performance at each point on the scale.

- **Culminating Task/Assignment:** What will individual students produce to demonstrate achievement of the standard(s)? The task specifies what the student has to produce/demonstrate:

measures the degree to which a student has achieved the standard

presents a challenging real life intellectual problem requiring the use of many skills to solve/demonstrate/produce

Examples:
Projects
Reports
Oral presentations
Demonstrations

- **Reflective Journals**: Chronicles written by students. Entries are to reflect their experiences as well as reactions and thoughts about their arts experiences.

REPORTING METHODS

Forefront Educational Group will utilize a variety of reporting methods to measure and record student progress and achievement.

- **Parent Teacher Conferences:** Three times per year, parents and teachers will meet to review and discuss student progress and expectations.
- **Intervention Programs:** Forefront Educational Group will conduct an intervention program with ongoing assessments.
- **Report Cards:** The administrative team and teachers of Forefront Educational Group will utilize a standards based report card similar to that of West Contra Costa Unified School District and Torrance Unified School District. The report will indicate Advanced or Exceeds with a 4, Proficiency with a 3, Approaching grade level with a 2, and below grade level with a 1. Student achievement will be determined by progress towards reaching the California State Standards and school curriculum goals.
- **Progress Reports:** The parent(s) of any student who has a 70% average or lower will receive a progress report prior to the half-way mark before the end of the subsequent reporting period.
- **School Accountability Report Card (SARC):** Forefront Educational Group will annually create the (SARC).
- **Individual Student Report of CST Results:** Parents of Forefront Educational Group students will receive their child's standardized test results in the mail no later than twenty (20) days after the school site has received the results. Additionally, at the start of each school year, parents will have an opportunity to receive an in depth explanation of the previous year's results.
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Assessment Method	Frequency
State Mandated Standardized Tests (Content Standards Tests, CELDT, Fitnessgram)	Annually, Spring
Academic Performance Index	Annual
Student Progress Reports	Trimester (Every six weeks)
Student Diagnostic Survey	After registration and enrollment in school
Ongoing Classroom Teacher Assessments	Daily, Weekly, End of each Open Court Unit, Math Quarterly Assessment Trimester
Student Conduct Records	Weekly

The vision and mission of Forefront Educational Group must be embraced by all employees, classified and certificated, in its goal for educational excellence for all students. Forefront Educational Group shall comply with the requirements for hiring of teachers and paraprofessionals as specified by the No Child Left Behind Act (NCLB). It is the intent of the school to recruit teachers through extensive recruitment efforts. Forefront Educational Group will adhere to the same Title I accountability requirements as other public schools in the state, including Adequate Yearly Progress.

All teachers at Forefront Educational Group shall be "Highly Qualified" and will be required to possess a CTC credential, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(l).

All credentialing documents will be kept and maintained on file and monitored to ensure that they are renewed when appropriate. Additionally, credentialing documents will be made available for inspection if requested. Arrangements will be made with LAUSD for processing of credentials on a fee for service basis, if the need arises. LAUSD is under no obligation to furnish such services if requested.

All employees must furnish or be able to provide:

- Medical clearance of communicable diseases and tuberculosis
- Fingerprinting and the service fee to the Department of Justice for criminal record check
- Full disclosure statement regarding prior criminal record
- No employee shall commence employment at the school until clearance has been obtained by the Department of Justice
- Documents establishing legal status
- Sign-off on Child-Abuse Policy

Employees shall not begin work until all the above is cleared.

SELECTION OF ADMINISTRATIVE TEAM

The Forefront Educational Group Board of Directors is responsible for hiring and evaluating the Executive Director. The Executive Director is responsible for hiring and evaluating the Principal. The Executive Director and Principal are responsible for recruiting, mentoring and monitoring the certificated and classified staff.
The Principal will perform the following duties, but not limited to:

- Demonstrate a commitment to the school's vision and mission
- Foster open communication between all stakeholders
- Make recommendations to the Executive Director for the necessary positions to effectively operate the school

- Make recommendations to the Executive Director for the dismissal of employees
- Oversee the day to day operations of the school
- Research and delineate job descriptions
- Announce and post job openings with timelines
- Recruit and screen applicants
- Form interview committees when appropriate
- Conduct interviews
- Verify previous employment and check references
- Select best candidates
- Make selection recommendation to Board of Directors
- Make offer of employment
- Prepare credentialing paperwork and monitor processing
- Assist with student discipline
- Oversee the implementation and development of all programs
- Maintain a balanced budget
- Promote parental involvement
- Provide analysis of students data
- Recommend appropriate professional development
- Provide appropriate instructional guides
- Provide reports at Forefront Educational Group Board Meetings
- Possess the appropriate administrative credential and/or have three or more years experience in the posted position

ADMINISTRATOR QUALIFICATIONS

The Principal and Executive Director will have earned an MA degree or its equivalent.

SELECTION OF TEACHERS

Teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. The appropriate credentialing documents will be maintained on file at Forefront Educational Group and will be subject to periodic inspection by LAUSD. The administrative team will select the teaching staff on an application and interview process. The Forefront Educational Group will only hire highly qualified teachers with subject matter competence. Teachers selected to insure that the needs of English language learners are met will have CLAD, BCLAD, LDS, BCC, or SB1969 certification and all teachers will be trained in the effective use of sheltered-English. These documents will be maintained on file at Forefront Educational Group and will be subject to periodic inspection by LAUSD. Forefront Educational Group will utilize a variety of advertising methods to recruit highly qualified teachers. The recruitment methods employed will include, but not limited to: (1) Ed-Join website; (2) Monstertrak website; (3) CCSA website; (4) Job fairs; (5) Teach for America. The Executive Director will make the final hiring recommendations to the Board of Directors.

The responsibilities of the classroom teacher will include but are not limited to:

- Provide a high quality standards-based instructional program

- Furnish enrichment and remediation lessons when appropriate
- Plan and prepare grade-level appropriate lessons
- Adhere to instructional guides provided by administrative team
- Provide continual assessment of student progress and maintain appropriate records
- Actively seek professional growth opportunities
- Promote open communication with all stakeholders in the school community
- Adhere to all Forefront Educational Group personnel policies
- Maintain regular, punctual attendance
- Possess knowledge of school curriculum
- Conduct workshops

TEACHER QUALIFICATIONS

Each core subject teacher will meet the applicable provisions of No Child Left Behind by holding an appropriate teaching credential provided by State Commission on Teacher Credentialing for his/her teaching assignment, or be enrolled in an approved alternative certification program. Teachers of non-core classes will have qualifications consistent with the requirements of state legislation.

Teachers selected to insure that the needs of English language learners are met will have CLAD, BCLAD, LDS, BCC, or SB1969 certification and all teachers will be trained in the effective use of sheltered-English. These documents will be maintained on file at Forefront Educational Group and will be subject to periodic inspection by LAUSD.

To minimize the use of teachers holding emergency permits, Forefront Educational Group has made a conscious decision to only recruit and hire "Highly Qualified" teachers, and not to employee emergency permit teachers.

SELECTION OF PARAPROFESSIONALS

Recruiting and testing will be conducted by the administrative team in order to create a list of eligible candidates. Interviews and selections will be conducted by the administrative team and the impacted certificated staff member. Compliance with NCLB, medical clearance and fingerprinted through the Department of Justice are required.

Every effort will be made to recruit qualified Spanish-Language proficient paraprofessionals to assist certificated personnel with English Language Learner students.

PARAPROFESSIONALS QUALIFICATIONS

Each paraprofessional will meet the applicable provisions of No Child Left Behind by having: (1) completed at least two years of study (60 units) at an institution of higher education; (2) obtained an associate's (or higher) degree; (3) met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment knowledge of, and the ability to assist instructing, reading, reading readiness, writing, writing readiness, mathematics, and mathematics readiness.

NO CHILD LEFT BEHIND

The enactment of the No Child Left Behind Act of 2001 (NCLB) requires specific qualifications for teachers and paraprofessionals.

- Teachers hired after July 1, 2002, and who teach in a program supported with funds under NCLB, must be highly qualified. Teachers who were teaching core academic subjects prior to that date must be highly qualified not later than the end of the 2006-2007 school year.
- Paraprofessionals hired after January 8, 2002, who work in a program supported with funds under NCLB must meet the following qualifications:
  1. Completed at least two years of study at an institution of higher education;
  2. Obtained an associate's (or higher) degree; or
  3. Met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment in knowledge of, and the ability to assist instructing, reading, reading readiness, writing, writing readiness, mathematics, and mathematics readiness.
- Paraprofessionals hired before the enactment must meet the required qualifications no later than January 8, 2006. The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities. A paraprofessional may not provide any instructional service to a student unless he or she is working under the direct supervision of a teacher.

Selection of Substitute Teachers

Forefront Educational Group will utilize an independent contracting firm to provide credentialed substitute teachers.

Selection of Staff for Financial Administrative Functions

Forefront Educational Group will utilize an independent firm to provide financial administrative services. At a minimum, the firm will have a minimum of two years experience within a charter school environment. Additionally, the firm will be active within the CASBO organization. In addition, they must be able to interface successfully within the structures of LAUSD, LACOE and the CDE.

Selection of Office Manager

At the school site, the Office Manager qualifications will require experience and capacity to be responsible for:

- Maintaining accounts of all expenses
- Reporting student enrollment
- Time reporting
- Attendance accounting
- General Bookkeeping
- Maintaining and reconciling bank accounts
- Full charge bookkeeping
- Implementing the use of LACOE system

SELECTION OF SCHOOL STAFF

The Forefront Educational Group Foundation Board of Directors is responsible for hiring and evaluating the Executive Director. The Executive Director reports directly to the Board of Directors of the Forefront Educational Group Foundation. The Executive Director is responsible for recruiting, mentoring and monitoring the Principal. The administrative team consists of the Executive Director and Principal.
Forefront Educational Group will select its own staff. The selection procedures will not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability or sexual orientation. Forefront Educational Group staff will make all attempts to reflect the diversity of the community. All employees will be employees solely of Forefront Educational Group.
All teachers at Forefront Educational Group shall be "Highly Qualified" and will be required to possess a CTC credential, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(l).

All credentialing documents will be kept and maintained on file and monitored to ensure that they are renewed when appropriate. Additionally, credentialing documents will be made available for inspection if requested. Arrangements will be made with LAUSD for processing of credentials on a fee for service basis if the need arises. LAUSD is under no obligation to furnish such services if requested.

EVALUATION OF SCHOOL PERSONNEL

Evaluations of all school personnel will be performed annually. Performance measures approved by the Board of Directors will be used to evaluate all school personnel. In the event, any employee disagrees with an evaluation; a written objection may be appended to the review document.

Executive Director Evaluation

The Executive Director will be evaluated by the Board of Directors based upon:

- Promotion of parental community involvement
- Completion of all required duties and responsibilities
- Production of a fiscally accountable programs
- Improved student achievement
- Dedication to an atmosphere conducive to learning
- Cooperation with stakeholders in the school community
- Supervision of Principals and schools
- California Professional Standards for Education Leaders

Principal Evaluation

The Principal will be evaluated by the Executive Director based upon:

- Promotion of parental community involvement
- Completion of all required duties and responsibilities
- Production of a fiscally accountable programs
- Improved student achievement
- Dedication to an atmosphere conducive to learning
- Cooperation with stakeholders in the school community

- California Professional Standards for Education Leaders

Teacher Evaluation
Teachers will be evaluated by the Principal based upon:
- Improved student achievement
- Performance of job duties
- Knowledge of school curriculum
- Pedagogical effectiveness
- Participation in professional development opportunities
- Participation in adjunct assignments

Classified Staff Evaluation
The Principal will evaluate classified staff and other adjunct personnel based upon:
- Job assignment
- Performance of job duties
- Participation in professional development opportunities
- Dedication to an atmosphere conducive to learning

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure

RACIAL/ETHNIC BALANCE

Staff racial/ethnic balance will make every effort to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color or national origin.

The health and safety of the entire school community at Forefront Educational Group is a high priority. The school will follow all required safety regulations including emergency policies and procedures. Forefront Educational Group will comply with all health and safety laws and regulations that apply to non-charter public schools. Forefront Educational Group will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will address, but not be limited to, the following items:
- Requirement that each employee of the school submit to a criminal background check through the Department of Justice
- The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237." Ed. Code §47605 9b)(5)(F)
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations will be

maintained, and staff will honor County requirements for periodic Tuberculosis (TB) tests.

- A Board adopted policy that the school provide for the screening of pupils' vision and hearing to the same extent as would be required if the pupils attended a non-charter public school.
- A Board adopted policy that the school provide for the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
- A Board adopted policy that the school operate as a drug, alcohol, and tobacco free workplace
- A Board adopted policy that describes clearly the administration of prescription medicine
- Requirement that each employee receive training for the prevention of contact with blood-borne pathogens
- Requirement that all enrolling students and staff provide records documenting immunizations and TB testing to the extent required for enrollment or employment in non-charter public schools
- A policy that the school will be housed in facilities that have received Fire Marshall approval
- A policy that the school facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.
- A policy that the school facilities will present no substantial seismic safety hazard, as determined by a qualified structural engineer
- Policies and procedures for response to natural disasters and emergencies, including fires, earthquakes and lock-downs
- Policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local laws
- In accordance with Title IV of the Safe and Drug Free Schools Act, policies will be adopted and implemented in order to focus on the prevention or curtailment of the use of tobacco, drugs, and alcohol by students
- The school will comply with the Healthy Schools Act of 2000 – California Education Code Section 17608, which details pest management requirements for schools." Additional information for LAUSD's Integrated Pest Management program may be found at www.laschools.org/employee/mo/ipm.

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Hugo Post
Studio City, CA
February 2008 to current

Hugo Post is a postproduction company that specializes in finishing work for motion pictures, commercials, music videos, and short films.

Splitreel
Los Angeles, CA
July 2004 to December 2008

Preformed quality control work for Media Distributors of all of their motion picture film stock.

Filmworks.
Santa Monica, CA
February 2006 to October 2006

I was brought in to Filmworks to reorganize the company and restore profitability. In the first 9-month period, I restored credibility, increased sales by 64%. Filmworks was a motion picture film laboratory, telecine, visual effects, and digital intermediate.

Shortenz
Los Angeles, CA
February 1996 to July 2004

Founded Shortenz to buy and sell raw motion picture filmstock to producers of features films, commercials, music videos, and short films. Gross sales 3.5 million average per year.
Company was sold to Media Distributors in 2004

Steadi-Systems
Los Angeles, CA
January 1996 to January 1997

National Director of the Motion Picture Division.
Coordinated sales efforts of 7 offices nationwide to distribute raw motion picture film to major motion pictures, television shows, commercials, etc.

Dr. Rawstock
Los Angeles, CA
May 1993 to January 1996

Founded Dr Rawstock to buy and sell raw motion picture filmstock to producers of features films, commercials, music videos, and short films. Gross sales 2.5 million averages per year.

Steadi-Systems
Los Angeles, CA
Oct. 1987 to July 1992

Various positions over a 5-year period. Purchased and sold motion picture filmstock. Acted as a buyer for the videotape products from major manufactures such as Sony, Fuji, Maxell, etc.