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YOUTH POLICY INSTITUTE

Founded 1983

Headquarters

634 South Spring Street, 10th Floor
Los Angeles, CA 90014

Phone: (213) 688-2802
Fax: (213) 688-2942

www.ypiusa.org

January 6, 2010

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

Dear Superintendent Cortines:

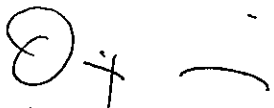
The Youth Policy Institute is pleased to submit this application to the Los Angeles Unified School District as part of the Public School Choice process to operate Valley Region Elementary School #9 beginning in 2010-11. As part of this proposal, the Youth Policy Institute includes the following signed statements below. As Executive Director for the Youth Policy Institute, I am authorized to sign on behalf of the agency.

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

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

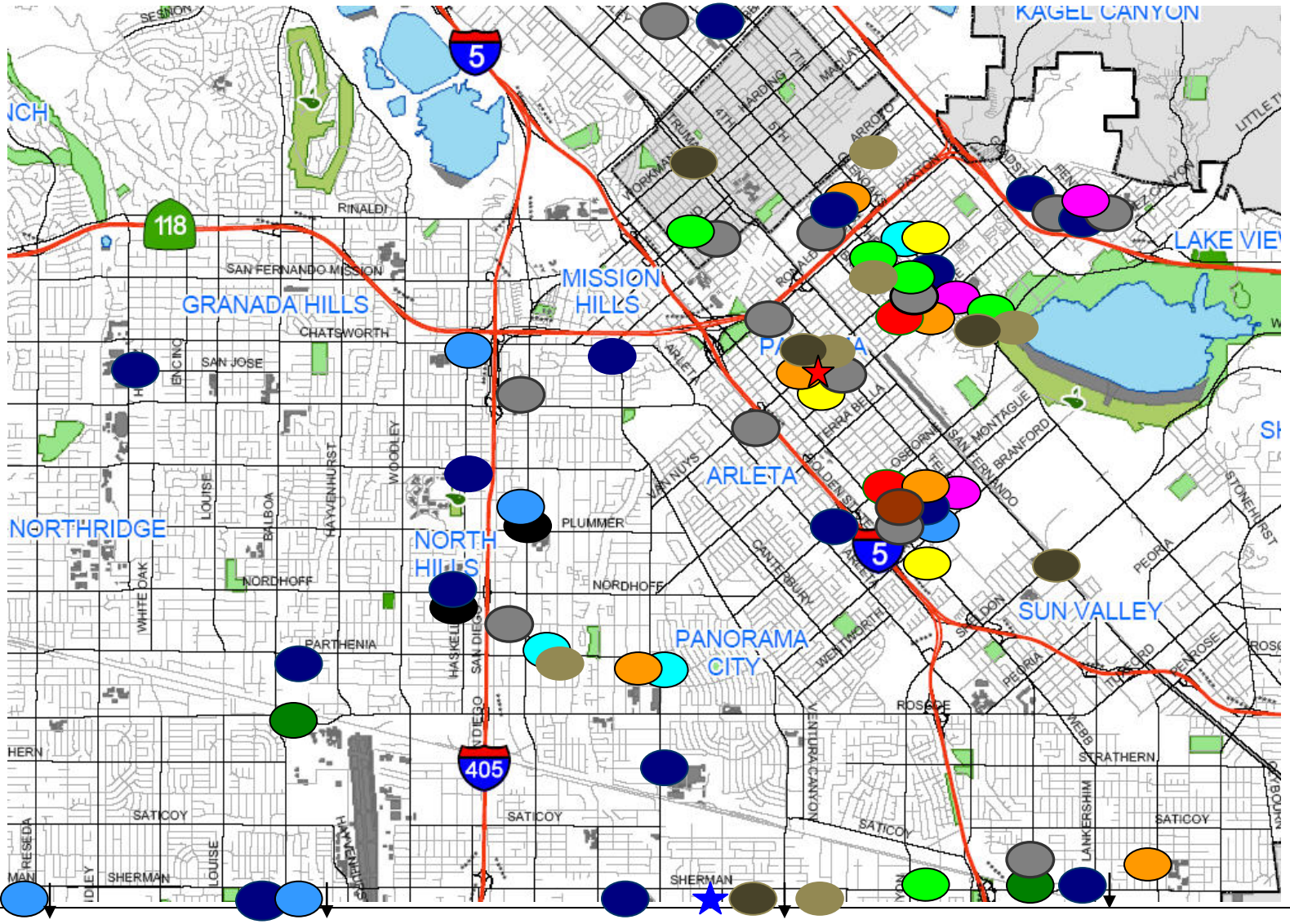
The Youth Policy Institute agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. YPI understands that all public schools formed or approved by the District are required to use the District's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

Sincerely,



Dixon Slingerland
Executive Director

Youth Policy Institute - San Fernando Valley



- Afterschool Programs
- Family Technology Project
- AmeriCorps (school-based tutoring, community service)
- Supplemental Educational Services (K-12 tutoring)
- Family Development Network (and Full-Service Community Schools)
- Workforce Development (Summer Youth Employment, NCLR AmeriCorps, ARRA Subsidized Employment)
- Reconnections Academy
- Vocational Bridge Training
- U.S. Dept. of Education GEAR UP (Sepulveda Middle/Monroe High)
- Carol White Physical Education Program (U.S. Dept. of Education)
- Day Laborer Centers
- Bert Corona Charter Middle School
- U.S. Dept. of HHS Communities Empowering Youth
- Preschool
- ★ YPI Center
- ★ Valley Elementary School #9

Valley Elementary School #9

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the number of schools that meet or exceed their API targets 2008-09 282 out of 613 = 46%	10%						
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math **% Proficient/Advanced CST ELA by grade:** 2008 / 2009 / Change District 34% / 38% / +4% Grade 2 – 44% / 48% / +4% Grade 3 – 29% / 34% / +5% Grade 4 – 45% / 51% / +6% Grade 5 – 37% / 42% / +5% Grade 6 – 33% / 37% / +4% Grade 7 – 34% / 38% / +4% Grade 8 – 31% / 31% / 0% Grade 9 – 31% / 32% / +1% Grade 10 – 29% / 31% / +2% Grade 11 – 27% / 31% / +4%	10%	**Hispanic** **ELL** **Economically Disadvantaged** **SWD**	ELA: 1) Balanced Literacy program supported by the Foundation for Comprehensive Early Literacy Learning (CELL): students participate in reading (Read Aloud, shared reading, guided reading, and independent reading), writing (modeled writing, shared writing, interactive writing, guided writing, and independent writing), word study (phonics, phonemic awareness, word analysis, syllables, and spelling), vocabulary (word meaning), fluency (automaticity or reading fluidity), and comprehension (understanding). Teachers model behaviors to be learned through read alouds (fluency), writing, and other observable behaviors/activities. Students given daily opportunities to read a myriad of texts for enjoyment and extend their oral vocabulary and language development by working in small group, large group and pairs. 2) Data Driven Instruction: Teacher implements a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CST, CELDT, etc.) and provide continuous information about student progress towards standards (ex. NWEA MAPS or Pearson G ● RADE and G ● MADE triannually). Additional literacy assessment programs will be the	1) CELL professional development for entire staff funded by ADA books for students (leveled by CELL specifications) for Read Aloud and student reading and texts to guide teachers funded by ADA 2) Assistant Principal (AP) leads professional development, with only additional cost being the diagnostic benchmark assessments (ex. NWEA MAPS) and DRA and DIBELS tests funded by ADA 3) after school program funded by YPI	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics Grades 2, 3, 4, 5/6: Language Arts: % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%	1 & 2) Assistant Principal (AP) leads data driven instruction professional development and guides the CELL representatives workshops in August and continues the efforts throughout the year, calling in CELL reps as needed. 3) After school program administered by YPI in coordination with Principal (P) and AP	Purchase and pursuit of donated leveled books begins upon school approval CELL training and Data Driven Instruction begins for faculty in August and continues throughout the year. Data meetings occur at least monthly and CELL updates every 2-3 weeks on shortened days with 1 full staff day devoted to each program.

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			Developmental Reading Assessments and a higher frequency (weekly) program such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The assessments will inform student grouping, lexile levels, intervention and enrichment needs, and pre-teaching and re-teaching needs. Furthermore, teachers will be able to generate and administer (at least every 6 weeks) standards-based benchmark assessments aligned to their grade-level content standards. They will either have access to standards-based test item banks, or computer-based adaptive assessments (e.g. I Can Learn) that provide ongoing data about students' real-time mastery of grade level standards. 3) AFTERSCHOOL: YPI's tutoring program and homework club targets student needs in English Language Arts. Book Club and Why All The Drama Club develop writing and reading fluency.				
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) **% Proficient/Advanced CST Math by grade:** 2008 2009 Change District 35% 37% +2% Grade 2 – 56% 57% +1% Grade 3 – 57% 60% +3% Grade 4 – 58% 59% +1% Grade 5 – 48% 53% +5%		**Hispanic** **ELL** **Economically Disadvantaged** **SWD**	MATH:1) Teach through problem-solving: present complex problema, let students work/discuss teacher listens/scaffolds, students present and justify/evaluate methods, teacher summarizes and class then individually practices problems practicing the acquired skills 2) Direct instruction and guided investigations that utilize manipulatives and multiple representations to allow different learning styles and prior knowledge levels multiple modalities of learning	1 & 2) TERC curricular resources, Pictorial Mathematics by Mendieta, Base 10 Blocks, cuisenaire/integer rods, decimal squares, acrylic geometric solids, geoboards, linking cubes, isometric dot paper, individual whiteboards with fine tip dry erase markers: budgeted from	**Grades 6/7-8:** • % of students scoring proficient or above on the Periodic Assessments **Grades 9 and 10:** • Increase the % of students scoring proficient or above on the periodic assessments **Grade 11:** • Increase the % of students "ready for college" on the Early Assessment	1 & 2) Select faculty experience TERC and NCTM professional development and share with school 3) AP leads Data Driven Instruction 4) After school program administered by YPI in coordination with P and AP	Upon being hired (spring), faculty will receive curricular resources and materials with articles describing effective use of manipulatives. In August faculty come together to share best practices and identify

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Grade 6 – 31% 35% +4% Grade 7 – 28% 28% 0% Gen Math – 15% 17% +2% Algebra 1 – 17% 19% +2% Geometry – 11% 14% +3% Algebra 2 – 13% 14% +1% HS Math – 29% 30% +1%			3) Data Driven Instruction: analyze student assessment information from tri anual diagnostic assessments (ex. NWEA Maps or Pearson GRADE/MADE) and group students by needs, provide strategies 1 and 2 focused on filling gaps in understanding and challlenge students beyond current levels of skill 4) AFTERSCHOOL: YPI's tutoring program and homework club targets student needs in mathematics.	ADA 3) diagnostic assessments (ex. NWEA maps) funded by ADA	Program (EAP) of Readiness for College English **Grade 9-12:** • Increase the number of students on-track in terms of credits earned		individual professional development needs to address over the year
% Proficient/Advanced CST Science and Social Science: 2008 2009 Change Biology 24% 24% 0% Chemistry 12% 14% +2% Earth Sci. 21% 26% +5% Physics 19% 20% +1% Integ. Sci1 7% 8% +1% Integ. Sci2 2% 0% -2% Integ. Sci3 3% 7% +4% Soc. Sci. 23% 28% +5% World Hist. 18% 23% +4% U.S. Hist. 25% 32% +7% **% Proficient/Advanced CST History / Social Science by grade:** **Social Science** 2008 2009 Char Grade 8 25% 30% +5% **World History** 2008 2009 Char Grade 9 16% 19% +3% Grade 10 19% 24% +5% Grade 11 8% 8% 0% **U.S. History** 2008 2009 Char	10%	**Hispanic** **ELL** **Economically Disadvantaged** **SWD**	SCIENCE: 1) FOSS constructivist, problem-based approach to active construction of knowledge through student's own inquiries, investigations, and analyses. Students conduct hands-on experiments with materials and organisms to answer the questions posed. 2) Science notebook use (writing across curriculum): Students write about and reflect on active learning experience to deepen conceptual understanding and utilize new vocabulary 3) Concept cards/Content Chart: students maintain their own cards and contribute to the class chart after each active learning experience to demonstrate understanding of key concepts 4) Science terms reinforced by teacher guided of 'word bank chart'. Teacher works with students to refine definitions, explicitly discuss meanings of words, and resolve issues with scientific language. 5) Project-based learning: FOSS science experiments expanded into projects to allow students to answer their own questions and connect science learning with personal interests	Science 1-4) FOSS curricular materials including student notebooks and classroom charts funded through ADA 5) Pbl-online.org is free source of project-based professional development 6) AP leads Data Driven Instruction lessons Diagnostic assessments (ex. NWEA MAPS) funded by ADA 7) after school program funded by YPI**?**	• See monitoring indicators for CST on page 34	1 -3) Select faculty experience FOSS & NSTA professional development and share with school 4-5) AP leads project-based learning of teachers and Data Driven Instruction 6) After school program administered by YPI in coordination with P and AP AP leads staff in project-based learning and backward design of social interdisciplinary projects	Upon being hired (spring), faculty will receive FOSS curricular resources/materials with articles describing problem-based learning in elementary science. In August faculty come together to share best practices and identify individual professional development needs to address over the year Upon being hired, faculty are given several case studies about project-based learning and encouraged to explore pbl-online.org. In August formal

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Grade 11 25% 32% +7%			6) Data Driven Instruction: utilizing tri annual diagnostic assessments (ex. NWEA MAPS, Pearson GMADE/RADE) and ongoing analysis of FOSS's formative, summative and embedded assessments that are standards-aligned and reveal students areas of strength and need 7) AFTERSCHOOL: YPI's Insane Science Club develops student skills and knowledge in the sciences. SOCIAL STUDIES/HISTORY: 1) Backward Design approach to project design to ensure all standards incorporated. Guidelines described in *Understanding by Design* (Wiggins & McTighe, 2005) 2) Project-based Learning with constructivist-based lessons to provide students to connect learning to personal interests and build upon background knowledge/skills. Students involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit standards-based educational goals 3) Data Driven Instruction: tri annual diagnostic assessments (ex. NWEA MAPS, Pearson GMADE/RADE) and standards-based rubric evaluation of student projects will inform student grouping, lexile levels, intervention and enrichment needs, and pre-teaching and re-teaching needs.	Social Studies 1) Understanding by Design by Wiggins & McTighe (ASCD, 2005) book for each faculty member, Houghton-Mifflin CA-aligned social studies resources, additional resources listed in Appendix**,** funded through ADA Cost of diagnostic benchmarks (ex NWEA MAPS) funded by ADA		that align to social studies, language arts, and other standards	training in project-based learning occurs with follow up throughout the year Faculty receive information on project-based learning and social studies resources upon hiring. August institute formally trains in project based learning and backward design for standards-aligned projects. Ongoing professional development on monthly basis.
Reduce the percentage of students in		**Hispanic**	1) Family services and involvement: research	1) YPI Program Services	• See monitoring indicators for CST on	1) YPI program Staff (see	Spring, upon being

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grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math 07-08 08-09 Char ELA 33% 31% -2% MATH 42% 40% -2%	-10	**ELL** **Economically Disadvantaged** **SWD**	shows that family support of students is essential for student success and families that receive appropriate and needed social services are in a better position to support their children. YPI has systems in place to provide a) parent education on concrete steps that impact children's academic success, b) social service resources, and, c) accessible school community that enables parents to readily become involved 2) Research-based teaching strategies that bring students up to grade level: High Expectations: By believing in and identifying each student's potential, teachers then utilize the student's strengths to help him/her reach this potential. Reality-Based Teaching/Learning: Helps build bridge between school and home, helping students see relevance to their learning. Curricular choices and efforts will always be made to ensure we utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives. Active Learning: Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who "learn" to please or to simply pass. A student-centered classroom where students take an active role in their education, gives students choices and options to direct their learning, fostering more engaged students. Varied Grouping: "Pigeon holing" students in stagnant groups for the entire year or semester, is often a detriment for the student. Research	(see Org Chart) 2) Freely available research from the ERIC digest detailing teaching strategies that improve academic achievement. Community of teachers from schools with similar demographics that is fostered by school leadership (as part of administrator's job description) to allow more teachers to share best practices.	page 34	Org Chart) 2) AP and other administrators are tasked with gathering freely available resources/articles/research and with creating partnership among schools that are successful such as Rocketship (API for socioeconomically disadvantaged students is 924, for Hispanic/Latino is 922, and for English learners is 920)	hired, YPI meets with P to create implementation calendar regarding the coordination of afterschool and community service options for school families. Spring, upon being hired, AP creates packet describing teaching strategies & differentiated instruction, share w/ faculty in Aug, update packet ongoing, as new info available

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

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			teachers to tap into their student's knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student's understandings. Direct Instruction: As an instructional strategy, direct instruction responds to the student's needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned. Teachers clearly communicate goals, structure tasks, provide concrete experiences to enhance concepts, demonstrate algorithms and steps, monitor student progress explicitly in portfolios, provide student practice and teacher feedback daily.				
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. 07-08 08-09 Char 9.3% 9.2% -.1% **Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.** 07-08 08-09 Char African Americans 6.6% 6.6% .0% Hispanics 6.9% 7.0% .1%	varies by school varies by school	**Hispanic** **ELL** **Economically Disadvantaged** **SWD**	To increase identification of gifted students (GS) in all subgroups, we will utilize the following observations: 1) GS tend to get their work done quickly and may seek further assignments or direction. 2) GS ask probing questions that tend to differ from their classmates in depth of understanding and frequency. 3) GS have interests in areas that are unusual or more like the interests of older students (Maker, 1982). In addition, staff will utilize the research of Renzulli (1986) who concluded that giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity, and task commitment. This interaction may result in giftedness in general performance areas such as mathematics, philosophy, religion or visual arts, or in the performance areas as specific as cartooning, map-making, play-writing, advertising or agricultural research.	Library of resources for faculty including: Curriculum Compacting: The Complete Guide to Modifying the Regular Curriculum for High Ability Students (Reis, Burns, & Renzulli, 1992); It's About Time: Inservice Strategies for Curriculum Compacting (Starko, 1986); Teaching Gifted Kids in the Regular Classroom (Winebrenner, 1992); Fostering Independent Creative Learning: Applying Creative Problem Solving to Independent Learning (Treffinger & McEwen,	• Number of state identified Gifted students	AP to ensure gifted-related resources available to faculty. Grade Level "Master Teacher' to schedule quarterly meeting related to gifted teaching in core subjects. AP/P to monitor gifted learning in monthly data conferences	Upon being hired, AP locates/purchases resources. August Institute, AP introduces info related to gifted identification & teaching strategies in Data Driven Instruction topics, Quarterly meetings for grade level teachers related to specific gifted id and teaching/learning, monthly Data conferences related to ID and achievement growth

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			Our project-based curriculum that strives to connect students' personal interests/strengths with learning activities provides opportunities for students to demonstrate their giftedness in areas beyond the traditional core areas, thus affording teachers the opportunity to then engage students in developing their skills in additional content areas utilizing strategies such as encouraging in-depth learning of a self-selected topic, engaging GS in complex, abstract and/or higher level thinking, assigning GS open-ended tasks, guiding GS in developing research skills and methods to apply in self-directed learning and grouping with intellectual peers to engage in challenging curriculum.	1989); Reach Each You Teach II: A handbook for Teachers. (Treffinger, Hohn & Feldhusen, 1989). Funded by ADA Grade level meetings scheduled quarterly to discuss gifted-related reading and gifted identification/teaching in the classroom. Monthly Data Conferences to analyze gifted population needs			
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities **Prof/Adv CST ELA Subgroups:** 07-08 / 08-09 / Change African American 25% / 27% / +2% Hispanic 31% / 33% / +2% English Learners 20% / 23% / +3% Sts. w/ Disabilities 11% / 12% / +1%	10%	**Hispanic** **ELL** **Economically Disadvantaged** **SWD**	Strategies described above in row: **Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math** AND research-based strategies: 1) Maintain school climate that recognizes diverse cultures as components of the mainstream and establishes a balance between students' native/home ways of communicating, learning, and behaving and the need for them to be educated, contribute positively to the school environment, and develop the skills for professional and social success in adulthood 2) Provision of supplemental individualized education supports, including tutoring by professionals or trained adult volunteers and peers; after-school, weekend, and summer programs; and intensive in-school aid for retained students. 3) FAMILY INVOLVEMENT: Encourage parents' participation in school events	1) Community learning activities in which faculty experience workshops with community leaders/organizations 2) YPI afterschool programs 3) YPI services with partnership organizations funded through YPI Program Services (see Org Chart) Site-based meetings involving parents with childcare provided by YPI 4) Schools with similar demographics and higher test scores and their faculty. Examples include Rocketship (91% Latino, 73% English language learners, 84%	• See monitoring indicators for CST on page 34	1) P & AP set up Community Learning experiences for faculty, principal initiates and leads communication with families; AP & faculty follow suit to maintain ongoing family-school communication 2) YPI representative coordinates with P & AP 3) P & AP aim to decrease barriers (find babysitting services when parents' presence is requested at school) and YPI representative coordinates services for families (see Org Chart) 4) Principal and other administrators are tasked with gathering freely	Upon being hired, P & AP begin the process of establishing and communicating with current YPI partnerships to 1) schedule community learning with first session to introduce community to faculty in August and follow up sessions each semester; 2) design afterschool tutoring (to commence 9/10 and summer programs to commence 6/11, 3) coordinate with YPI

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			through a decrease in barriers by providing of babysitting, a meal, transportation aid, etc. Providing education, health, and social services to students and their parents, preferably in a central location, via a case management approach. Providing coordinated services designed to support students' educational achievement and their parents' ability to foster their children's learning, such as physical and mental health care, adult education, and social services that lead to increases in employment/income. 4) Targeted Data Driven Instruction followed by sharing of best pedagogical/curricular practices from schools succeeding at closing the achievement gap	participating in Free and Reduced Lunch & API for socioeconomically disadvantaged students is 924, for Hispanic/Latino is 922, and for English learners is 920) and Discovery Charter School (73% eligible for free or reduced lunch; 81% black, 11% Asian, 8% Latino) 75%-100% of all students scoring at or above proficient on all content tests (NJ ASK). No cost/expense. Administrators seek and maintain these relationships to create extended community of teachers who can share best practices		available resources/articles/research and with creating partnership with successful schools	representatives to ensure students' families are made aware of all services; 4) reach out to schools nationwide that are succeeding and maintain conversations through August 2010 to gather best practices, then partner school's teachers with a teacher from each targeted school to provide ongoing source of information for teachers, then coordinate quarterly faculty meetings that share best practices
Accelerate the performance of Standard English Learners (SEL)	10%	**Hispanic ELL Economically Disadvantaged SWD**	See above		• See monitoring indicators for on page 34		
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English			1) General program chosen in light of large EL student population: constructivism & hands-on curricula: provides students with	1 & 3) General professional development activities	• CELDT • ELSSA Data	1, 2, 3) AP organizes the implementation of Project GLAD/SDAIE faculty	Upon being hired (February), P & AP schedule Project

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

High Academic Achievement Action Plan

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07-08 08-09 Change 54.8% 55.7% +0.9% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	3%		real-world applications and built-in visuals and realia to contextualize new learning. "Students achieve (second-language acquisition) significantly better in programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly-interactive classroom-content.....In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." Dr. Collier, *Professor Emerita of Bilingual/Multicultural/ESL Education* *2) Project-based learning:* PjBL addresses the 3 key issues ELLs face in the classroom: the amount of time required for second language acquisition is aided by the large blocks of learning in the project-based learning period; the need for multiple modes of input and output- project-based allows for multiple modes of instruction in one class period; the dual job of ELLs – learning content and learning the language – is overcome when teachers frontload vocab/concepts in the PjBL period and when the collaborative activities inherent to PjBL provide ELLS with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). 3) Reading instruction that utilizes research	and Project GLAD/SDAIE training, budgeted through ADA 2) Articles describing ways to utilize PjBL to the benefit of ELLs – subscription fees for educational research covered in budget through ADA		training and leads the search for appropriate research-based articles. Faculty given subscription access to conduct individual searches for relevant research-based articles to utilize in action research	GLAD for August institute and two additional visits to campus during 2010-11 school year. AP chooses most appropriate reading material related to EL teaching strategies to share with teachers upon hiring them (spring '10) and leads analysis of strategies during August institute with follow up discussions at monthly Data Driven Instruction conferences

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High Academic Achievement Action Plan

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			on second language acquisition such as: Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill). Also reading that gives students chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).				
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv 07-08 08-09 Change 36.3% 39.3% +3% 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%		SEE ABOVE AND: Data Driven Instruction: faculty and administrators will analyze each student's recent CELDT results to determine areas of need and target the gaps in the core program as well as the after school tutoring program.	See above CELDT test results, Data Driven Instruction essential part of Principal job description, not requires additional funding or support	• See monitoring indicators for AMAO 1	See above AP	See above P& AP review student CELDT data in June/July, shares analysis with faculty in August, continues monitoring students at monthly Data Conferences
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST 07-08 08-09 Change ELA 24.3 27.0 +2.7% Math 34.1 36.3 +2.1%			Data Driven Instruction: faculty and administrators will analyze each EL student's recent CST results to determine areas of need and target the gaps in the core program as well as the after school tutoring program.	SEE ABOVE AND CST results Benchmark diagnostic assessments utilized in Data Driven Instruction (NWEA Maps for ex.) funded by ADA		AP	SEE ABOVE
Increase EL reclassification rates at the			SDAIE 'comprehensible second language	Project GLAD training		P & AP schedule Project	Upon being hired

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elementary, middle, and high school levels 07-08 08-09 Change EL 13.5 15.8 +2.3 MS 22.4 20.8 +8.4 HS 10.3 12.4 +2.1	5%		input' and a 'supportive affective environment': teachers focus on content comprehension in light of research demonstrating that language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of both language acquisition and conceptual understanding. SDAIE encompasses: 1) beginning with a hands-on activity, 2) providing "visual clues" for students, 3) "cooperative learning" strategies where students work together, are held individually accountable, and develop positive social skills, and 4) "guarded vocabulary". Teachers also trained in recognizing different stages of language development, characteristics of these different stages and ways to develop questions that students could reasonably answer depending on their linguistic stage.	and additional AP-led training and/or sharing of best practices with partner schools and research-based articles related to increasing EL reclassification rates. Project GLAD training funded by ADA	• EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEP Monitoring Rosters	GLAD training and leads the effort to identify and share best practices from other schools and/or articles	(2/10), P & AP will schedule Project GLAD training and AP will share articles with faculty upon their hiring (spring '10). P & AP will also begin process of building relationships with schools that can share best practices with faculty at August institute and throughout school year
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 07-08 08-09 Change ELA 25% 27% +2% MATH 26% 27% +1%	35% ELA 35% Math		1) Direct Instruction in which teachers: • break learning into small steps; • administer probes; • supply regular quality feedback; • use diagrams, graphics and pictures to augment what they are saying in words; • provide ample independent, well-designed, intensive practice; • model instructional practices that they want students to follow; • provide prompts of strategies to use; and • engage students in process type questions like "How is that strategy working? Where else might you apply it?" 2) Data Driven Instruction: faculty and administrators analyze SWD test results on CSTs and other diagnostics (DRA, NWEA	1 & 2) AP shares lists of strategies in professional development times and leads Data Driven Instruction – no additional cost. Cost of benchmark diagnostic assessments funded by ADA	• See monitoring indicators for CST on page 34	AP trains faculty and faculty collaborate with each other to continue honing best practices	AP trains faculty August 2010, monthly data conferences, and as needed on weekly shortened day professional development times

Valley Elementary School #9

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			Maps or GRADE/MADE type standards-aligned test) at least 3 times a year and other diagnostic assessments more regularly (DIBELS, TERC math assessments). Create and implement and continually reassess instructional plan.				

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Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Graduation rate will increase 06-07 07-08 Change 67.1% 72.4% +5.3%	8%	N/A	N/A	N/A	• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) • Decrease rate of drop-outs • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation)	N/A	N/A
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt 07-08 08-09 Change 57% 60% +3%	6%	N/A	N/A	N/A	• Increased participation in CAHSEE preparation	N/A	N/A
Dropout rate will decrease. 06-07 07-08 Change 31.7% 26.4% -5.3%	6%	N/A	N/A	N/A	Monitor students at risk: • 85% of students are in attendance for 96% or more of the time • Increase in pass rates in English and/or math courses • Increase in number of students receiving an E or S in Work Habits or Cooperation • Increase attendance rates for both students and teachers to 96%.	N/A	N/A

Valley Elementary School #9

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. 07-08 08-09 Change 25% TBD% +__%	80%	N/A	N/A	N/A	A-G enrollment and passing rates • Decrease the number of students receiving Fails in A-G courses by 10%. • Increase the percent of students earning C's or higher in A-G courses.	N/A	N/A

Increase the enrollment in Advanced Placement course
 	
07-08 08-09 Change
1.8% 1.9% + .1%
 	
Increase pass rates on AP tests
 	
07-08 08-09 Change
44.1% TBD% +TBD%
	5%
	
	5%
		N/A	N/A	N/A	Advanced Placement courses –
					• Increase Advanced Placement offerings at all high schools.
					• Increase the number of tests administered by 10%
					• Increase the number of subject matter tests administered by:
					  • At least 2 (if the school administers less than 15 subject matter tests)
					  • At least 1 (if the school administers less than 20 subject matter tests)
						N/A	N/A

Increase students preparedness for College Career Readiness			See Above for All Teaching Strategies AND YPI community-based model provides college and career readiness for students through afterschool enrichment; case management services including assessment using the Ansell-Casey Life Skills Assessment; after school tutoring, and academic assistance services afterschool/summer/Saturday	Funded through YPI Program Services (See Org Chart)	Middle Schools • Students passing core classes with C or better Elementary • Students getting 3 or 4 on report cards	YPI Program Services	Spring: Upon hiring P and AP, YPI rep meets to create calendar related to outreach to families and implementing services, to be finalized by June to distribute to registered families

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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • **there are opportunities for parent involvement** • **they feel welcome at this school** • **there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).**	At least 90% of parents respond "Strongly agree" or "agree"		Community schools model engages parents in their child's education and in the broader school community by providing YPI programs such as: preschools, work experience and healthcare job training, computer literacy training to receive home computer systems with broadband Internet access at no cost, adult education, including ESL and GED preparation, case managers that assist enrolled families in finding needed community referrals and onsite community services, assist families in qualifying for the Earned Income Tax Credit, provide and provide needed referrals for city and community services. YPI has engaged the services of a dedicated Family Advocate who will meet with families at the school, in community centers and in their homes to engage active involvement in the governance of the school. Parents are recruited to serve on the School Leadership Council (four parents will serve yearly terms). They will make up the Parent Advisory Council, and will be on the school Community Outreach Council.	San Fernando Valley Poverty Initiative, Los Angeles Community Development Department, Family Technology Project, the City of LA CDD, the California Emerging Technology Fund, and private funders that include NewEgg and IBM, the California Department of Education and partnership with LAUSD Division of Adult and Career Education, AmeriCorp volunteers funded through CaliforniaVolunteers	• **Increased response rates** – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • **Welcoming environment and opportunities to participate** – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. • **Parent home involvement** should be at 90% for elementary schools and 80% for secondary schools in 2009-10. **School involvement** should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. • **Parent centers –** for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • **Communication** – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.	P & AP responsible for outreach and working with parents on an individual basis as well as through School Leadership Council, Parent Advisory Council, and Community Outreach Council	After program approval (2/10), YPI will begin outreach to families which will continue year round for the life of the school, in coordination with P and AP after they are hired.

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Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongl y agree" or agree		School Advisory Board, comprised of parents, partners and other residents, will provide skills to support the school's vision and mission, including school finance, fundraising, community involvement, education, and health and safety. Proactive discipline policy that highly involves families, anti-bullying policy that identifies verbal as well as non-verbal hurtful behavior, character education in the context of opening and close of day program.	Resources provided via YPI Program Services (see Org Chart)	• Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home	Administrator(s) & YPI Program Services	Ongoing
Decrease the number of suspensions 06-07 07-08 08-09 Change 83,542 75,049 TBD TBD	25%	**Hispanic** **ELL** **Economically Disadvantaged** **SWD**	SEE ABOVE AND School to follow Board approved District Discipline Foundation Policy. Plan for discipline will be congruent with the *Culture of Discipline: Guiding Principles for the School Community* (attached) and *Culture of Discipline: Student Expectations* (attached) and *How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System* (attached). Student discipline approached proactively providing a positive learning and support environment for students. Collaboration between families and the schools and communication - innovative regular communication through email, cell and text messages - will remove barriers between the school and home, directly involving families in the disciplinary process. In this way, the school will meet all required elements of the Foundation Policy and establish a discipline policy that sees families as full partners.	Resources provided via YPI Program Services (see Org Chart)	• Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools	Administrator(s) & YPI Program Services	Ongoing
Increase attendance of staff and students 07-08 08-09 Change Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96%	**Hispanic** **ELL** **Economically Disadvantaged** **SWD**	Call in policy requiring parents/guardians to call the day a child is absent. If no call by 9:30 AM, staff at school will call family on all available numbers/send email if available to identify (and record in SIS) reason for student's absence.	SIS will facilitate office staff in locating student attendance and contact info, **in**cluded in school budget	• Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems	Office staff identified by AP	Ongoing

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School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Decrease in the number of Title 1 Schools In PI status					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Increase in the number of QEIA schools meeting annual targets					• ⅔ implementation of Class Size Reduction target • ⅔ implementation of 300:1 student to counselor ratio.		

Minutes of Instruction Assurances

The school's daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code § 47612.5, and the required number of 180 school days. This code requires kindergarten students to experience 36,000 minutes, grades 1-3 to experience 50,400 minutes and students in grades 4-8 to experience 54,000 minutes. At the schools, students experience the following total instructional minutes per year: K-1 55,110, 2-3 55,820, and 4-5 56,360 (see chart below). Furthermore, the schools will comply with the ***Education Code*** Section 51210(g) requirement of 200 minutes of physical education every ten days for elementary students by enrolling all students in a 40 minute physical education class 3 times a week.

	M	T(short)	W	R	F	total
days per year	**34**	**38**	**38**	**36**	**34**	**180**
K-1 daily minutes	320	250	320	320	325	
annual minutes	10880	9500	12160	11520	11050	**55110**
2 -3 daily minutes	330	250	325	325	325	
annual minutes	11220	9500	12350	11700	11050	**55820**
4 - 5 daily minutes	330	250	330	330	330	
annual minutes	**11220**	**9500**	**12540**	**11880**	**11220**	**56360**

Proposed school calendar for 2010-2011

Month	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	x	S	SD	Student Days	Work Days
SEP			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		13	5	2		
			SD	x	x	H	S	x	H	x	x	S	x	x	S	x	S	x	x	SD	x	S	x	x					**18**	**20**
OCT					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
					x	x	S	x	x	x	H	S	x	x	x	x	S	x	x	x	x	S	x	x	x	16	4	0	**20**	**20**
NOV	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30								
	x	S	x	x	x	x	S	x	H	SD	x	S	x	x	x	x	S	H	H	H	x	x				13	4	1	**17**	**18**
DEC			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31					
			x	x	x	x	S	x	x	x	x	S	x	x	x	H	H	H	H	H	H	H	H	H	H	11	2	0	**13**	**13**
JAN	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31									
	x	S	x	x	x	x	S	x	x	x	H	S	x	x	x	x	S	x	x	x	x					16	4	0	**20**	**20**
FEB		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28									
		S	x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x	x	x					16	4	0	**20**	**20**
MAR		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
		S	x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x		18	5	0	**23**	**23**
APR					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
					x	x	S	x	x	x	SD	SD	H	H	H	H	H	H	H	H	x	S	x	x	x	9	2	2	**11**	**13**
MAY	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31								
	x	S	x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x	x	H	x				17	4	0	**21**	**21**
JUN			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30						
			x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x							14	3	0	**17**	**17**
TOTALS																										**143**	**37**	**5**	**180**	**185**

SD	Staff Development	**Holidays**		**Parent Events**	
S	Shortened Day	Labor Day	Sep 6	Back to School Night	Sep 22
H	Holiday	Rosh Hashanah	Sep 9	Fall Conference	Nov 1-5
x	Regular Day	Columbus Day	Oct 11	Spring Conference	May 2-6
		Veteran's Day	Nov 11		
		Thanksgiving	Nov 24-26	First Semester ends	Jan 28
		Winter Break	Dec 20-31	Second Semester ends	June 16
		Martin Luther King Day	Jan 17		
		Mid-Winter	Feb 21		
		Spring Break	April 11-22		
		Passover	April 20-22		
		Memorial Day	May 30		

Bell Schedule

Schedule for K and 1st Grade

Instructional	Monday	Instruct'l minutes	Tuesday (shortened day)	Instruct'l	Wednesday & Thursday	Instruct'l	Friday
	8:30 - 8:45		8:30 - 8:40		8:30 - 8:40		8:30 - 8:55
15	Introduce the week	10	Introduce the day	10	Introduce the day	25	Community Sing
	Circle Time		Circle Time		Circle Time		School-wide meeting:
	Character Education		Character Education		Character Education		songs, performances,
	Cultural Education		Cultural Education		Cultural Education		announcements
15	8:45 - 9:00			15	8:40 - 8:55	15	8:55 - 9:10
	Nutrition				Nutrition		Nutrition
	9:00 - 10:00		8:40 - 10:00		8:55 - 10:00		9:10 - 10:00
60	Language Arts/Literacy	80	Language Arts/Literacy	65	Language Arts/Literacy	50	Language Arts/Literacy
	centers, sm group instr, whole class instr, lessons re: ELA & projects, differentiated instr for intervention & extra challenge		centers, sm group instr, whole class instr, lessons re: ELA & projects, differentiated instr for intervention & extra challenge		centers, sm group instr, whole class instr, lessons re: ELA & projects, differentiated instr for intervention & extra challenge		centers, sm group instr, whole class instr, lessons re: ELA & projects, differentiated instr for intervention & extra challenge
	10:00 - 10:20	20	10:00-10:20		10:00 - 10:20		10:00 - 10:20
	Recess		Read Aloud		Recess		Recess
20	10:20 (5)- 10:45		10:20 - 10:35	20	10:20 (25) - 10:45	20	10:20 (25) - 10:45
	Read Aloud		Recess		Read Aloud		Read Aloud
70	10:45 - 11:55	50	10:35 (40) - 11:30	70	10:45 - 11:55	70	10:45 - 11:55
	PjBL: ELA related instr, transition to project-based centers, alternate b/w soc stud & sci focus, include data analysis & math		Math		PjBL: ELA related instr, transition to project-based centers, alternate b/w soc stud & sci focus, include data analysis &		PjBL: ELA related instr, transition to project-based centers, alternate b/w soc stud & sci focus, include data analysis &
			11:30 - 12:00				
			Lunch				
	11:55 - 12:35	90	12:00 - 1:30		11:55 - 12:35		11:55 - 12:35
	Lunch and Recess		focus		Lunch and Recess		Lunch and Recess
50	12:35 - 1:25		1:30 - 3:00	50	12:35 - 1:25	80	12:35 - 1:55
	Math		Faculty meeting, professional development, and grade level planning		Math		Math: Diff'ed instr (intervention/challenge)
40	1:25 - 2:05			40	1:25 - 2:05		
	School Emphasis Class				School Emphasis Class	45	1:55 - 2:40
40	2:05 (10) - 2:50	**250**		40	2:05 (10) - 2:50		School Emphasis Class
	Physical Education				Physical Education		2:40-3:00
	2:50 - 3:00				2:50 - 3:00	20	Weekly Review : Choose work for portfolio, determine if new standards have been met this week and check off related rubric items in portfolio
10	End of Day Review			10	End of Day Review		
320				**305**		**325**	

Schedule for 2nd and 3rd Grade

Instruct'l min	Monday	Instruct'l min	Tues (shortened)	Instruct'l min	Wed & Thurs	Instruct'l min	Friday
	8:30 - 8:45		8:30 - 8:40		8:30 - 8:40		8:30 - 8:55
15	Introduce the week	10	Introduce the day	10	Introduce the day	25	Community Sing
	Character Education		Circle Time		Circle Time		School-wide meeting: songs, performances, announcements
	Cultural Education		Cultural Education		Cultural Education		
	Community Service		Community Service		Community Service		
15	8:45 - 9:00			15	8:40 - 8:55	15	8:55 - 9:10
	Nutrition				Nutrition		Nutrition
	9:00 - 10:20		8:40 - 10:00		8:55 - 9:40		9:10 - 10:20
80	Language Arts/Literacy	80	Language Arts/Literacy	45	Language Arts/Literacy	70	Language Arts/Literacy
	ctrs, sm group instr, whole class instr, writer's journey, lessons re: ELA and projects, diff'ed instr for intervention & extra challenge		ctrs, sm group instr, whole class instr, writer's journey, lessons re: ELA and projects, diff'ed instr for intervention & extra challenge		ctrs, sm group inst, whole class instr, writer's journey, lessons re: ELA & projects, diff'd instr for intervention & extra challenge		ctrs, sm group instr, whole class instr, writer's journey, lessons re: ELA and projects, diff'ed instr for intervention & extra challenge
	10:20 - 10:40		10:00 - 10:20		9:40-10:20		10:20 - 10:40
	Recess		Recess	40	PjBL: interdisciplinary w/ ELA focus		Recess
	10:40 - 11:00		10:20 - 10:40		10:20 - 10:40		10:40 - 11:00
20	Read Aloud	20	Read Aloud		Recess	20	Read Aloud
	11:00 - 12:10		10:40 - 11:30	50	10:40 - 11:30		11:00 - 12:10
70	Math	50	Math		PjBL: individual/group work	70	Math: Diff'ed instr (intervention, challenge)
	12:10 - 12:50		11:30 - 12:00	40	11:30 - 12:10		12:10 - 12:50
	Lunch and Recess		Lunch		Math		Lunch and Recess
	12:50 - 1:30		12:00 - 1:30		12:10 - 12:50		12:50 - 1:30
40	School Emphasis Class	90	PjBL: Soc Stud or Sci		Lunch and Recess	40	Physical Eduction
	1:30-2:50		1:00 - 2:30		12:50 - 1:30		1:30 (35) - 2:40
80	PjBL: Soc Stud/Sci focus		Faculty meeting, professional development, and grade level planning	40	Physical Education	65	PjBL: Soc Stud/Sci focus
	2:50 - 3:00				1:30 (35) - 2:15		2:40 - 3:00
10	End of Day Review			40	Read Aloud/Silent Read	20	Week Review: Choose work for portfolio, determine if new standards have been met, check off related rubric items in portfolio
330		**250**		40	2:15 - 2:55	**325**	
					School Emphasis Class		
				5	2:55 - 3:00		
					End of Day Review		
				325			

Schedule for 4th and 5th Grade

Instruct'l min	Monday	Instruct'l min	Tuesday (shortened)	Instruct'l min	Wed & Thurs	Instruct'l min	Friday
	8:30 - 8:45		8:30 - 8:40		8:30 - 8:40		8:30 - 8:55
15	Introduce the week	10	Introduce the day	10	Introduce the day	25	Community Sing
	Character Education		Character Education		Character Education		School-wide meeting:
	Cultural Education		Cultural Education		Cultural Education		songs, performances,
	Community Service		Community Service		Community Service		announcements
15	8:45 - 9:00			15	8:40 - 8:55	15	8:55 - 9:10
	Nutrition				Nutrition		Nutrition
	9:00 - 10:00		8:40 - 10:00		8:55 - 9:50		9:10 - 10:00
60	Language Arts/Literacy	80	Language Arts/Literacy	55	Language Arts/Literacy	50	Language Arts/Literacy
	centers, sm group instr, writer's workshop, lessons re: ELA & projects, diff'ed instr for intervention & extra challenge		centers, sm group instr, writer's workshop, lessons re: ELA & projects, diff'ed instr for intervention & extra challenge		centers, sm group instr, writer's workshop, lessons re: ELA & projects, diff'ed instr for intervention & extra challenge		[illegible] writer's workshop, lessons re: ELA & projects, diff'ed instr for intervention & extra challenge
	10:00 - 10:40		10:00 - 10:45		9:50 - 10:40		10:00 - 10:40
40	Physical Education	45	School Focus Class	50	PjBL: ELA & Social [illegible]	40	Physical Education
	10:40 - 11:00	40	10:45 (50) - 11:30		10:40 - 11:00		10:40 - 11:00
	Recess		Physical Education		Recess		Recess
50	11:00 - 11:50		11:30 (5) - 12:15	45	11:00 - 11:45		11:00 - 12:40
	Math		lunch		School Emphasis Class	100	PjBL: alternate every other Fri b/w Soc Stud & [illegible]
50	11:50 - 12:40		12:15 - 12:35	60	11:45 - 12:45		
	PjBL: Social Studies	20	Read Aloud		PjBL: Science		12:40 - 1:20
	12:40 - 1:20	55	12:35 - 1:30		12:45 - 1:25		Lunch and Recess
	Lunch and Recess		Math		Lunch and Recess		1:20 - 2:00
20	1:20 - 1:40		1:30 - 3:00		1:25 - 1:50	40	Math
	Read Aloud		Faculty meeting,	25	Read Aloud/Silent Read		2:00 - 2:45
	1:40 - 3:00		professional development,		1:50 - 3:00	45	School EmphasisClass
80	PjBL: Science		and grade level planning	70	Math		2:45 - 3:00
330		**250**		**330**		15	Week Review: Choose work for portfolio,
						330	determine if new standards have been met, check off related rubric items in portfolio

Note that the bell schedule for grades K-1, 2-3 and 4-5 are similar in light of developmental and standards-based changes. For example, 4th and 5th graders experience more time in single subject lessons than do lower elementary students. The School Emphasis Class meets 4 times a week for students in K-1, and 3 times a week for students in grades 2-5. The totaling of instructional minutes do not count certain 5 minute transition times, such as the 5 minute transition after Physical Education classes and a 5 minute transition for Kindergarten and 1st grade after recess. It is expected that grades 2-5 will not lose time between recess and academic classes as the recess will end prior to the 20 minute allotment in order to begin class promptly.

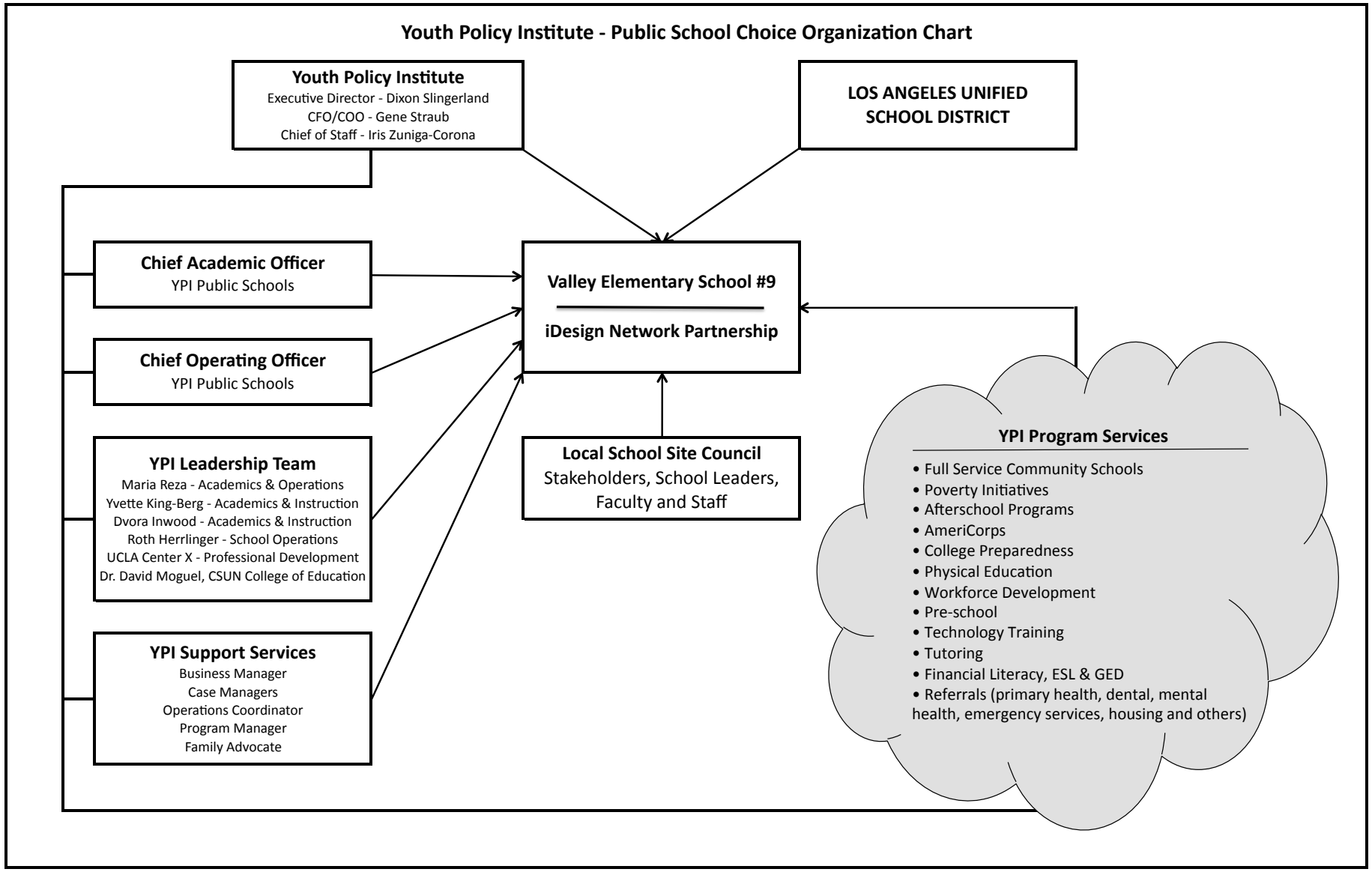
Students in Kindergarten and 1st grade follow similar schedules but projects become more academically-oriented in 1st grade. Projects alternate between a social studies or a science emphasis but always are equally focused on developing student literacy and math skills. Students work at their own pace and are provided small group, whole group, and individualized instruction as is appropriate to ensure maximum growth of skills and understanding of concepts. Reading recovery and other research-based interventions would be provided for “at risk” students.

Targeted language arts instruction in the morning, projects that contain “real life” experiences, and GLAD[1] trained teachers who deliver whole group lessons will enrich the environment to enable all students to achieve end of year first grade standards before transitioning to 2nd grade.

The schedule for 2nd and 3rd graders reflects a developmental leap from first grade. All students are expected to be “readers” and independent learners. The curriculum reflects more rigor. Teachers continue to utilize GLAD strategies to teach academic language to ELL and English only students alike. Projects remain an important aspect of science and social studies but are more targeted on specific concepts and skills than are projects in the primary center. Projects, however, continue to provide “real life” applications that enrich and solidify learning for ELL, English only, and “at risk “students.

The schedule for grades 4 and 5 reflects a departmentalized approach in order that teachers can develop expertise and attention to student need in areas of science, social studies and math. Teachers continue to employ GLAD strategies as complexity of content language increases. Interdisciplinary projects that reflect subject-specific learning goals are more essential than ever in these grades as learning and assessment tools. Therefore, in addition to subject-specific instruction time, project time occurs every day as students will always be in the process of completing a project. Since all projects require explicit instruction in reading comprehension and writing, language arts instruction will more than surpass the recommended 2 hour daily allotment. Faculty and school leaders will regularly analyze the learning activities during project time to ensure this is occurring.

[1] Project GLAD (Guided Language Acquisition Design) is an award-winning model of effective training for teachers in multilingual settings for both ELL and English only students, and is the recommended K-8 project for the California State Superintendent's Task Force on successful implementation of Proposition 227.


Youth Policy Institute - Public School Choice Organization Chart
Youth Policy Institute
Executive Director - Dixon Slingerland
CFO/COO - Gene Straub
Chief of Staff - Iris Zuniga-Corona
LOS ANGELES UNIFIED SCHOOL DISTRICT
Chief Academic Officer
YPI Public Schools
Chief Operating Officer
YPI Public Schools
YPI Leadership Team
Maria Reza - Academics & Operations
Yvette King-Berg - Academics & Instruction
Dvora Inwood - Academics & Instruction
Roth Herrlinger - School Operations
UCLA Center X - Professional Development
Dr. David Moguel, CSUN College of Education
YPI Support Services
Business Manager
Case Managers
Operations Coordinator
Program Manager
Family Advocate
Valley Elementary School #9
iDesign Network Partnership
Local School Site Council
Stakeholders, School Leaders, Faculty and Staff
YPI Program Services
• Full Service Community Schools
• Poverty Initiatives
• Afterschool Programs
• AmeriCorps
• College Preparedness
• Physical Education
• Workforce Development
• Pre-school
• Technology Training
• Tutoring
• Financial Literacy, ESL & GED
• Referrals (primary health, dental, mental health, emergency services, housing and others)

SAN FERNANDO MIDDLE SCHOOL & VALLEY SCHOOL # 8

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

Additional Community Engagement for San Fernando Middle School

Created a partnership with Multimedia Academy Teachers
Created San Fernando Middle School Parent Advisory Team
Hosted Community Forum – 55 attendees
Helped organize Multimedia Academy Holiday Party – 50 attendees

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

VALLEY SCHOOLS 6, 7 & 9

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

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

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

CENTRAL LA SCHOOLS 15 & 18

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

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

Youth Policy Institute (YPI)

Data Explanation Cover Sheet

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

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

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

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

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

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

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

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

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

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

Pacoima Elementary School **2008-2009**

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

* start of YPI engagement

California Standards Test Scores - 2009

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

Academic Performance Index

	API				Met Growth Target		
Number of Students included in the 2009 Growth API	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
767	729	687	6	42	Yes	Yes	Yes

Adequate Yearly Progress

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

EL Reclassification

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

Fenton Avenue Charter School **2008-2009**

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

* start of YPI engagement.

California Standards Test Scores - 2009

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

Academic Performance Index

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

Adequate Yearly Progress

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

EL Reclassification

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

Esperanza Elementary School **2008-2009**

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

* start of YPI engagement.

California Standards Test Scores - 2009

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

Academic Performance Index

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

Adequate Yearly Progress

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

EL Reclassification

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

Evelyn Thurman Gratts Elementary **2008-2009**

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

* start of YPI engagement.

California Standards Test Scores - 2009

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

Academic Performance Index

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

Adequate Yearly Progress

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

EL Reclassification

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

Larchmont Charter School **2008-2009**

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

* start of YPI engagement.

California Standards Test Scores - 2009

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

Academic Performance Index

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

Adequate Yearly Progress

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

EL Reclassification

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

Bert Corona Charter School **2008-2009**

Operated by Youth Policy Institute.

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

California Standards Test Scores - 2009

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

Academic Performance Index

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

Adequate Yearly Progress

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

EL Reclassification

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

Monsenor Oscar Romero Charter Middle School 2008-2009

Operated by Youth Policy Institute.

	School year	
	2007-2008	**2008-2009**
Academic Peformance Index	716	709

California Standards Test Scores - 2009

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

Academic Performance Index

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

* Small school

Adequate Yearly Progress

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

EL Reclassification

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

John Liechty Middle School **2008-2009**

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

* start of YPI engagement.

California Standards Test Scores - 2009

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

Academic Performance Index

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

Adequate Yearly Progress

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

EL Reclassification

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

Francisco Sepulveda Middle School **2008-2009**

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

* start of YPI engagement.

California Standards Test Scores - 2009

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

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

Academic Performance Index

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

Adequate Yearly Progress

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

EL Reclassification

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

Vaughn Next Century Learning Center **2008-2009**

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

* start of YPI engagement.

California Standards Test Scores - 2009

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

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

Academic Performance Index

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

Adequate Yearly Progress

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

EL Reclassification

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

California High School Exit Exam

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

AP Exam Results 2007-2008

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

California Standardized Testing and Reporting (STAR)
California Standards Test Scores - 2009
Valley Region ES #9 Composite of Relieved Schools
(Bassett ES, Columbus ES, Hazeltine ES, Kittridge ES, Van Nuys ES)
(Note: 2009 STAR data for Kindergarten Learning Academy not available on CDE website)

Grades	Bassett 2	Columbus 2	Hazeltine 2	Kittridge 2	Van Nuys 2	Bassett 3	Columbus 3	Hazeltine 3	Kittridge 3	Van Nuys 3	Bassett 4	Columbus 4	Hazeltine 4	Kittridge 4	Van Nuys 4	Bassett 5	Columbus 5	Hazeltine 5	Kittridge 5	Van Nuys 5	Relieved ES Composite 2	Relieved ES Composite 3	Relieved ES Composite 4	Relieved ES Composite 5
Reported Enrollment	188	107	163	139	130	158	114	161	128	114	155	94	155	110	124	152	116	154	120	129	727	675	638	671
CST English-Language Arts																								
Students Tested	187	106	162	139	130	157	114	161	128	114	156	93	155	110	124	152	116	153	120	129	724	674	638	670
% of Enrollment	99.5%	99.1%	99.4%	100.0%	100.0%	99.4%	100.0%	100.0%	100.0%	100.0%	100.6%	98.9%	100.0%	100.0%	100.0%	100.0%	100.0%	99.4%	100.0%	100.0%	99.6%	99.9%	100.0%	99.9%
Students with Scores	187	104	162	138	130	157	114	161	128	114	156	93	155	110	124	152	116	153	120	126	721	674	638	667
Mean Scale Score	336.9	333.8	335.7	344.8	334.6	327.1	320.7	315.9	315	311	338.1	348	334	354.3	331.6	318.9	344.7	328.9	342.9	326	337.3	318.3	340.1	331.3
% Advanced	12%	9%	13%	17%	10%	10%	4%	7%	7%	5%	19%	14%	12%	23%	14%	8%	9%	11%	20%	9%	12%	7%	16%	11%
% Proficient	29%	29%	25%	30%	31%	24%	25%	24%	19%	18%	26%	30%	25%	35%	22%	21%	41%	22%	18%	19%	29%	22%	27%	24%
% Basic	34%	39%	38%	30%	39%	34%	39%	29%	31%	27%	30%	47%	40%	22%	38%	33%	34%	35%	35%	40%	36%	32%	35%	35%
% Below Basic	19%	15%	15%	14%	12%	21%	18%	22%	25%	34%	12%	8%	17%	16%	15%	18%	9%	18%	19%	21%	15%	24%	14%	17%
% Far Below Basic	6%	8%	10%	9%	8%	11%	13%	18%	18%	15%	13%	1%	6%	5%	12%	20%	7%	14%	8%	12%	8%	15%	8%	13%
CST Mathematics																								
Students Tested	187	104	162	138	130	157	114	161	128	114	156	93	155	109	124	152	116	153	120	128	721	674	637	669
% of Enrollment	99.5%	97.2%	99.4%	99.3%	100.0%	99.4%	100.0%	100.0%	100.0%	100.0%	100.6%	98.9%	100.0%	99.1%	100.0%	100.0%	100.0%	99.4%	100.0%	99.2%	99.2%	99.9%	99.8%	99.7%
Students with Scores	187	104	161	138	130	157	114	160	128	113	156	93	155	109	124	152	116	153	120	128	720	672	637	669
Mean Scale Score	341.1	350	348.3	353.4	357	371.4	352.6	366.2	367	348.5	345.6	346.8	354.6	390.3	368.6	328.2	367.3	359.5	358.4	366.2	349.2	362.3	360.1	354.8
% Advanced	19%	18%	22%	25%	25%	23%	21%	31%	30%	20%	23%	18%	22%	48%	31%	9%	18%	24%	21%	20%	22%	25%	28%	18%
% Proficient	23%	27%	24%	25%	25%	30%	28%	24%	28%	27%	22%	27%	28%	17%	29%	28%	42%	27%	31%	34%	25%	27%	25%	32%
% Basic	27%	25%	30%	22%	27%	30%	25%	23%	20%	25%	25%	37%	30%	17%	20%	22%	21%	21%	21%	25%	26%	25%	26%	22%
% Below Basic	26%	27%	17%	22%	19%	15%	24%	17%	16%	21%	26%	17%	17%	17%	19%	29%	12%	15%	18%	16%	22%	18%	20%	18%
% Far Below Basic	4%	3%	7%	6%	3%	2%	2%	5%	5%	6%	3%	1%	3%	1%	1%	12%	7%	14%	9%	5%	5%	4%	2%	10%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science																								
Students Tested																152	116	153	120	128				669
% of Enrollment																100.0%	100.0%	99.4%	100.0%	99.2%				99.7%
Students with Scores																152	116	153	120	127				668
Mean Scale Score																317.3	364.4	311.8	337.7	315.1				327.5
% Advanced																5%	19%	3%	11%	2%				7%
% Proficient																18%	46%	20%	30%	21%				26%
% Basic																39%	23%	34%	34%	35%				33%
% Below Basic																18%	7%	16%	13%	25%				16%
% Far Below Basic																20%	5%	26%	13%	16%				17%

California Standardized Testing and Reporting (STAR)
California Standards Test Scores - 2009
Economically Disadvantaged
Valley Region ES #9 Composite of Relieved Schools
(Bassett ES, Columbus ES, Hazeltine ES, Kittridge ES, Van Nuys ES)
(Note: 2009 STAR data for Kindergarten Learning Academy not available on CDE website)

School	Bassett	Columbus	Hazeltine	Kittridge	Van Nuys	Bassett	Columbus	Hazeltine	Kittridge	Van Nuys	Bassett	Columbus	Hazeltine	Kittridge	Van Nuys	Bassett	Columbus	Hazeltine	Kittridge	Van Nuys	Relieved ES Composite	Relieved ES Composite	Relieved ES Composite	Relieved ES Composite
Grade	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	2	3	4	5
Reported Enrollment	188	107	163	139	130	158	114	161	128	114	155	94	155	110	124	152	116	154	120	129	727	675	638	671
CST English-Language Arts																								
Students Tested	187	106	148	128	130	157	114	145	125	114	156	93	140	101	124	152	116	133	117	129	699	655	614	647
% of Enrollment	100%	99%	91%	92%	100%	99%	100%	90%	98%	100%	101%	99%	90%	92%	100%	100%	100%	86%	98%	100%	96%	97%	96%	96%
Students with Scores	187	104	148	128	130	157	114	145	125	114	156	93	140	101	124	152	116	133	117	126	697	655	614	644
Mean Scale Score	336.9	333.8	334.0	344.1	334.6	327.1	320.7	315.4	313.5	311.0	338.1	348.0	334.0	352.2	331.6	318.9	344.7	328.3	341.7	326.0	336.7	318.0	339.7	331.0
% Proficient and Above	42%	38%	34%	46%	41%	33%	29%	29%	25%	24%	45%	44%	36%	55%	35%	29%	50%	32%	38%	28%	40%	28%	42%	35%
CST Mathematics																								
Students Tested	187	104	148	128	130	157	114	145	125	114	156	93	140	100	124	152	116	133	117	128	697	655	613	646
% of Enrollment	100%	97%	91%	92%	100%	99%	100%	90%	98%	100%	101%	99%	90%	91%	100%	100%	100%	86%	98%	99%	96%	97%	96%	96%
Students with Scores	187	104	147	128	130	157	114	144	125	113	156	93	140	100	124	152	116	133	117	128	696	653	613	646
Mean Scale Score	341.1	350.0	346.4	352.8	357.0	371.4	352.6	367.2	365.6	348.5	345.6	346.8	353.3	388.6	368.6	328.2	367.3	355.0	357.4	366.2	348.7	362.1	359.2	353.6
% Proficient and Above	42%	45%	45%	51%	51%	53%	49%	55%	58%	48%	46%	45%	48%	63%	60%	37%	60%	49%	51%	54%	46%	53%	52%	50%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science																								
Students Tested																152	116	133	117	128				646
% of Enrollment																100%	100%	86%	98%	99%				96%
Students with Scores																152	116	133	117	127				645
Mean Scale Score																317.3	364.4	310.0	336.7	315.1				327.4
% Proficient and Above																23%	65%	23%	40%	24%				34%

California Standardized Testing and Reporting (STAR)
California Standards Test Scores - 2009
English Learners
Valley Region ES #9 Composite of Relieved Schools
(Bassett ES, Columbus ES, Hazeltine ES, Kittridge ES, Van Nuys ES)
(Note: 2009 STAR data for Kindergarten Learning Academy not available on CDE website)

School	Bassett	Columbus	Hazeltine	Kittridge	Van Nuys	Bassett	Columbus	Hazeltine	Kittridge	Van Nuys	Bassett	Columbus	Hazeltine	Kittridge	Van Nuys	Bassett	Columbus	Hazeltine	Kittridge	Van Nuys	Relieved ES Composite	Relieved ES Composite	Relieved ES Composite	Relieved ES Composite
Grade	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	2	3	4	5
Reported Enrollment	188	107	163	139	130	158	114	161	128	114	155	94	155	110	124	152	116	154	120	129	727	675	638	671
CST English-Language Arts																								
Students Tested	131	82	99	101	66	68	78	88	70	54	74	50	82	54	71	69	54	75	53	62	479	358	331	313
% of Enrollment	70%	77%	61%	73%	51%	43%	68%	55%	55%	47%	48%	53%	53%	49%	57%	45%	47%	49%	44%	48%	66%	53%	52%	47%
Students with Scores	131	80	99	101	66	68	78	88	70	54	74	50	82	54	71	69	54	75	53	61	477	358	331	312
Mean Scale Score	327.5	328.5	319.5	342.2	315.3	292.2	311.4	292.8	291.9	282.0	312.5	335.8	310.6	322.2	305.7	290.1	318.4	303.5	296.0	293.7	327.4	294.9	315.7	299.9
% Proficient and Above	33%	31%	26%	49%	24%	10%	21%	11%	11%	11%	26%	28%	12%	28%	11%	6%	24%	11%	0%	2%	33%	13%	20%	9%
CST Mathematics																								
Students Tested	131	80	99	101	66	68	78	88	70	54	74	50	82	53	71	69	54	75	53	61	477	358	330	312
% of Enrollment	70%	75%	61%	73%	51%	43%	68%	55%	55%	47%	48%	53%	53%	48%	57%	45%	47%	49%	44%	47%	66%	53%	52%	46%
Students with Scores	131	80	99	101	66	68	78	88	70	54	74	50	82	53	71	69	54	75	53	61	477	358	330	312
Mean Scale Score	334.0	341.6	331.1	352.6	325.8	326.6	342.8	333.2	333.1	310.9	317.5	338.8	335.1	343.7	337.3	299.7	335.0	320.6	303.6	317.7	337.5	330.7	333.6	315.0
% Proficient and Above	34%	44%	36%	50%	32%	31%	45%	38%	41%	22%	26%	40%	39%	42%	42%	17%	43%	36%	25%	30%	39%	36%	37%	30%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science																								
Students Tested																69	54	75	53	61				312
% of Enrollment																45%	47%	49%	44%	47%				46%
Students with Scores																69	54	75	53	61				312
Mean Scale Score																297.4	339.0	286.3	300.0	283.7				299.7
% Proficient and Above																13%	50%	7%	13%	3%				16%

California Standardized Testing and Reporting (STAR)
California Standards Test Scores - 2009
Students with Disability
Valley Region ES #9 Composite of Relieved Schools
(Bassett ES, Columbus ES, Hazeltine ES, Kittridge ES, Van Nuys ES)
(Note: 2009 STAR data for Kindergarten Learning Academy not available on CDE website)

School	Bassett		Columbus	Hazeltine		Kittridge		Van Nuys	Bassett		Columbus	Hazeltine	Kittridge	Van Nuys	Bassett		Columbus	Hazeltine	Kittridge	Van Nuys	Bassett		Columbus	Hazeltine	Kittridge	Van Nuys	Relieved ES Composite	Relieved ES Composite	Relieved ES Composite	Relieved ES Composite
Grade	2		2	2		2		2	3		3	3	3	3	4		4	4	4	4	5		5	5	5	5	2	3	4	5
Reported Enrollment	188		107	163		139		130	158		114	161	128	114	155		94	155	110	124	152		116	154	120	129	481	675	544	555
CST English-Language Arts																														
Students Tested	20		8	18		5		15	19		13	21	12	12	24		5	20	16	26	28		5	21	21	28	53	77	86	98
% of Enrollment	11%		8%	11%		4%		12%	12%		11%	13%	9%	11%	16%		5%	13%	15%	21%	18%		4%	14%	18%	22%	11%	11%	16%	18%
Students with Scores	20		7	18		4		15	19		13	21	12	12	24		5	20	16	26	28		5	21	21	28	53	77	86	98
Mean Scale Score	289.6	*		285.2	*			280.7	275.7		272.0	260.6	261.8	245.6	279.1	*		291.3	276.8	277.6	272.1	*		282.6	281.8	290.0	285.6	264.1	281.1	281.5
% Proficient and Above	5%	*		6%	*			7%	5%		0%	14%	0%	0%	8%	*		10%	0%	4%	4%	*		10%	5%	4%	6%	5%	6%	6%
CST Mathematics																														
Students Tested	20		7	18		4		15	19		13	21	12	12	24		5	20	16	26	28		5	21	21	28	53	77	86	98
% of Enrollment	11%		7%	11%		3%		12%	12%		11%	13%	9%	11%	16%		5%	13%	15%	21%	18%		4%	14%	18%	22%	11%	11%	16%	18%
Students with Scores	20		7	18		4		15	19		13	21	12	12	24		5	20	16	26	28		5	21	21	28	53	77	86	98
Mean Scale Score	286.2	*		274.4	*			288.8	315.2		295.0	288.8	290.9	275.4	296.6	*		281.5	306.5	306.3	272.8	*		280.5	279.9	293.6	282.9	294.6	297.9	281.9
% Proficient and Above	10%	*		17%	*			7%	26%		15%	24%	17%	25%	8%	*		10%	13%	19%	4%	*		24%	10%	18%	12%	22%	13%	14%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science																														
Students Tested																					28		5	21	21	28				98
% of Enrollment																					18%		4%	14%	18%	22%				18%
Students with Scores																					28		5	21	21	28				98
Mean Scale Score																					280.6	*		272.6	285.3	291.1				282.9
% Proficient and Above																					4%	*		10%	5%	11%				8%

Note that Columbus was excluded for grades 2, 4, and 5, and Kittridge was excluded for grade 2 due to lack of reported score data.

Dixon Slingerland
Biography

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

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

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

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

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

Maria Reza *home (661) 259-3938*
25024 Highspring Avenue *cell (661) 373-3611*
Newhall, CA 91323

Academic Preparation

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

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

Professional Experience

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

Los Angeles Unified School District (Retired 2005)

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

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

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

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

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

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

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

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

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

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

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

San Fernando High School

Professional Organizations

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

Community Involvement

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

Awards and Recognition

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

1998 Recognition of Outstanding Citizenship Activities Enhancing Community Betterment, Honorable Richard Alarcon, Councilman 7th District

1996 Recognition Award for Volunteer Efforts, City of Los Angeles, James K. Hahn, Los Angeles City Attorney

1997 Special Recognition Award, UCLA Parent Project

1997 Appreciation Award for Dedication and Support to Manufacturing Technology Laboratory, VICA Foundation

1997 Certification of Recognition: Women's History Month, San Fernando City Council

1995 Educator of the Year, Comision Femenil, San Fernando Valley

1995 Recognition Awards: Mayor's Office, City of Los Angeles and Los Angeles City Council, Seventh District

1995 Certification of Appreciation, Los Angeles County Supervision, Third District

1992 Woman of the Year, 38th Senatorial District, California State Senate

Eugene D. Straub

560 N. Arden Blvd
Los Angeles, CA 90004

(c) 310.497.1733
(h) 323.466.6161
gstraub@ypiusa.org

Professional Experience

Youth Policy Institute, Los Angeles, CA

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

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

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

- Chief Financial Officer, March 2005 – Present

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

Break the Cycle, Inc., Los Angeles, California

- Chief Operating Officer, October 2003 – November 2004

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

Twentieth Century Fox Film Corporation, Los Angeles, California

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

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

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

Vice President – Production Services, October 1999 – February 2000

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

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

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

- Director – Business Development, May 1995 – June 1996

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

Hyatt Hotels Corporation, Chicago, Illinois

- Manager – Marketing Operations, March 1990 – November 1993

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

WTTW/Channel 11, Chicago, Illinois

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

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

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

Education

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

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

IRIS ZUNIGA-CORONA

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

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

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

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

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

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

Professional Experience

2007- Present Executive Director, YPI Charter Schools

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

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

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

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

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

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

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

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

1993-1994 Adviser, Region D, (LAUSD)

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

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

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

1984-1990 Coordinator, UCLA Partnership Program

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

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

1984 Broadcast Operations Assistant, KCET Channel 28, Los Angeles

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

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

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

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

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

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

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

Education

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

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

1977 California State University, Hayward, Bilingual Cross-

Cultural Credential

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

Consulting

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

Language Competencies

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

Portuguese-fluent: good speaking and writing skills.

Professional Conferences

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

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

1987 **Panelist, "Conference on High School to College Transition Programs," Harvard University, Cambridge, MA (Harvard Forum on Minority Participation in Higher Education).**

1987 **Participant, "Middle School Mathematics: A Meeting of Minds," Washington, D.C. (American Association for the Advancement of Science and Carnegie Corporation of New York).**

1986 **Panelist, "Operation Rescue," California State University, Angeles (National Education Association Advisory Committee on Dropout Prevention).**

Professional Organization Membership

Associated Administrators of Los Angeles

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

Special Committees and Advisory Boards

Secretary, Project GRAD Los Angeles Advisory Board

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

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

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

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

Honors and Recognition

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

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

Extended Education

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

Publications

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

References

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

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

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

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

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

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

Degrees

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

Graduate School of Education & Information Sciences, University of California at Los Angeles, CA
Dissertation title: "Why Do Some Teachers Talk Too Much?: Participation and Learning in a Teacher Education Course"

2. Master's in Public Policy, 1990

John F. Kennedy School of Government, Harvard University, Cambridge, MA
Thesis title: "Evaluating the Boston Public Schools Budget," JFK School of Government, for the Office of Budget and Program Evaluation, Office of the Mayor, Boston, Massachusetts.

3. Bachelor of Arts in Political Science, 1987

Stanford University, Palo Alto, CA

4. High School Diploma, 1983

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

Relevant Experience

1. Associate Professor of Social Studies Education — 9/2000 - present
Department of Secondary Education, College of Education, CSUN
Teach graduate level courses in methods of teaching social studies, teach the introductory field experience and seminar course of the new credential program, coordinate the supervised instruction program, supervise student teachers, and participate in various department and college committees.

2. Part-Time Lecturer — 8/98 – present
Department of Educational Leadership and Policy Studies, College of Education, CSUN
Summer instructor of ELPS 303, "Education in American Society," and ELPS 496 DV, "Equity and Diversity in Schools."

3. High School Teacher, Summer School — 6/01-8/01
Project Grad, Equity Office, College of Education, CSUN
Team-taught two social studies summer school classes of San Fernando High School juniors.

4. Student Teaching Supervisor — 9/96-6/00
Center X, School of Education & Information Science, UCLA, Los Angeles, CA
Assisted in the training and preparation of new teachers for urban secondary schools with high concentrations of low-income students. Supervised teacher candidates in the field, co-led a weekly seminar, chaired portfolio defenses, and participated in the selection of new candidates.

5. High School Social Studies Teacher — 10/93 – 6/95
Thomas Jefferson High School, Los Angeles Unified School District
Taught world history, government and economics. Participated in Chapter 1 and bilingual education programs, sponsored various student organizations.

6. Teacher Candidate 1994-95
Graduate School of Education, California State University, Los Angeles, CA
Educational foundations and instructional methods classes for renewal of emergency teaching credential.

7. Program Analyst 9/90 – 10/93
U.S. Department of Education, Washington, D.C.
Served as a program analyst for the Office of Policy and Planning in the areas of education accountability, assessment, and bilingual education. Oversaw research and evaluation studies and participated in an exchange of U.S. and Japanese civil servants.

Publications

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

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

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

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

Membership in Professional Organizations and Institutes

California Association for Bilingual Education
California Council for the Social Studies
California Council on Teacher Education

Recent Professional Presentations

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

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

California Association for Bilingual Education annual conference, March 4-7, 2004, San Jose, CA. "Getting teachers to talk less and English learners to talk more," and "What Does Spanish and being Latino have to do with being African, Asian, Arabic, European, Irish, Jewish, and Philipino?"

ROTH FREDERICK HERRLINGER, III

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

Experience

HERRLINGER MANAGEMENT & CONSULTING, Santa Monica, CA

2009-Present ***President***

Provide consulting and interim management services to organizations in the public and private sectors, aligning people, program, and processes with the organization's strategic vision. Services include strategic planning, operations planning and management, financial planning, business/partnership development, and quality assurance. Primary focus is on optimizing organizational structure, individual and team roles and responsibilities, and daily operational processes to develop a culture of extraordinary trust, teamwork, performance, and satisfaction. Select engagements include:

- Developed operations plans for Youth Policy Institute's proposals to operate seven "Public School Choice" schools in Los Angeles Unified School District.
- Provided business development services to Rubicon National Social Innovations in the creation and launch of their Emerge Loan program (an employer-distributed employee benefit that offers a healthy alternative to predatory corner-store payday advances). Secured employer partnerships, funding sources, and underwriting partnerships.
- Managed multi-school systems implementation of new State-mandated CALPADS reporting system at Bright Star Schools; oversaw other State and District reporting.

BRIGHT STAR SCHOOLS, Los Angeles, CA

2007-2009 ***President/Chief Operating Officer***

Responsible for the day-to-day management of Bright Star Schools CMO (Charter Management Organization) and subsidiary schools (Stella Middle Charter Academy and Bright Star Secondary Charter Academy). Oversight of Corporate and School Operations, Academics & Culture, Facilities, Finance, Human Resources, and Information Technology. Led strategic planning team which wrote Bright Star's first growth plan and garnered $4.5 million in philanthropic support for school expansion. Led team of key school employees to develop radically accurate job descriptions for every position at the schools, resulting in major changes to org charts, compensation structure, and hiring imperatives. Oversaw documentation of policies in all arenas of operations, as well as student, parent, and teacher/administrator handbooks. Supported hiring of key employees to build the CMO; provided extensive daily management and coaching to employees at all levels of the organization.

THE HANDY GUY, INC., Inglewood, CA

2005-2006 ***President***

Founded and led a home improvement services startup serving Westside Los Angeles. Responsible for all aspects of Strategic Planning, Marketing, Customer Service, Finance, Human Resources, and Legal/Compliance.

- Developed marketing programs which grew revenues to $270k in year 1 and $900k in year 2.
- Strong commitment to socially responsible business practices. Organized corporate structure and aligned company finances to match or exceed benchmarked best practices for employee compensation and benefits, customer service, community involvement.

HERRLINGER MANAGEMENT & CONSULTING, Santa Monica, CA

2001-2004 ***President***

Provided extensive consulting and interim management services to companies in a wide variety of industries throughout the United States and worldwide, with a focus on creating sustainable improvements by leading cross-functional teams to develop effective, intuitive systems and processes. Clients range from startups to $500 million firms; functional areas of responsibility have included strategic planning, new product development, finance, business development, operations, and process improvement. Select engagements include:

- Managed team responsible for outsourcing all fulfillment operations to a third party logistics provider for Anchor Blue Retail Group, a $250 million clothing retailer. Led strategy team for one of ABRG's divisions to address impending changes in the supply chain market and develop strategic responses to various potential outcomes.
- At BMK, LP, a $300 million distributor of non-food products to grocery and drug store chains, responsibilities included analyzing and reporting on the company's overstock inventory position, supporting inventory rationalization, and managing the disposition of overstock inventory for the Western U.S.
- At Ellianz, a web-based enterprise software startup, led a variety of strategic planning efforts, assisting the company to identify its core competencies and successfully acquire development partnerships and early stage

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

CHIPSHOT.COM, Sunnyvale, CA

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

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

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

PORTOLA PACKAGING, INC., San Jose, CA

1997-1999 ***Product Line Manager***

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

1996-1997 ***Corporate Business Manager***

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

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

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

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

Education

STANFORD GRADUATE SCHOOL OF BUSINESS, Stanford, CA
Masters of Business Administration
General management program with emphasis on finance and entrepreneurship.

DARTMOUTH COLLEGE, Hanover, NH
B.A. Degree, *cum laude*, Russian Language and Soviet Area Studies

Additional Information

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

DVORA INWOOD

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

EXPERIENCE: EDUCATION ADMINISTRATIVE

6/09 – present **Founding Educator.** Valley Charter School. Wrote detailed business plans, grants and charters for a K-8 proposed charter school that emphasizes differentiated instruction, Global Competence, and rigorous math/science/music. School has received start-up funding from the Walton Family Foundation, totaling $100,000, and currently in the running for another $500,000.

2/09 – 6/09 **Curriculum Writer.** The New Teacher Project. Wrote educational sessions to be used for the training of mathematics teachers at the middle school and high school level in programs across the country. Emphasis on data driven instruction, multiple use of manipulatives, technology, and differentiated instruction.

11/08 – 10/09 **Founding Educator.** Citizens of the World Charter School (K-8). Researched, designed and wrote charter of a proposed charter school in Los Angeles. School will value multiple intelligences in learning and assessment processes, teacher action research focused on student learning, and a constructivist approach to teaching and learning.

6/07 – 9/08 **Founding Educator.** Larchmont Charter School West Hollywood (K-8). Led team of teachers in developing a rigorous, college-preparatory, IBO-inspired middle school and a project-based K-5. Wrote educational program including schedule, philosophy, research-based pedagogy, scope and sequence of core/technology/arts curriculum aligned with standards, assessment, and instructional strategies. Designed professional development program, teacher evaluation process, administrative and faculty staff job descriptions, operational budget, and governance structure. Wrote grants giving school largest possible start-up funding grants totaling $1 million. School opened in fall 2008.

6/06 – 6/07 **Board of Directors.** Larchmont Charter School. (larchmontcharter.org). Led school wide assessment committee and charter renewal committee.

12/06 –6/07 **Educational Consultant.** Bridges Community Charter School. Developed a detailed plan to implement an innovative, project-based, Reggio-inspired elementary educational program and re-wrote charter.

6/05 – 5/06 **Founding Educator**. Los Feliz Charter School for the Arts. (losfelizarts.org). Wrote the charter and designed the educational program for K-6 arts-based elementary school that is focused on an arts-integrated, project-based curriculum, a constructivist approach to teaching and learning, and intensive arts education. Wrote grant that won the largest possible start-up funds from the California State Department of Education ($450,000). Founding Board member.

1/04 – 5/05 **Founding Educator** and **Board Member**. Larchmont Charter School. (larchmontcharter.org). Designed the educational program for a K-6 elementary school that is focused on multi-age classrooms, project-based curriculum, and a constructivist approach to teaching and learning. Wrote charter that was then used

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

EXPERIENCE: TEACHING

9/94 – present **Private Academic Tutor/Counselor**. Counsel high school students in pursuing academic and extra-curricular goals and applying to summer programs and college. Tutor academic subjects (Calculus, Trigonometry, Algebra, Geometry, English, Economics, Spanish) and standardized test preparation: math, reading comprehension, vocabulary development, grammar and writing.

8/04 – 8/07 **Mathematics Teacher**, Harvard-Westlake School, Los Angeles, CA. Taught grades 7-8. Algebra, Pre-Algebra. Algebra I team leader/curriculum coordinator. Homeroom teacher/counselor. Tutor Geometry. Interdisciplinary Study Skills Committee member. Assistant Coach Fencing ('04-'05). Admissions reader/interviewer.

8/01 – 6/03 **Mathematics Teacher,** Archer School for Girls, Los Angeles, CA. Taught grades 6-11. Algebra I, Algebra II, Geometry, Math 6, and self-created Economics curriculum. Advisory teacher. Co-led interdisciplinary faculty team in integrating financial literacy lessons into the general curriculum. Designed and led experiential education trips to Joshua Tree and to North Cascade National Park in Washington. Accompanied chorus on piano in rehearsal and in concert. Led math team.

10/97 – 6/03 **Mathematics and Language Arts Teacher**, Aviva Center, Hollywood, CA. Taught grades 9-12 in weekly classes for SAT and SAT Subject tests at residential treatment center for abused girls. Covered high school level mathematics and verbal skills.

10/00 – 6/03 **Drama/Improvisational Acting Teacher**, Aviva Center, Hollywood, CA. Taught weekly classes at high school in residential treatment center for abused girls.

9/86 – 8/90 **Music and Piano Teacher**, Millburn, NJ. Taught private and group classes in piano playing and music composition.

EXPERIENCE: WRITER/ANALYST

2/01 – 7/01 **Policy Analyst/Writer,** Natural Resources Defense Council, Los Angeles, CA. Wrote "White Papers" on environmental issues for government officials and members of the press.

9/98 - 2/01 **Market Analyst,** Blink.Com, Tag Media, Los Angeles, CA, New York, NY. Led market analysis, business development projects and website redesigns for Internet companies.

7/97 - 8/98 **News Producer/Writer**, "Which Way, LA?" On N.P.R. Station KCRW 89.9 FM, Los Angeles, CA. Researched stories, interviewed guests, wrote copy and produced daily public issues program.

6/96 – 6/97 **Magazine Writer**, *Timeout New York*, New York, NY. Wrote on healthcare, sports, culture, arts and books.

5/95 – 6/96 **Television Staff Writer**, "Married...With Children," Los Angeles, CA. Wrote episodes for half-hour situation comedy, collaborated with team of seven writers and producers.

EDUCATION:

Fall 2008 **University of Phoenix.** Completed School Finance and Administrative coursework online.

9/03 – 6/04 **Stanford University**, School of Education, Stanford, CA. MA degree in Curriculum Studies and Teacher Education. Program representative to faculty advisory committee. Research focus on curriculum, teaching, learning, educational research, financial literacy, K-12 school design.

9/91 – 6/94 **Harvard University,** Cambridge, MA. BA degree with Honors in Social Studies (economics, social and political history and theory). Recipient of thesis research grants from the Center for Middle Eastern Studies and the Dorot Foundation. Harvard Lampoon editor. Harvard Crimson editor. Educational theater company founder and director.

9/90 – 6/91 **Yale University,** New Haven, CT**.** Proposed American History major, Music (composition and organ performance) minor.

ADDITIONAL INFORMATION:

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

12700 VAN NUYS BLVD. APT. #269 • PACOIMA, CA 91331
PHONE (818) 896-6764 • E-MAIL VICTORIA.DURAN.91@CSUN.EDU

YPI PROGRAM COORDINATOR

VICTORIA DURÁN-LÓPEZ

WORK EXPERIENCE

April 2005 - Present — Youth Policy Institute

Assistant Director

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

CEY Program Coordinator

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

Career Counselor

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

January 2005-March 2005 — Build WorkSource Center

Job Developer

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

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

September 2004 – January 2004 Youth Policy Institute
Instructor
Instructed ESL and GED courses to program participants. Created and implemented lesson plans. Enter data on customized database. Assessed participants to verify eligibility and track learning gains.

April 2002 – August 2004 Valley Economic Development Center
Career Coach
Assessed clients to identify barriers to employment, special needs, skills and capabilities. Provided post-employment follow-up support. Program networking through community referral system. Job development. Interacted with employers by job referrals. Conducted and coordinated pre-employment workshops. Responsible for preparation of weekly and monthly reports. Keeping files updated. Entered Data on customized SPSS database.

01/2001-07/2002 San Juan Macias Orientation Immigration Center
Immigration Case Worker
Responsibilities included interviewing applicants and determining their current immigration status as well as identifying different immigration processes that might benefit them. Filling out immigration forms. Follow ups with participant for any immigration changes or change of status. Keeping files in order and updated. Data entry on customized database. Answering phones and providing information regarding program services. Attended monthly immigration meeting to keep updated with any changes in the system. Translated documents and for clients as needed. Served as a liaison between applicant and INS during phone interview. Contacting INS officers to verify case status.

EDUCATION

August 2005 – Present California State University, Northridge
B.A. Psychology
Degree expected spring 2008.

February 2003 – June 2005 Los Angeles Mission College
A.A. Liberal Studies
Graduated *Cum Laude*

2003 The Community College Foundation
Family Worker Credential

REFERENCES

Available upon request.

College and Career Specialist
Briana Barceló

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

Education and Awards/Honors

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

California State University, Long Beach — Bachelor of Arts, Human Development — May 25, 2006
Cumulative GPA 3.8, Magna Cum Laude

- Outstanding Graduate for the Department of Human Development 2006
- Research Assistant under Human Development Professor, Dr. Beth Manke 2004-2006

Work Experience

College and Career Project Specialist — Pacoima, CA — August 2009-present
Youth Policy Institute, Youth Services

- Coordinates with 56 schools across Los Angeles to bring resources and information regarding college and career to school sites
- Reviews and recommends best practices for implementation of program, including students and parent participation curriculum, assessments, and other learning tools
- Helps retain students at school sites and helps them matriculate to high school and other institutions of higher learning
- Develops pre-college counseling/activities in the form of individual counseling sessions, classroom presentations, and small group presentations
- Provides quarterly parent workshops on college/success requirements, financial aid, and preparing students for successful transition into college
- Organizes college fieldtrips for school sites during academic school year
- Conducts pre, mid, and post year evaluations of program's progress towards YPI's goals, and supply information to directors for annual progress report and end of the year report.

Independent Living Program Trainer — Woodland Hills, CA — October 2009-present
Foster Youth and Kinship Care, Pierce College, Los Angeles Community College District

- Co-facilitate a course addressing independent living skills, job readiness, post-secondary options, money management, time management, health for young adults, decision making skills, goal setting, and transitional housing for Foster and Probation Youth
- Create and implement the lesson plans for each topic covered in the ILP classes

Outreach Representative — Woodland Hills, CA — June 2008-July 2009
Pierce College, Los Angeles Community College District

- Located qualified individuals through high school and community contacts and encourage enrollment
- Maintained liaison with counselors from feeder schools to maintain communication and to facilitate the enrollment and transfer of students
- Represented the college at various events and meetings to provide information to prospective students regarding curricula, student assistance programs and student services

College Counseling Intern — Arleta, CA — September 2008-June 2009
Arleta High School, Los Angeles Unified School District

- Provides individualized academic, college, and career counseling including: evaluation of transcripts, maintenance of records, exploration of college and career programs, and assistance with college and financial aid applications
- Prepares and delivers classroom presentations regarding college preparation, A-G coursework, and financial aid

College Office School Counseling Intern — Northridge, CA — September 2007-June 2008

Monroe High School, Los Angeles Unified School District

- Provided individualized academic, college, and career counseling

School Counseling Intern Castaic, CA September 2007-June 2008

Castaic Middle School, Castaic Union School District

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

Teacher Northridge, CA June 2007-August 2007

North Valley YMCA

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

Teaching Fellow Houston, TX September 2006-June 2007

Citizen Schools at Paul Revere Middle School

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

Arts and Crafts Counselor Lake Hughes, CA June 2006-August 2006

The Painted Turtle

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

Volunteer Experience

Camp Counselor/Lifeguard Catalina, CA August 2004-present

Camp del Corazon

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

Mentor North Hollywood, CA October 2004-October 2008

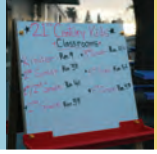
Progressive Adult Congenital Experience, Camp del Corazon

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

Professional Workshops

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

AFTERSCHOOL








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

EMPOWERMENT. HOPE. ACCESS.

21ST CENTURY KIDS!
Programs for elementary and middle school students. Tutoring programs linked to in-school curriculum, and enrichment activities that make learning fun.

ROCK ON EDUCATION (ROE)
Targeted to high school students, Rock On Education provides academics and enrichment while preparing students to take the SAT and enter college.

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

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

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

YOUTH POLICY INSTITUTE

634 SOUTH SPRING STREET 10th FLOOR LOS ANGELES CA 90014 | 213.688.2802 | www.ypiusa.org

SAN FERNANDO VALLEY POVERTY INITIATIVE

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

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

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

YOUTH POLICY INSTITUTE

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

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

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

SERVICES FOR FAMILIES

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

AMERICORPS
Academic tutoring and community service projects.

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

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

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

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

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

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

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

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

COLLEGE PREPARATION
U.S. Department of Education GEAR UP grant.

FAMILY TECHNOLOGY PROJECT

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

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

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

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

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

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

YOUTH POLICY INSTITUTE

SERVICES AND RESOURCES

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

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

FINANCIAL LITERACY
Training to establish bank accounts and online access .

CREDENTIALED INSTRUCTORS
Los Angeles Unified School District instructors credentialed in adult education.

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

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

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

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

JOB TRAINING
Office and computer skills for the workplace.

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YPI AMERICORPS PROGRAM

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

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

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

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

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

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

YOUTH POLICY INSTITUTE

SERVICES AND RESOURCES

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

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

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

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

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

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

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

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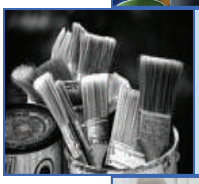
YOUTH POLICY INSTITUTE

Elementary and Middle Afterschool 2009-2010 Enrichment Programs

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

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

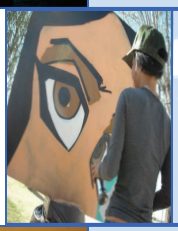
Street Drumming (ES, MS)
A cool and hip way to jam out. Students will have a place to express their musical individuality through a combination of various rhythms to form their own creative and unique song; different beats, unique inspirations, one voice.



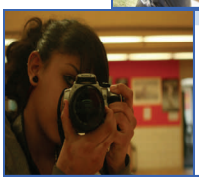
Fine Arts (ES, MS)
Students will learn different styles of painting techniques and art forms. Through painting the student will be allowed to express themselves visually and creatively

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

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



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



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

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

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

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

YOUTH POLICY INSTITUTE

Elementary & Middle Afterschool Fall Academic Curriculum

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

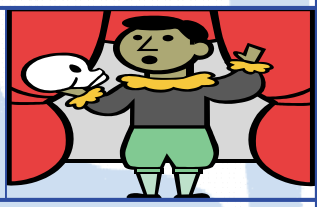
Insane Science and Crime Scene Investigators (two separate curriculums) (ES, MS)
Students participate in hands-on science activities, build self-confidence and gain an appreciation and excitement for science content and learning. Students will also discover a variety of scientific principles and techniques with unique and exciting activity guides. Students will use observation, critical thinking, and simple tests to solve a variety of crimes using real scientific Method.

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

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

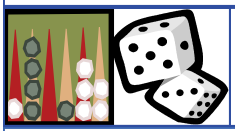
Book Club (ES, MS)
Utilizes the use of high quality children's literature while giving opportunities for response to literature in multiple ways. Also promotes student understanding, and enjoyment.. Helps students learn to acquire, synthesize and evaluate information and help them develop language to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

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



Gardening Club (MS)
Youth will enjoy growing and identifying many types of plant material and teach awareness and protection of our natural resources.

21st Century Times (MS)
Students will come together and have a creative voice as they communicate about after school news and topics that interest them; simultaneously learning about writing responsibly and effectively and the integration of technology.



Gamers Club (MS)
Students learn about language, reading, math, & geography skills through subject matter based board games.

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

Contact Information:
Laona LeBeouf, Curriculum Specialist
E– mail: llebeouf@ypiusa.org

YOUTH POLICY INSTITUTE

Elementary and Middle Afterschool Sports and Recreation Programs

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

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

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

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

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

Softball/Baseball (Spring Session)
We will teach young players the basic fundamentals and the overall strategies of the game. Students will have the opportunity to expand their baseball skills in a unique and challenging atmosphere.

Track & Field/Running Club (Spring Session)
Providing the opportunity students to participate in a wide range of events such as distance running, sprinting, throwing, relays, and jumping. This sports teaches importance of individual goal setting and accomplishment.

Handball (Year-Round)
Students will have a great time participating in handball. This game is very fast paced and fun. Students will really develop hand and eye coordination.

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

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

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

LA84 Foundation

Contact Information:
Christopher Fernandez, ES/MS Athletic Project Specialist
cfernandez@ypiusa.org

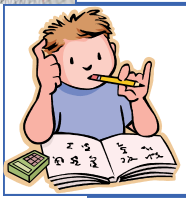
US SOCCER FOUNDATION®

YOUTH POLICY INSTITUTE

Staff Development Training 2009-2010

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

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

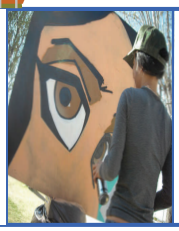


Curriculum - Homework Assistance
All participants will take in an in depth look into effective tools for implementing homework assistance and generating positive results for students.

Curriculum 101 (S.C.'s)
Participants will come away from this training understanding what the curriculum toolkit is and how to use it. Participants will also discuss the importance of building partnerships with school personnel.

Events/Field-trip Procedures - supplies (ES,MS,HS, S.C.'s)
All participants that attend this training will come away with an understanding of the field trip procedures (forms, permission slips, etc…) and special event rosters and logistics. Participants will also learn about the supply order procedures.

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



If It Doesn't Work Try This! (ES,MS,HS)
Tutors will learn effective ways to be resourceful and be able to modify their lesson plans to fit the needs of the students interests. Activity ideas will be explored to help prepare tutors to enhance their lessons and have back-up activities when needed.

Marketing 101 (HS)
Site Coordinators and tutors will understand that there is more behind a flier. Site Coordinators and tutors will also understand the process and implementation of marketing/outreach to the students at site level.

Contact Information: Ulysses Curiel, Training Project Specialist, ucuriel@ypiusa.org

CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 8, 2010

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

Dear Superintendent Cortines:

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

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

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

Sincerely,

JACK O'CONNELL

JO:mz

ERIC GARCETTI
COUNCILMEMBER
PRESIDENT, LOS ANGELES CITY COUNCIL

January 7, 2010

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

Dear Superintendent Cortines:

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

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

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

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

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

Sincerely,

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

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

FELIPE FUENTES

Assemblymember, 39th District

January 8, 2010

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

Dear Superintendent Cortines:

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

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

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

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

Sincerely,

FELIPE FUENTES
Assemblymember, 39th District

9300 LAUREL CANYON BOULEVARD, FIRST FLOOR ● ARLETA, CA 91331 ● (818) 504-3911 ● FAX (818) 504-3912

TONY CÁRDENAS

Los Angeles City Councilman, 6TH District

January 4, 2010

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

Dear Superintendent Cortines:

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

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

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

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

Sincerely,

Tony Cárdenas

TONY CARDENAS
Councilmember, City of Los Angeles, 6th District

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

CITY OF LOS ANGELES

CALIFORNIA

RICHARD L. BENBOW
GENERAL MANAGER

ANTONIO R. VILLARAIGOSA
MAYOR

COMMUNITY DEVELOPMENT DEPARTMENT

1200 W. SEVENTH STREET
LOS ANGELES, CA 90017

January 6, 2010

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

Dear Superintendent Cortines,

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

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

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

Sincerely,

R.L.S.

ROBERT SAINZ
Assistant General Manager

January 8, 2010

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

Dear Dixon:

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Paul Miller
Executive Director

UCLA
Office of Instructional Development
Community Based Learning Program

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

January 5, 2010

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

Dear Superintendent Cortines:

The University of California, Los Angeles (UCLA) Community Based Learning Program is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Valley Elementary Schools #6, #7, #8 and #9 as a community schools in a partnership model. The proposed schools will work with parents, teachers and community residents to offer innovative iDesign models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school sites.

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

The UCLA Community Based Learning Program strongly supports the Youth Policy Institute in this community-based plan to achieve at Valley Elementary Schools #6, #7, #8 and #9 by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me, mkeipp@oid.ucla.edu, should you have questions regarding this letter of support.

Sincerely,

Mary G. Keipp

Mary G. Keipp, Director

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

Graduate School of Education & Information Studies
P.O. Box 951521
Los Angeles, CA 90095-1521

January 8, 2010

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

Dear Superintendent Cortines:

Center X in UCLA's Graduate School of Education & Information Studies is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Valley Elementary School #9 as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

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

Center X strongly supports the Youth Policy Institute in this community-based plan to achieve at Valley Elementary School #9 by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

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

California State University
Northridge

MICHAEL D. EISNER
COLLEGE OF EDUCATION

January 2010

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

Dear Superintendent Cortines:

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

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

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

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

Sincerely,

David L. Moguel
Associate Professor of Education

Los Angeles Valley College
5800 Fulton Avenue
Valley Glen, California 91401-4096
818.947.2600 www.lavc.edu

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

Dear Superintendent Cortines:

Los Angeles Valley College is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Valley Elementary School #9 as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

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

Los Angeles Valley College strongly supports the Youth Policy Institute in this community-based plan to achieve at Valley Elementary School #9 by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

Lennie Ciufo
Director, Job Training

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

Dear Superintendent Cortines:

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

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

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

Maria Juarez
LAMC AB 540 Chair
2009-10

Families In Schools

Building Partnerships for Student Success

January 7, 2010

Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017
Telephone: (213) 241-7000

Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

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

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

Families In Schools strongly supports the Youth Policy Institute in thier community-based plans as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

Jo Carcedo
Executive Director

Communities In Schools
HELPING KIDS STAY IN SCHOOL AND PREPARE FOR LIFE | SAN FERNANDO VALLEY AND GREATER LOS ANGELES

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

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

January 6, 2010

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

Dear Superintendent Cortines:

Communities In Schools is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Valley Elementary School #9 as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

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

Communities In Schools strongly supports the Youth Policy Institute in this community-based plan to achieve at Valley Elementary School #9 by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

William "Blinky" Rodriguez
Executive Director
Communities In Schools

Boys & Girls Club of San Fernando Valley
11251 Glenoaks Boulevard, Pacoima, CA 91331 • (818) 896-5261 • FAX: (818) 897-5866

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

Dear Superintendent Cortines:

The Boys & Girls Club of San Fernando Valley is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Valley Elementary School #9 as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

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

The Boys & Girls Club of San Fernando Valley strongly supports the Youth Policy Institute in this community-based plan to achieve at Valley Elementary School #9 by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

LeRoy Chase
President/CEO

Build Rehabilitations Industries, Inc.

Founded 1967

REPLY TO:

CORPORATE OFFICE	1323 Truman Street	San Fernando, California 91340-3221	(818) 898-0020	FAX (818) 898-1949	❑
	2205 North Hollywood Way	Burbank, California 91505-1113	(818) 845-3440	FAX (818) 845-5908	❑
WORKSOURCE CENTER	9207 Eton Avenue	Chatsworth, California 91311-6103	(818) 701-9800	FAX (818) 701-9801	❑

January 6, 2010

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

Dear Superintendent Cortines:

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

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

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

Sincerely,

Matthew P. Lynch
President/CEO

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

Camara de Comercio El Salvador-California

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

Dear Superintendent Cortines:

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

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

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

Sincerely

Juan Duran, President

315 W. 9th Street, Suite 101, Los Angeles, CA 90015

January 8, 2010

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

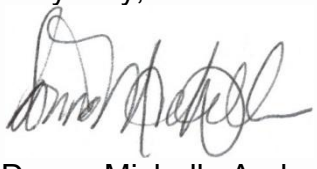
Dear Superintendent Cortines:

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

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

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

Very truly,



Donna Michelle Anderson
CEO

LOS ANGELES UNIFIED SCHOOL DISTRICT
Evelyn Gratts Elementary School
309 SOUTH LUCAS AVENUE, LOS ANGELES, CALIFORNIA 90017
TELEPHONE: (213) 250-2932 FAX: (213) 250-3648

RAMON C. CORTINES
Superintendent of Schools

BYRON J. MALTEZ
Interim Local District Superintendent

TITUS CAMPOS
Principal

MARIA BUTLER
Assistant Principal, APEIS

January 7, 2010

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

Dear Mr. Cortines:

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

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

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

Sincerely,

Titus Campos

Titus Campos
Principal

Hollygrove
AN EMQ FAMILIESFIRST AGENCY

January 8, 2010

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

Dear Superintendent Cortines:

Hollygrove is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Valley Elementary School #9 as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

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

Hollygrove strongly supports the Youth Policy Institute in this community-based plan to achieve at Valley Elementary School #9 by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

Martine Singer
Executive Director

815 N. El Centro Avenue, Los Angeles, CA 90038 • 323.463.2119 • Fax 323.463.7033
3737 Martin Luther King Boulevard, Suite 500, Lynwood, CA 90262 • 323.769.7174 • Fax 310.886.5326
www.hollygrove.org

Pacifica Hospital
Of The Valley

A HealthCare Provide

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

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

Dear Superintendent Cortines:

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

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

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

Sincerely,

Casey Fatch, MD
Chief Operations Officer

PCC
Since 1921

Pacoima Chamber of Commerce

P.O.Box 330249 Pacoima, CA 91331

Phone: (818) 899-7401 • Fax: (818) 899-7952

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

Dear Superintendent Cortines:

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

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

I strongly support the Youth Policy Institute in this community-based plan to transform schools by working with parents, teachers, and community-based agencies as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support. Tel. 818-395-7787.

Sincerely,

Mario Matute

Mario Matute
Government Relations Director

January 8, 2010

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

Dear Superintendent Cortines:

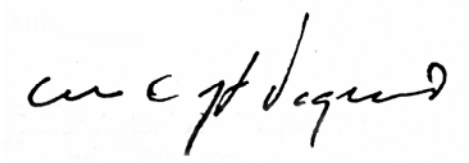
The Salvadoran American Leadership and Educational Fund (SALEF) is very pleased to partner with the Youth Policy Institute (YPI) in their **Public School Choice** application. The proposed school will work with parents, teachers and community partners to offer innovative models of learning. These collaborative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

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

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

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

Sincerely,



Carlos Antonio H. Vaquerano

Executive Director

MEET EACH NEED WITH DIGNITY

10641 N. San Fernando Rd.
Pacoima, CA 91331
phone | 818.896.0246
fax | 818.897.0128

www.mendpoverty.org

January 7, 2010

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

Dear Superintendent Cortines:

Meet Each Need with Dignity (M.E.N.D) is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Valley Elementary School #9 as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

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

M.E.N.D strongly supports the Youth Policy Institute in this community-based plan to achieve at Valley Elementary School #9 by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

Jenny Gutierrez
MEND Chief Operating Officer

VALLEY CARE
Community Consortium

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

Dear Superintendent Cortines:

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

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

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

Sincerely

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

Internal Revenue Service

Department of the Treasury

P. 0. Box 2508
Cincinnati, OH 45201

Date: November 14, 2002

Person to Contact:
Jackie Johnson 31-07453
Customer Service Specialist
Toll Free Telephone Number:
8:00 a.m. to 6:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756

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

Federal Identification Number:
52-1278339

Dear Sir or Madam:

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

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

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

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

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

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

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

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

Youth Policy Institute, Inc.
52-1278339

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

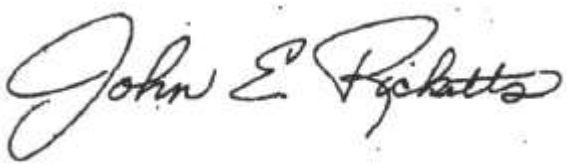
The law requires you to make your Organization's annual return available for public inspection without charge for three years after the due date of the return. If your organization had a copy of its application for recognition of exemption on July 15, 1987, it is also required to make available for public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

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

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

This letter affirms your organization's exempt status.

Sincerely,



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

YPI Bert Corona Charter Middle School

Parent Participation Rate in Parent-Teacher Conferences

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

Organizations within/around a 1 mile radius of VRES 9

Category	Organization	Address	Phone	Website	Contact
Basic needs	Lutheran Social Services/central Lutheran Church - Sfv Rescue Mission	6425 Tyrone Blvd., Van Nuys, CA 91401	818-785-4476	http://www.erescuemission.org	
	Independent Living Center Of Southern California	14407 Gilmore St., #101, Van Nuys, CA 91401	818-785-6934	http://www.ilcsc.org	
	Volunteer League Of San Fernando Valley	14603 Hamlin St., Van Nuys, CA 91411	818-785-4134		
	St. Elisabeth Service Center Distribution Site	6640 Cedros St., Van Nuys, CA 91405	818-779-1756		
	Council Thrift Shops - Victory Outlet	14526 Victory Blvd., Van Nuys, CA 91411	323-651-2930	http://www.ncjwla.org	
	Children Of The Night, Inc.	14530 Sylvan St., Van Nuys, CA 91411	818-908-4474	http://www.childrenofthenight.org	
	Valley Lighthouse Church - Sfv Rescue Mission	6150 Tyrone Ave., Van Nuys, CA 91401	818-785-4476	http://www.erescuemission.org	
Legal	Child And Family Guidance Center - Van Nuys Office	6851 Lennox Avenue, Ste. 100, Van Nuys, CA 91405	818-993-9311	http://www.childguidance.org	
	Pacs San Fernando Valley Office	6851 Lennox Ave., Ste. 400, Van Nuys, CA 91405	818-989-9214	http://www.pacsla.org	
	Bernardi Multipurpose Center	6514 Sylmar Ave., Van Nuys, CA 91405	818-227-0490	http://www.sfvba.org	
	Nevhc - Van Nuys Adult Early Intervention Program	6551 Van Nuys Blvd., Ste. 201, Van Nuys, CA 91401	818-898-1388	http://www.nevhc.org	
	Adult Field Capable Clinical Services - San Fernando Valley Community Mental Health	14530 Hamlin St., Van Nuys, CA 91411	818-901-4830	http://www.sfvcmhc.org	
	Van Nuys - High Road Program, Inc.	14430 Sherman Way, Van Nuys, CA 91405	818-707-0307	http://www.highroadprogram.org/	
	Center For Family Living - San Fernando Valley Community Mental Health Center, Inc.	14545 Sherman Circle, Van Nuys, CA 91405	818-901-4830		
	Van Nuys Self-help Legal Access Center	6230 Sylmar Ave., Rm. 350, Van Nuys, CA 91401	818-834-7591	http://www.nls-la.org	
	International Institute Of Los Angeles - Van Nuys	14701 Friar St., Van Nuys, CA 91411	818-988-1332	http://www.iilosangeles.org	
	Valley Community Counseling Center	6201 1/2 Van Nuys Blvd., 2nd Floor, Unit, Van Nuys, CA 91401	818-547-2865		
Educational	Keep Youth Doing Something, Inc.	6740 Kester Ave., Ste. 200, Van Nuys, CA 91405	818-908-2029	http://www.kydsinc.org	
Health	San Fernando Valley Community Mental Health	6842 Van Nuys Blvd., 6th Floor, Van Nuys, CA 91405	818-901-4830	http://www.sfvcmhc.org	
	National Council On Alcoholism And Drug Dependence Of San Fernando Valley, Inc.	6640 Van Nuys Blvd., Ste. C, Van Nuys, CA 91405	818-997-0414	http://www.ncadd-sfv.org	
	Independent Living Center Of Southern California	14407 Gilmore St., #101, Van Nuys, CA 91401	818-785-6934	http://www.ilcsc.org	
	Planned Parenthood Los Angeles - Van Nuys	7100 Van Nuys Blvd., Ste. 108, Van Nuys, CA 91405	323-223-4462	http://www.pplosangeles.org	
	Bienestar San Fernando Valley Office	14515 Hamlin St., Ste. 100, Van Nuys, CA 91411	323-660-9680	http://www.bienestar.org/	
	Van Nuys - High Road Program, Inc.	14430 Sherman Way, Van Nuys, CA 91405	818-707-0307	http://www.highroadprogram.org/	
	Family Care Monitoring Services	6320 Van Nuys Blvd., #405, Van Nuys, CA 91401	818-968-8586	http://www.fcmonitoring.com	
	Central Valley Youth And Family Center - Outpatient	14624 Sherman Way, Ste. 508, Van Nuys, CA 91405	818-901-4830	http://www.sfvcmhc.org	
	Van Nuys Alcohol And Drug Treatment Center	14558 Sylvan St., Van Nuys, CA 91411	818-787-4151	http://www.vntreatment.com	
	Alcoholics Anonymous - San Fernando Valley Central Office	7417 Van Nuys Blvd., Ste. E, Van Nuys, CA 91405	818-988-3001	http://www.sfvaa.org	
	I-adarp	6740 Kester Ave., Ste. 200, Van Nuys, CA 91405	818-994-7454		
Individual & Family	Ymca Mid Valley Family	6901 Lennox Ave., Van Nuys, CA 91405	818-989-3800	http://www.ymcala.org	
	San Fernando Valley Community Mental Health Center, Inc. - Victory Wellness Center	14411 Vanowen St., Van Nuys, CA 91405	818-989-7475	http://www.sfvcmhc.org/html/the_victory_clubhouse.html	
	Nami - San Fernando Valley	14545 Sherman Circle, Van Nuys, CA 91405	818-994-6747	http://www.namicalifornia.org	Jim Randall
	Big Brothers Big Sisters Van Nuys Branch	14550 Sherman Way, Van Nuys, CA 91405	818-908-4999	http://www.bbbslaie.org	Francesca Olick
	Turning Point/children's System Of Care	6305 Woodman Ave., Van Nuys, CA 91401	818-901-4830	http://www.sfvcmhc.org	
	Community Union - Saticoy Office	7555 Van Nuys Blvd., Van Nuys, CA 91405	877-776-7274	http://www.communityunion.org	
Mental health	Project Safe - San Fernando Valley Community Mental Health	14412 Hamlin St., Van Nuys, CA 91401	818-901-4830	http://www.sfvcmhc.org	
	Bi-line Hotline	7136 Matilija Ave., Van Nuys, CA 91405	818-989-3700		
Organizational	International Institute Of Los Angeles - Van Nuys	14701 Friar St., Van Nuys, CA 91411	818-988-1332	http://www.iilosangeles.org	

Appendix I: Curriculum Scope and Sequence

Interdisciplinary project examples

Primary (K-1): A Child Growing and Changing in His or Her Environment

Projects:

Each project will begin with a guiding question. This question will generate discussions that guide our investigation. The students will take their questions out into the surrounding environment to conduct research. Each project will integrate California State Standards across content areas. Teachers will document the children's learning through note taking, pictures, tape recordings, and video. There will also be a rubric used for evaluating the learning process.

First, teachers will help students create groups based on their expressed interests. These groups will stem out of literature, discussions, and exploration.

Students will then express their knowledge through art in many different forms. They will have the opportunity to use various artistic media on a daily basic to deepen their understanding.

During each project, teachers will be incorporating language arts, math and science. Students will read books and write about their experiences. They will also investigate various science concepts as they relate it to their interest group. As a group, the students will also have the opportunity to share their research with their classmates in the form of a "Reflection Circle."

Finally, after the research has been gathered and analyzed by the students, they will have the opportunity to share with the school community, as well as the community at large.

Year One:

Overarching Question: *What is a Community?*
Students will begin by discussing and exploring this question. After students have expressed an interest, they will be placed into groups with other students to begin their in depth study. For example, if students are interested in how we get the food we eat, they will visit local markets and farms.

Students will have time to collect data through hands-on experiences and share their experiences through visual and performing arts, writing, or mathematical representations. For example, after visiting a local market students would recreate the market using clay. They would then share their model with the class in the form of a "Reflection Circle."

As a culminating project, students could also create a market at school to learn about basic economic concepts, while providing a service for their school community.

Year Two:

Overarching Question: *How do we and things in our environment grow and change?*
Students will begin by discussing and exploring

Standards:

Language Arts
Kindergarten/ First Grade

Word Analysis, Fluency, and Vocabulary Development

Concepts About Print

1.1 Match oral words to printed words. (K)
1.2 Identify the title and author of a reading selection. (1)
1.3 Identify letters, words, and sentences. (K)
1.6 Recognize and name all uppercase and lowercase letters of the alphabet. (K)

Vocabulary and Concept Development

1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). (K)
1.18 Describe common objects and events in both general and specific language. (K)

Reading Comprehension

Structural Features of Informational Materials

2.1 Identify text that uses sequence or other logical order. (1)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Respond to who, what, when, where, and how questions. (1)
2.3 Connect to life experiences the information and events in texts. (K)
2.4 Retell familiar stories. (K)
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). (1)
2.7 Retell the central ideas of simple expository or narrative passages. (1)

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 stories beginning, middle, and ending. (1)
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). (K)
3.3 Recollect, talk, and write about books read during the school year. (1)

Writing

Organization and Focus

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. (K)
1.2 Use descriptive words when writing. (1)

Penmanship

1.3 Print legibly and space letters, words, and sentences appropriately. (1)

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking. (K)

Spelling

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names. (K)
1.8 Spell three- and four- letter short-vowel words and phonetically spell other sight words correctly. (1)

this question. After students have expressed an interest, they will be placed into groups with other students to begin their in depth study. Students interest might include: how plants grow, how weather changes over time, how they have grown since birth, changes in their families, or how water can change from one state to another. Students will have time to gather information through hands-on experiences and share their experiences through visual and performing arts, writing, or mathematical representations. For example, students might create a mural depicting how they observed a plant growing, or share a weather graph representing the changes in weather over time. As a culminating project, students who will be leaving the primary center will be asked to participate in helping create a museum that represents their knowledge about growth and change. Each installation will represent the study of each interest group and will be presented by the graduating class to the school and outside community.	Listening and Speaking ***Comprehension*** 1.1 Understand and follow one-and two-step oral directions. (K) 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. (K) **Social Studies** **Kindergarten** *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.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.* 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. 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. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. **First Grade** *1.2 Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:* 1. Using maps and globes to locate their local community, the State of California, the United States, the seven continents, the four oceans. 2. Comparing the information from a three-dimensional model to a picture of the same location. 3. Constructing a simple map, using cardinal directions and map symbols. 4. Describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation. 1.6 students understand basic economic concepts and the role of individual choice in a free market economy, in terms of: 1. The concept of exchange and the use of money to purchase goods and services. 2. The specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home. **Science** **Physical Sciences (Grade 1)** *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.

Project	**Standards**

Life Sciences (Grade 1)

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 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.

Investigation and Experimentation (Grade 1)

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.

Mathematics

Number Sense (K)

1.1 Compare two or more sets of objects (up to 10 in a 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)

Use concrete object to determine the answers to addition and subtraction problems (for two number that are each less than 10)

Measurement and Geometry (K)

2.1 Identify and describe common geometric shapes (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

Number Sense (Grade 1)

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).
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.
3.1 Make reasonable estimates when comparing larger or smaller numbers.

Algebra and Functions (Grade 1)

1.2 Understand the meaning of the symbols +, -, =.
1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

Measurement and Geometry (Grade 1)

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).

Statistics, Data Analysis, and Probability (Grade 1)

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. **Mathematical Reasoning (Grade 1)** *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*

Grades 2-3: Patterns in the World Stay Constant or Adapt to Changes

Project	**Standards**
All projects will relate to the overarching question *"How do patterns in the world stay constant or adapt to change?* Students will use the scientific process to conduct careful investigations and experiments in order to answer essential questions related to each focus of study. Projects may relate to past communities and how they have adapted to changes (ex. American Indian nations adapting to the natural environment or influence of new settlers), predictable patterns in the solar system, or current communities and how changes in the environment may impact their future (ex. impact of global warming on animals and habitats). Each project will integrate California State Standards across content areas. Student learning will be monitored and assessed using formative and summative assessments. Assessment tools, such as rubrics, will be shared and used with the students to evaluate their progress towards answering the essential questions and meeting the expected learning outcomes addressed throughout the project. Learning experiences may include field trips, conducting experiments, art projects, written reports, theatre performances, or power point presentations. Projects will be designed around a specific content question related to science or social studies. Students' prior knowledge will be accessed and student interests will be considered to determine the direction of each project. Students will be expected to hypothesis, research, explore, investigate, and present information learned and their understanding of the guiding question. The presentation of learned information will be chosen by individual students or groups and will be evaluated using rubrics designed for each project. <u>Year One:</u> Specific Content Questions in Science: *How does energy and matter change from one form to another?* *How does light move?* *How do adaptations improve an organism's chance for survival?* *How do patterns of objects in the sky stay constant or change?* Specific Content Questions in Social Sciences:	**Standards addressed on an ongoing basis throughout project work include but are not limited to:** **Science** Investigation and Experimentation 5.0 <u>Students will:</u> • 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. • 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. • Use numerical data in describing and comparing objects, events and measurements. • Predict the outcome of a simple investigation, and compare the result to the predication. **<u>Language Arts</u>** <u>Reading Comprehension 2.0</u> <u>Students will:</u> • Read and understand grade-level appropriate material. • Draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). • Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. • Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from text. • Demonstrate comprehension by identifying answers within text. • Distinguish main idea and supporting details in expository text. • Extract appropriate and significant information from the text. • Follow simple multi-step written instructions. <u>Literary Response and Analysis 3.0</u> Students will: • Distinguish common forms of literature. • Determine underlying theme or author's message. <u>Writing Strategies 1.0</u> <u>Students will:</u> • Write clear and coherent sentences and paragraphs that develop a central idea. • Progress through the stages of the writing process. <u>Writing Applications 2.0</u> <u>Students will:</u> • Write compositions that describe and explain familiar objects, events, and experiences. <u>Written and Oral English Language Conventions 1.0</u> <u>Students will:</u> • Write and speak with a command of standard English conventions appropriate to grade level <u>Listening and Speaking Strategies 1.0</u> <u>Students will:</u>

How have communities in California adapted and changed over time? *What are the roles of laws in our daily lives and how does the structure of our government affect us?* Year Two: Specific Content Questions in Science: *How do objects move and/or simple machines work?* *How do plants and animals grow and change?* *What is the earth made of and how do we use earth materials as resources?* Specific Content Questions in Social Sciences: *How have things changed from long ago to today?* *How have the individual actions and character of people made a difference in our world?*	• Retell, paraphrase, and explain what has been said by a speaker. • Connect and relate prior experiences, insights, and ideas to those of a speaker. • Respond to questions with appropriate elaboration • Organize ideas chronologically or around major points of information. • Provide a beginning, middle, and an end, including concrete details that develop a central idea. • Use clear and specific vocabulary to communicate ideas and establish tone. • Clarify and enhance oral presentation through the use of appropriate props. • Compare ideas and points of view express in broadcast and print media • Distinguish between the speaker's opinions and verifiable facts Speaking Applications 2.0 Students will: • Make descriptive presentation that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences. **Mathematics** Statistics Data Analysis and Probability 1.0 Students will: • Conduct simple probability experiments by determining the number of possible outcomes and make simple predictions Mathematical Reasoning 1.0 Students will: • Make decisions about how to approach problems Mathematical Reasoning 2.0 Students will: • Use strategies, skills, and concepts in finding solutions Mathematical Reasoning 3.0 Students will: Move beyond a particular problem by generalizing to other situations. **Grade 2 Science Content Standards** 1.0 Physical Sciences: The motion of objects can be observed and measured. 2.0 Life Sciences: Plants and animals have predictable life cycles. 3.0 Earth Sciences: Earth is made of materials that have distinct properties and provide resources for human activities. **Grade 2 Social Studies Content Standards** 2.1 Students differentiate between those things that happened long ago and yesterday. 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. 2.3 Students explain the institutions and practices of governments in the United States and other countries. 2.4 Students understand basic economic concepts and their individual roles in economy, and demonstrate basic economic reasoning skills. **Grade 3 Science Content Standards** 1.0 Physical Sciences: Energy and matter have multiple forms and can be changed from one form to another. 2.0 Physical Sciences: Light has a source and travels in a direction. 3.0 Life Sciences: Adaptations in physical structure or behavior may improve an organism's chance for survival. 4.0 Earth Sciences: Objects in the sky move in regular predicable patterns. **Grade 3 Social Studies Content Standards** 3.2 Students describe the American Indian nations in their local region long ago and in the recent past. 3.3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land. 3.4 Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government. 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Grades 4: Perspective	
Project	**Standards**
Guiding Question: How does your perspective change your interaction with the world? Fourth grade students proceed from the study of	**Life Sciences (Grade 4)** *2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:*

individuals who make a difference in their communities and the world to a study of California. Students will explore geographic regions, landforms, climate, and resources of the state and how these geographic characteristics made California an appealing. They will learn about the state's social, economic, and political institutions and how these institutions respond to the needs of Californians. Students will build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They will study the land and its people analyzing the diverse groups that have contributed to the development of California beginning with the American Indians up to the revolutionary period. Students will explore the motivations of the various groups of people who immigrated to California during this period in history. As well as, examine and compare the benefits and costs of exploration and colonization from the viewpoints of different groups. Later in the year, students will analyze the Gold Rush and explain the dramatic changes in California and examine its place in the world. Additionally, students will have the opportunity to draw parallels between contemporary issues and their historical origins. Topics studied in science at this grade level are electricity and magnetism; food chains, food webs, and ecosystems; properties and processes of rock and mineral formation; and changes effected by waves, wind and water on the earth. These scientific concepts will be studied through the lens of our guiding question. For example we will look at ecosystems from the perspective of a predator, prey, a scavenger to learn what is important to the survival of organisms at each level of the food chain. Investigation will take place in the classroom, which will help to make the significance of certain ideas clear. Field trips and research projects will be designed to encourage and enhance the learning process. Students will be involved in as much hands-on learning as possible.	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 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. **Investigation and Experimentation (Grade 4)** *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. 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. **Social Studies (Grade 4)** *4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.* 1. 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. 2. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 3. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. *4.3 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. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods. 4.4 S*tudents 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 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). *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). **Statistics, Data Analysis, and Probability (Grade 4)** *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. **Mathematical Reasoning (Grade 4)** *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.

Grades 5: Systems	
Project	**Standards**
Guiding Question: How do components of a system work together?	**Science** Life Sciences

Our universe is full of complex systems. Each system is made up of several components which each play a distinct and essential role in the overall function of the system as a whole. Using this question as a frame, we will investigate systems, such as the elements, the human body, the United States government, and the solar system throughout the year. Students will have the opportunity to study the systems of the human body and learn how they interact and depend on each other. Based on their interests, they will form groups to explore a particular organ or system in the body (e.g., liver, heart, digestive system). Through research and experimentation they will develop a deeper understanding of their organ or system and how it affects the body as a whole. Each group will be asked to become experts on their organ or system so that they can teach their classmates about what they have learned. The expert groups will have the opportunity to present their information by creating a product of their choice (e.g., presentation, video, working model, traditional lecture). Following these presentations the students will be asked to synthesize their new information by referring back to our guiding question. How do all of these organs/ systems work together and what happens to the body if one component is not functioning properly? Keeping our guiding question in mind we will begin to study the components of our nation's government as well as the historical basis for our governmental structure. By exploring how a new nation grappled with the task of establishing itself from the beginning of colonization through the Revolutionary War, the students will come to understand the motivations that led to the formation of our government. We will research the Articles of Confederation, the Constitution and the Bill of Rights, and learn about the branches of the government: legislative, executive and judicial.	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 multi-cellular organisms have specialized structures to support the transport of materials. b Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO2) and oxygen (O2) 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. g Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO2) and water (respiration). Earth Sciences 5 The solar system consists of planets and other bodies that orbit the Sun in predictable 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. c Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet. Investigation and Experimentation 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 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. **Social Studies** **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 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. 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 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 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").

Language Arts & Literacy

Kindergarden

Curriculum Delivery:	***Standards*:**
Students are taught concepts of print and the alphabetic principle in small and whole group instruction. Phonemic awareness is taught in a systematic and comprehensive way by looking at letter formation, syllabication and letter patterns. Children will experiment with a written form of language which progresses from pictures to lines, squiggles, letter-like marks, writing isolated letters, invented spelling and conventional spelling in daily writing activities such as shared writing, journals, poetry, collaborative stories, and class books. In a meaningful context, they are exposed to the conventions of writing, such as letter formation, directionality, spacing and simple punctuation. They are introduced to high frequency sight words. In the process, children learn to value writing as a means of expressing their ideas and feelings. Strategies that extend oral vocabulary and language development include small groups, cooperative/collaborative activities, sharing, show-not-tell interviews, etc. Students experience many opportunities to actively listen and respond. Daily opportunities are provided to listen to literature for meaning and enjoyment. The students also listen to sounds in their environment and the sounds of language (patterns, rhymes, rhythms). In order to appreciate stories and learn reading comprehension strategies, students will participate in read alouds, shared reading, collaborative stories and self selected reading time. In addition, through discussions, story theatre, illustrations and reflection, students develop an understanding of literary elements. Kindergarten students love to talk. They should have many opportunities to socially interact and further develop their oral language skills.	**Reading Skills and Strategies**: *Concepts about Print*: Identify the front cover, back cover, and title page of a book. Follow words from left to right and from top to bottom on the printed page. Understand that printed materials provide information. Recognize that sentences in print are made up of separate words. Distinguish letters from words. Recognize and name all uppercase and lowercase letters of the alphabet. *Phonemic awareness:* Track and represent the number, sameness/difference, and order of two and three isolated phonemes. Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated. Blend vowel-consonant sounds orally to make words or syllables. Identify and produce rhyming words in response to an oral prompt. Distinguish orally stated one-syllable words and separate into beginning or ending sounds. Track auditorily each word in a sentence and each syllable in a word. Count the number of sounds in syllables and syllables in words. *Decoding and Word Recognition:* Match all consonant and short-vowel sounds to appropriate letters. Read simple one-syllable and high-frequency words. Understand that as letters of words change, so do the sounds. *Vocabulary and Concept Development*: Identify and sort common words in basic categories. Describe common objects and events in both general and specific language. **Reading Comprehension:** Locate the title, table of contents, name of author, and name of illustrator. Use pictures and context to make predictions about story content. Connect to life experiences the information and events in texts. Retell familiar stories. Ask and answer questions about essential elements of a text. **Literary Response & Analysis:** Distinguish fantasy from realistic text. Identify types of everyday print materials. Identify characters, settings, and important events. **Writing Strategies:** Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. Write consonant-vowel-consonant words. Write by moving from left to right and from top to bottom. Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters. **Written and Oral Language Conventions:**. Recognize and use complete, coherent sentences when speaking. Spell independently by using pre-phonetic

	knowledge, sounds of the alphabet, and knowledge of letter names. **Listening and Speaking:** Understand and follow one-and two-step oral directions. Share information and ideas, speaking audibly in complete, coherent sentences. Describe people, places, things, locations, and actions. Recite short poems, rhymes, and songs. Relate an experience or creative story in a logical sequence.

First Grade

Curriculum Delivery:	***Standards*:**
First Graders view themselves as readers and explore a variety of literature including fiction, nonfiction, pattern books, poetry, picture books, and traditional tales. Phonics is taught in a systematic and comprehensive way by looking at letter sounds, syllabication, digraphs, and blends. Students learn phonics through rhyming games, picture cues, word families, and songs. Students are taught decoding and comprehension skills in whole and small groups through guided reading, shared reading, and texts that are read aloud. By experiencing language in a meaningful context, students develop a large sight vocabulary, while they continue to derive meaning from hearing core literature read aloud and by reading independently. Students learn to use reading skills, including visual, syntactic, and semantic clues. Students spend an hour a day in small groups, where they learn how to decode and comprehend text that is appropriately leveled to the child's individual ability level. They begin to develop a stronger sense of story through shared reading, read-alouds, self-selected reading and reading response groups. Through use of "kid-watching" techniques, teachers place students in instructional groupings that are tailored to the individual needs of the learner. Students begin to develop word attack strategies, that, when combined with meaning-making strategies such as prediction, self-correction, and confirmation at an instructional level, provides the foundation for reading. Students develop essential strategies to make meaning of text by integrating the cueing systems (semantic, syntactic, and graphophonic) through directed and collaborative methodologies that include shared reading and guided reading. Students are taught writing skills in writer's workshop and small group writing seminars. Students write about personal experiences, re-write great works of literature, and write within the content areas. Students revise and publish their favorite pieces of writing. Students share their writing with peers.	**Reading Skills and Strategies**: *Concepts about Print*: Match oral words to printed words. Identify the title and author of a reading selection. Identify letters, words, and sentences. *Phonemic Awareness*: Distinguish initial, medial, and final sounds in single-syllable words. Distinguish long-and short-vowel sounds in orally stated single-syllable words. Create and state a series of rhyming words, including consonant blends. Add, delete, or change target sounds to change words. Blend two to four phonemes into recognizable words. Segment single-syllable words into their components. *Decoding & Word Recognition:* Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns and blend those sounds into recognizable words. Read common, irregular sight words. Use knowledge of vowel digraphs and *r*- controlled letter-sound associations to read words. Read compound words and contractions. Read inflectional forms and root words. Read common word families. Read aloud with fluency in a manner that sounds like natural speech. *Vocabulary and Concept Development*: Students demonstrate an increase in the size of their vocabulary, their conceptual understanding of individual words, and of the relationships between words. Classify grade-appropriate categories of words **Reading Comprehension**: Identify text that uses sequence or other logical order. Respond to *who, what, when, where,* and *how* questions. Follow one-step written instructions. Use context to resolve ambiguities about word and sentence meanings. Confirm predictions about what will happen next in a text by identifying key words. Relate prior knowledge to textual information. Retell the central ideas of simple expository or narrative passages. Students have a fundamental understanding of appropriate written texts. **Literary Response & Analysis:** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. Describe the roles of authors and illustrators and their contributions to print materials. Recollect, talk, and write about books read during the school year. **Writing Strategies:** Select a focus when writing. Use descriptive words when writing. Print legibly and space letters, words, and sentences appropriately. Write brief narratives describing an experience. Write brief expository descriptions of a real object, person, place, or event, using sensory details. **Written and Oral Language Convention:** Write and speak in complete, coherent sentences. Identify and correctly use singular and plural nouns. Identify and correctly use contractions and singular possessive pronouns in writing and speaking. Distinguish between declarative, exclamatory, and interrogative sentences. Use a period,

Students work on speaking and listening skills by sharing experiences with classmates. Students are taught to use active listening.	exclamation point, or question mark at the end of sentences. Use knowledge of the basic rules of punctuation and capitalization when writing. Capitalize the first word of a sentence, names of people, and the pronoun *I.* Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. **Listening and Speaking:** Listen attentively. Ask questions for clarification and understanding. Give, restate, and follow simple two-step directions. Stay on the topic when speaking. Use descriptive words when speaking about people, places, things, and events. Recite poems, rhymes, songs, and stories. Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why,* and *how* questions. Relate an important life event or personal experience in a simple sequence. Provide descriptions with careful attention to sensory detail.

Second Grade

Curriculum Delivery:	***Standards:***
Students learn decoding and comprehension skills through whole group and focused small groups. Building on prior understanding, students grow and learn through leveled reading books for their abilities, shared reading, and texts read aloud. Students strengthen their reading skills using visual, syntactic, and semantic clues. They approach increasingly difficult text until they can read independently and fluently, moving into early chapter and literature books. Students spend an hour a day in small groups, where they receive directed instruction in decoding and comprehension with texts leveled to their ability. Students learn more phonetic patterns in language, building through blends, vowel combinations, syllabication, and digraphs. Students learn phonics through direct instruction, games, weekly spelling lists, word families, and songs. Students read a wide variety of literary selections, including essential titles from the State's core literature list. Teachers model meaning-making strategies to enable reading students to make connections between literature and their lives. Their sight vocabulary is expanding as they begin to read longer selections of literature and content area materials. As they participate in the study of literature, emphasis is placed on gaining meaning and on being successful and fluent in reading. They continue to use illustrations to learn more about the story and are beginning to recognize important physical and personality traits of characters. Understanding of story sequence and setting, as well as identifying and analyzing the problems and conflict within many stories, is emphasized. Teachers model the richness of language and effective oral reading by reading aloud selections from a variety of quality literature. Every day, students have the opportunity to select books and read independently. Students continue to participate in instructional groupings that promote word attack strategies combined with meaning-	**Reading Skills and Strategies:** *Decoding and Word Recognition*: Recognize and use knowledge of spelling patterns when reading. Apply knowledge of basic syllabication rules when reading; vowel-consonant/consonant-vowel. Decode two-syllable nonsense words and regular multisyllable words. Recognize common abbreviations. Identify and correctly use regular plurals and irregular plurals. Read aloud fluently and accurately and with appropriate intonation and expression. *Vocabulary and Concept Development*: Understand and explain common antonyms and synonyms. Use knowledge of individual words in unknown compound words to predict their meaning. Know the meaning of simple prefixes and suffixes. Identify simple multiple-meaning words. **Reading Comprehension**: Use titles, tables of contents, and chapter headings to locate information in expository text. State the purpose in reading. Use knowledge of the author's purpose(s) to comprehend informational text. Ask clarifying questions about essential textual elements of exposition. Restate facts and details in the text to clarify and organize ideas. Recognize cause-and-effect relationships in a text. Interpret information from diagrams, charts, and graphs. Follow two-step written instructions. **Literary Response & Analysis:** Compare and contrast plots, settings, and characters presented by different authors. Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. Compare and contrast different versions of the same stories that reflect different cultures. Identify the use of rhythm, rhyme, and alliteration in poetry. **Listening &Speaking Strategies:** *Comprehension:* Determine the purpose or purposes of listening. Ask for clarification and explanation of stories and ideas. Paraphrase information that has been shared orally by others. Give and follow three-and four-step oral directions. *Organization and Delivery of Oral Communication*: Organize presentations to maintain a clear focus. Speak clearly and at an appropriate pace for the type of communication. Recount experiences in a logical sequence. Retell stories, including characters, setting, and plot. Report on a topic with supportive facts and

making strategies at an instructional level to expand their confidence in reading. By participating in shared book experiences, guided reading, poetry, and rhymes/chants, students learn and employ reading strategies and cueing systems to make meaning of the text. Students gain writing skills through writer's workshop, guided whole group activities, and small group writing seminars. Students write for a variety of purposes and explore genres, from personal experience to reports to fictional stories. They use the writing process, including brainstorms, rough drafts, and final copies, in order to publish and share their work with peers and the public. Fluency is stressed first, with spelling and other conventions of writing developing as the students become more proficient at expressing ideas in written form. Prewriting activities aid students in focusing and organizing their thoughts and ideas and help them to provide more details in their writing. Through teacher modeling in small groups and writing conferences, students are able to engage in peer editing and self-editing for common punctuation and spell commonly used words correctly. Leveled language arts groups are flexible and adjust to accommodate students as they progress. Students develop their speaking and listening skills by sharing experiences, feelings, and oral reports with classmates. Students use active listening with teachers and peers.	details. *Speaking Applications:* Recount experiences or present stories: Move through a logical sequence of events; Describe story elements. Report on a topic with facts and details, drawing from several sources of information. **Writing Strategies**: Group related ideas and maintain a consistent focus. Create readable documents with legible handwriting. Understand the purposes of various reference materials. Revise original drafts to improve sequence and provide more descriptive detail. **Writing Applications**: Write brief narratives based on their experiences: Move through a logical sequence of events; Describe the setting, characters, objects, and events in detail. Write a friendly letter complete with the date, salutation, body, closing, and signature. **Written and Oral Language Conventions:** *Sentence Structure:* Distinguish between complete and incomplete sentences. Recognize and use the correct word order in written sentences. *Grammar:* Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. *Punctuation*: Use commas in the greeting and closure of a letter and with dates and items in a series. Use quotation marks correctly. *Capitalization:* 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:* Spell frequently used, irregular words correctly. Spell basic short-vowel, long-vowel, *r*- controlled, and consonant-blend patterns correctly. **Handwriting:** Students will be able to print a paragraph using all letters of the alphabet correctly in upper or lower case using appropriate spacing.

Third Grade

Curriculum Delivery:	***Standards:***
Students have a large sight vocabulary and are more automatic with decoding skills to decipher print. Context clues continue to be very important in understanding word meaning. Nightly homework includes 15-20 minutes of reading. In addition to time spent on assigned works, time is set aside on a daily basis at school for Sustained Silent Reading. Students need opportunities of self-select books that reflect their personal tastes, allow them to grow as readers, and share their literary experiences with other students. Students keep a cumulative record of their independent reading for the year. Children are read aloud to daily. Teachers model the richness of the English language and effective oral reading by reading aloud selections that may serve as a connection to core literature or as a model for writing. Reading instruction is enlivened through the	**Reading Skills and Strategies:** *Decoding and Word Recognition* Know and use complex word families when reading to decode unfamiliar words. Decode regular multisyllabic words. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations. Use sentence and word context to find the meaning of unknown words. Use a dictionary to learn the meaning and other features of unknown words. Use knowledge of prefixes and suffixes to determine the meaning of words. **Reading Comprehension:** Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. Demonstrate comprehension by identifying answers in the text. Recall major points in the text and make and modify predictions about forthcoming

use of poetry and music: fluency, comprehension, and expression are given new meaning in a musical or poetic context. Reading comprehension is taught using sequentially organized books. Most students at this level will have their first experience at reading a full-length novel which provides a vehicle for the integration of writing, speaking and listening. Students explore the literary themes of personal growth, man and the environment, social, moral and ethical issues and cultural/history perspectives. Literary selections also help students understand the importance of interpersonal relationships in their daily lives. Core literature units and/or thematic units that are cross curricular provide many opportunities for making connections, developing meaning and critical thinking. These units are integrated to include reading, writing, speaking and listening through the use of meaning-making strategies and allow the student to learn through different modalities. Students continue to learn to organize their thoughts, elaborate on details and recognize the importance of audience as they participate in informal and formal presentations. Through active listening, the students learn to show respect for the speaker and develop critical listening skills by identifying the main ideas of a message and recognizing fact versus opinion. Students participate in Writers Workshop several times weekly. This process involves the children in pre-writing activities such as brainstorming, planning, and organizing ideas using a story board or matrix; responding and revising, (self, peer and adult); and proofreading and publishing. Specific instruction in the Six Traits is given in mini-lessons. Students write from their own experiences and ideas, as well as directed assignments including poetry, tall tales, short stories, an animal report, and book reports. Students are expected to understand and utilize all stages of the writing process with an emphasis on editing. Prewriting activities and strategies are employed to aid the student with formulating ideas, opinions, etc. Read around groups and writing partners are used to help students implement the writing process. Students should produce final draft writing in which they demonstrate the ability to use	information. Distinguish the main idea and supporting details in expository text. Extract appropriate and significant information from the text, including problems and solutions. Follow simple multiple-step written instructions. **Literary Response & Analysis:** Distinguish common forms of literature. Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Determine the underlying theme or author's message in fiction and nonfiction text. Recognize the similarities of sounds in words and rhythmic patterns in a selection. Identify the speaker or narrator in a selection. **Writing Strategies:** Create a single paragraph: Develop a topic sentence; Include simple supporting facts and details. Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. Understand the structure and organization of various reference materials. Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. **Writing Applications:** Write narratives: Provide a context within which an action takes place; Include well-chosen details to develop the plot; Provide insight into why the selected incident is memorable. Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. Write personal and formal letters, thank-you notes, and invitations: Show awareness of the knowledge and interests of the audience and establish a purpose and context; Include the date, proper salutation, body, closing, and signature. **Written and Oral English Language Conventions:** *Sentence Structure:* Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. *Grammar:* Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. Identify and use past, present, and future verb tenses properly in writing and speaking. Identify and use subjects and verbs correctly in speaking and writing simple sentences. *Punctuation:* Punctuate dates, city and state, and titles of books correctly. Use commas in dates, locations, and addresses and for items in a series. *Capitalization:* Capitalize geographical names, holidays, historical periods, and special events correctly. *Spelling:* Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones. Arrange words in alphabetic order. **Listening & Speaking:** Retell, paraphrase, and explain what has been said by a speaker. Connect and relate prior experiences, insights, and ideas to those of a speaker. Respond to questions with appropriate elaboration. Identify the musical elements of literary language. Organize ideas chronologically or around major points of information. Provide a beginning, a middle, and an end, including concrete details that develop a central idea. Use clear

simple conventions correctly. In addition to assigned writing (which will include writing in context areas) students are encouraged to select topics of their own choice. Their writing is assessed holistically by the teacher and peers through the use of district scoring guides. Portfolios are used to assess student growth in writing and facilitate both the student and the teacher in identifying the next steps for growth.	and specific vocabulary to communicate ideas and establish the tone. Clarify and enhance oral presentations through the use of appropriate props. 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. Compare ideas and points of view expressed in broadcast and print media. Distinguish between the speaker's opinions and verifiable facts. **Speaking Applications:** Make brief narrative presentations: Provide a context for an incident that is the subject of the presentation; Provide insight into why the selected incident is memorable; Include well-chosen details to develop character, setting, and plot. Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences. **Handwriting:** Students shall continue to use D'Nealian writing to demonstrate proper pencil grip, letter formation and word spacing. Students write legibly in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence

Fourth Grade

Curriculum Delivery:	***Standards:***
The students have increased sophistication and understanding of plot and setting and are able to analyze how the author develops well-rounded characters and are able to make personal connections. Students in fourth grade expand their reading to include nonfiction, legends, fantasy, poetry, short stories, drama, and reading of informative material such as periodicals. The students' experience with literature should entail an interaction between the reader and the text which elicits a response from the student, either in the form of discussion or writing that reflects the student's personal views. In addition to time spent on assigned works, time is set aside on a daily basis for Sustained Silent Reading. Students are provided opportunities to select books that reflect personal interests as well as allow them to grow as readers and share their literary experiences with other students. Students keep a cumulative record of their independent reading for the year. Children are read aloud to. Teachers model the richness of the English language and effective oral reading by reading aloud selections that may serve as a connection to core literature, explore content themes or serve as a model for writing. Students respond to literature orally as well as	**Reading Skills and Strategies:** *Word Recognition* Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. Use knowledge of root words to determine the meaning of unknown words within a passage. Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words**.** Use a thesaurus to determine related words and concepts. Distinguish and interpret words with multiple meanings. **Reading Comprehension:** Identify structural patterns found in informational text to strengthen comprehension. Use appropriate strategies when reading for different purposes. 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. Evaluate new information and hypotheses by testing them against known information and ideas. Compare and contrast information on the same topic after reading several passages or articles. Distinguish between cause and effect and between fact and opinion in expository text. Follow multiple-step instructions in a basic technical manual. **Literary Response & Analysis:** Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. Identify the main events of the plot, their causes, and the influence of each event on future actions. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. Compare and

in written forms. In the interdisciplinary, integrated language arts classroom, students engage in oral language as a means to share their ideas, to present information and to listen reflectively. They are offered many opportunities to speak in both formal and informal situations. Working in collaborative and/or cooperative groups enables students to share ideas, feelings, and opinions in a supportive environment. In their formal presentations, they practice delivery skills such as voice projection, eye contact and appropriate posture. Students are expected to organize information and use strategies to engage the listener. Critical listening is an essential skill that enables the listener to evaluate the message of a speaker. Students practice identifying the main idea of a speaker's message and discriminating between fact and opinion. Students learn spelling words, conventions of writing, and how to respond to readings through Words Their Way techniques. Students write from their own experiences and ideas as well as teacher directed poetry and expository writing assignments. The student's writing will reflect their deeper connection with literature as well as their own experiences. Students are expected to utilize all stages of the writing process. They are beginning to understand that writing something once is not a finished product and, therefore, are able to edit and do some revising to produce a final draft paper. Students are expected to largely conform to standard conventions of spelling, usage and punctuation. Read around groups and writing partners are used to help students apply these stages of the writing process. Their writing is assessed holistically by the teacher and their peers through the use of scoring guides. In addition to writing to a prompt, students will focus on writing summaries, opinions, and comparisons, and they will also be using the research process to write reports.	contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse culture. Define figurative language and identify its use in literary works. **Writing Strategies:** *Organization and Focus:* Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. Create multiple-paragraph compositions: Provide an introductory paragraph; Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; Include supporting paragraphs with simple facts, details, and explanations; Conclude with a paragraph that summarizes the points; Use correct indention. Use traditional structures for conveying information. *Penmanship*: Write fluidly and legibly in cursive or joined italic. *Research and Technology:* Quote or paraphrase information sources, citing them appropriately. Locate information in reference texts by using organizational features. Use various reference materials as an aid to writing. Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. Demonstrate basic keyboarding skills and familiarity with computer terminology. *Evaluation and Revision:* Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. **Writing Applications:** Write narratives: Relate ideas, observations, or recollections of an event or experience; Provide a context to enable the reader to imagine the world of the event or experience; Use concrete sensory details; Provide insight into why the selected event or experience is memorable. Write responses to literature: Demonstrate an understanding of the literary work; Support judgments through references to both the text and prior knowledge. Write information reports: Frame a central question about an issue or situation; Include facts and details for focus; Draw from more than one source of information. Write summaries that contain the main ideas of the reading selection and the most significant details. **Written and Oral English Language Conventions:** *Sentence Structure:* Use simple and compound sentences in writing and speaking. Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases. *Grammar:* Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. *Punctuation:* Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. Use underlining, quotation marks, or italics to identify titles of documents. *Capitalization:* Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate. *Spelling:* Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions. **Listening and Speaking:** Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. Summarize major ideas and supporting evidence presented in spoken messages and formal

	presentations. Identify how language usages reflect regions and cultures. Give precise directions and instructions. Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence. Use traditional structures for conveying information. Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. Use details, examples, anecdotes, or experiences to explain or clarify information. Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning. Evaluate the role of the media in focusing attention on events and in forming opinions on issues. **Speaking Applications:** Make narrative presentations: Relate ideas, observations, or recollections about an event or experience; Provide a context that enables the listener to imagine the circumstances of the event or experience; Provide insight into why the selected event or experience is memorable. Make informational presentations: Frame a key question; Include facts and details that help listeners to focus; Incorporate more than one source of information. Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. Recite brief poems, soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

Fifth Grade

Curriculum Delivery:	***Standards:***
Storytelling: Students are told stories from many cultures and periods, including Native American myths and legends, episodes from the lives of historical figures, Greek myths and tales of Ancient India. **Read-Aloud:** The emphasis in on high-interest texts that capture student interest and foster their own independent reading. **Recitation:** Students have opportunities to memorize and recite throughout the year. **Presentation:** Students present research, projects and current events. **Dialogue and Discussion:** Students respond to each other in small groups in their Literature Circles. Class activities such as role-playing and debates allow students to explore meaning orally. **Drama:** Students participate in two dramatic productions, a musical and dramatic evocation of Colonial America, and a theatrical retelling of a traditional tale from Ancient Greece or India. **Word Study:** Words Their Way emphasizes understanding of word to sound correspondence and word parts. **Greek and Latin Roots:** Learning common word roots from the Greek and Latin builds insights into the meaning and origin of words. Informational Texts: Students learn to access	**Reading Skills and Strategies:** *Word Recognition* Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* Use word origins to determine the meaning of unknown words. Understand and explain frequently used synonyms, antonyms, and homographs. Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words. Understand and explain the figurative and metaphorical use of words in context. **Reading Comprehension:** Understand how text features make information accessible and usable. Analyze text that is organized in sequential or chronological order. Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. Distinguish facts, supported inferences, and opinions in text. **Literary Response & Analysis:** 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. Identify the main problem or conflict of the plot and explain how it is resolved. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. Understand that *theme* refers to the meaning or moral of a selection and recognize themes in sample works. Describe the function and effect of common literary devices. Evaluate the meaning of

the information in non-fiction texts by using books supporting the History and Science curriculum.

Current Events: Newspaper articles are read and used to explore the current status of Scientific Knowledge and the points of view involved in present political questions. Students work to analyze, summarize, critically question and suggest their own theories or points of view.

Home Reading: A love of reading is promoted at home through daily reading or 20 minutes or more. Students keep logs of their reading and create a yearlong list of books read. There is also the hance for students to present their favorite books through presentations and book reviews.

Reading Circles: Reading Circles both practice the essential skills of good readers, (asking questions, clarifying meaning through context, summarizing, and predicting) as well as develop the ability to respond to texts as literature. Students read level appropriate books in small groups. Literature study focuses on comprehension, the background of the work, understanding the elements of fiction, making connections and judgments about the text, and analysis of the author's craft.

Classic Tales: In whole class settings, students also have the opportunity to read key works of fiction essential to the understanding of the History curriculum, including a selection of Native American myths and legends, the Odyssey, and Jataka tales.

Spelling: Spelling strategies and skills are taught through Words Their Way. Students proceed at their appropriate developmental level, moving toward an understanding of word parts and derivation.

Handwriting: Cursive is maintained through use in Daily Oral Language. It is also encouraged in writing throughout the curriculum.

Keyboarding: Students have opportunities to type and compose their writing on the computer. Computer-aided writing and editing is encouraged for reports and research projects.

Conventions: Grammar and proper usage is developed through the editing work involved in Daily Oral Language and through grammar lessons. Conventions are also promoted through the revision and editing of writing

archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. Evaluate the author's use of various techniques to influence readers' perspectives.

Writing Strategies:

Organization and Focus: Create multiple-paragraph narrative compositions: Establish and develop a situation or plot; Describe the setting; Present an ending. Create multiple-paragraph expository compositions: Establish a topic, important ideas, or events in sequence or chronological order; Provide details and transitional expressions that link one paragraph to another in a clear line of thought; Offer a concluding paragraph that summarizes important ideas and details.

Research and Technology: Use organizational features of printed text to locate relevant information. Create simple documents by using electronic media and employing organizational features. Use a thesaurus to identify alternative word choices and meanings.

Evaluation and Revision: Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

Writing Applications:

Write narratives: Establish a plot, point of view, setting, and conflict; Show, rather than tell, the events of the story. Write responses to literature: Demonstrate an understanding of a literary work; Support judgments through references to the text and to prior knowledge; Develop interpretations that exhibit careful reading and understanding. Write research reports about important ideas, issues, or events by using the following guidelines: Frame questions that direct the investigation; Establish a controlling idea or topic; Develop the topic with simple facts, details, examples, and explanations. Write persuasive letters or compositions: State a clear position in support of a proposal; Support a position with relevant evidence; Follow a simple organizational pattern; Address reader concerns.

Written and Oral English Language Conventions:

Sentence Structure: Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Grammar: Identify and correctly use verbs that are often misused, modifiers, and pronouns.

Punctuation: 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: Use correct capitalization.

Spelling: Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking:

Ask questions that seek information not already discussed. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. Make inferences or draw conclusions based on an oral report. Select a focus, organizational structure, and point of view for an oral presentation. Clarify and support spoken ideas with evidence and examples. Engage the audience with appropriate verbal cues, facial expressions, and gestures. Identify, analyze, and critique persuasive techniques; identify logical fallacies used in oral presentations and media messages. Analyze media as sources for information, entertainment, persuasion,

leading to finished writing pieces, reports and other projects. **Writer's Workshop:** Students write on a regular basis, taking selected pieces through the stages of the writing process. Students learn to develop their own writer voice and practice writing skills through a series of writing lessons that focus on aspects of the 6 writing traits: ideas, organization, word choice, sentence fluency, voice, and conventions. The revising and editing stages involve peer response and self-reflection. Finished products become part of a student's portfolio or are published in various formats. Writing is self-directed and journal-based, and at the same time repeatedly explores each of the 5th Grade writing styles: expressive, descriptive, narrative, expository, and persuasive.	interpretation of events, and transmission of culture. *Listening and Speaking in Dialogue and Discussion:* Students engage effectively in conversations with others, understanding what they hear and communicating clearly when they speak. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of Standard English and organization and delivery strategies. **Speaking Applications:** Deliver narrative presentations: Establish a situation, plot, point of view, and setting with descriptive words and phrases; Show, rather than tell, the listener what happens. Deliver informative presentations about an important idea, issue, or event by the following means: Frame questions to direct the investigation; Establish a controlling idea or topic; Develop the topic with simple facts, details, examples, and explanations. Deliver oral responses to literature: Summarize significant events and details; Articulate an understanding of several ideas or images communicated by the literary work. Use examples or textual evidence from the work to support conclusions. *Handwriting:* Students will be able to read cursive and write legibly and correctly in cursive.

Mathematics

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
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).	*Number Sense* *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).	*Number Sense: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 <, =, >.	Number and Operations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems: • count with understanding and recognize "how many" in sets of objects; • use multiple models to develop initial understandings of place value and the base-ten number system; • develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections;	**K**: Mathematical Thinking in Kindergarten; Pattern Trains and Hopscotch Paths; Collecting, Counting, and Measuring; Counting Ourselves and Others; Making Shapes and Building Blocks; How Many in All? **GRADE 1**: Mathematical Thinking at Grade 1; Building Number Sense; Quilt Squares and Block Towns; Number Games and Story Problems; Bigger, Taller, Heavier, Smaller **GRADE 2**: Mathematical Thinking at Grade 2; Coins, Coupons, and Combinations; Putting Together and Taking Apart; Shapes, Halves, and Symmetry/ Timelines and Rhythm Patterns.

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	*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 coins that equal the same value.* *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.*		• develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers; • connect number words and numerals to the quantities they represent, using various physical models and representations; • understand and represent commonly used fractions, such as 1/4, 1/3, and 1/2.	Students are introduced to fraction concepts in Grade 1. Kindergarten students gain experience with preliminary concepts, which will lead to the introduction of fractions, including the subdivision of shapes into equal parts. Grade 1 students divide shapes and groups into equal parts or equal groups. They explore halves in units on measuring capacity and length.
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).*	*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*	*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*	Understand meanings of operations and how they relate to one another • understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations; • understand the	K: Collecting, Counting, and Measuring: How Many in All?; Making Shapes and Building Blocks Grade 1: Mathematical Thinking in Grade 1; Building Number Sense; Number Games and Story Problems; Survey Questions and Secret Rules; Quilt Squares and Block Towns Grade 2: Mathematical Thinking at Grade 2;

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places: *3.1 Recognize when an estimate is reasonable.*	*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).* *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.*	*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 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.* *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*	effects of adding and subtracting whole numbers; • understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally. Compute fluently and make reasonable estimates • develop and use strategies for whole-number computations, with a focus on addition and subtraction; • develop fluency with basic number combinations for addition and subtraction; • use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.	Coins, Coupons, and Combinations; Putting Together and Taking Apart Students are gradually and progressively introduced to multiplication and division concepts in Kindergarten through Grade 2. Kindergarten students gain experience with preliminary concepts, which will lead to understanding situations that entail multiplication and division, including the subdivision of shapes into equal parts. Grade 1 students divide shapes and groups into equal parts and equal groups. They also gain experience with repeated addition and skip counting. Grade 2 students practice skip counting by 2's, 5's, and 10's. They explore the relationship between skip counting and grouping and apply these concepts to problem situations.

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
		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).*	*Statistics, Data Analysis, and Probability 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.*	*Statistics, Data Analysis, and Probability 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.*	Algebra Standard: Understand patterns, relations, and functions • sort, classify, and order objects by size, number, and other properties; • recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another; • analyze how both repeating and growing patterns are generated.	K: Kindergarten students sort, classify, and order objects in a variety of settings. Students explore and compare the attributes of various geometric manipulatives, including pattern blocks and geoblocks. Students classify and sort data. They classify shapes in the environment. Grade 1: Every text in Grade 1 includes a description of sorting games in the appendix of the text, entitled "About Classroom Routines." The first game, entitled, "Guess My Rule," requires students to determine the common attribute of a set of objects. After students have become familiar with this game, they can play "Guess My Object," in which students ask yes-or-no questions, based on attributes, and use the process of elimination to determine which particular object was secretly chosen from a set of objects. Grade 2: Second graders sort, classify, and order objects using a number of techniques in a variety of situations.

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
				For example, students sort manipulative materials based on their attributes. They sort and classify information. The children sort two-dimensional geometric shapes and three-dimensional geometric solids. They use Venn diagrams to show relationships within a group of related objects.
Measurement & Geometry 1.0 Students understand the concept of time and units to measure it; *1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that 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).*	*Algebra & Functions* *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 symbols +, -, =.* *1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.* *Measurement and Geometry* *1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:* *1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).*	*Algebra & Functions* *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 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 that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:*	Represent and analyze mathematical situations and structures using algebraic symbols • illustrate general principles and properties of operations, such as commutativity, using specific numbers; • use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations. Use mathematical models to represent and understand quantitative relationships • model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols. Analyze change in various concepts • describe qualitative	K: Collecting, Counting, and Measuring; Pattern Trains and Hopscotch Paths; Making Shapes and Building Blocks; How Many in All? Grade 1: Mathematical Thinking in Grade 1; Building Number Sense; Number Games and Story Problems; Survey Questions and Secret Rules; Quilt Squares and Block Towns; Bigger, Taller, Heavier, Smaller Grade 2: Mathematical Thinking at Grade 2; Shapes, Halves, and Symmetry; Timelines and Rhythm Patterns; Coins, Coupons, and Combinations; Putting Together and Taking Apart Students apply concepts of qualitative change to extend patterns related to geometric size and shape. K: explore changing combinations of shapes, which can cover a given area, and they explore changing arrangements of a given number of objects. GRADE 1: explore changes in weather data the cyclical nature of time. While reading a story about weight and capacity, first graders discuss gradual changes

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
		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). *1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).*	change, such as a student's growing taller; • describe quantitative change, such as a student's growing two inches in one year.	in the level at which a boat rests on a surface of water as animals climb into the boat, one at a time. GRADE 2: describe qualitative changes in rhythm patterns. K: students describe quantitative change as they graph classroom attendance data using an "attendance stick" and name cards or name pins to see how many children are present and absent for each day of school. They estimate quantitative change as they compare how many objects are in the Counting Jar (in "About Classroom Routines") over several days. They illustrate quantitative change as they explore changing combinations of numbers with a given sum. GRADE 1: students progress from qualitative to quantitative weight comparisons as they gradually add weight units (e.g., washers, blocks) to achieve equilibrium on a balance scale. They solve combining problems involving "unknown change," where students are given initial and final amounts and are asked to come up with a quantitative representation of how the initial value changed. GRADE 2: students find quantitative change as they calculate differences between numbers on a hundred chart, and as they calculate the change necessary to begin at a given number and end at one hundred. They explore and chart

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
				quantitative changes in time on timelines. Each unit of study includes a feature entitled, About Classroom Routines, which includes a section related to changes over time. K: Calendar contains activities related to the passage of time. Grade 1: Understanding Time and Changes contains ideas for helping students develop an understanding of time-related ideas such as sequencing events and understanding relationships among time periods. Grade 2: Time and Time Again contains suggestions for activities to help students develop an understanding of time-related ideas such as sequencing events, the passage of time, duration of time periods, and identifying important times in their day.
Measurement & Geometry *1.0 Students ... 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).*	*Measurement & Geometry 2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their 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*	*Measurement & Geometry 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*	Geometry Standard Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships • recognize, name, build, draw, compare, and sort two- and three-dimensional shapes; • describe attributes and parts of two- and three-dimensional shapes;	K: Mathematical Thinking in Kindergarten; Making Shapes and Building Blocks; Shapes Teacher Tutorial, pp. 117-154; Pattern Trains and Hopscotch Paths Grade 1: Mathematical Thinking at Grade 1; Building Number Sense; Survey Questions and Secret Rules; Quilt Squares and Block Towns; Number Games and Story Problems; Bigger, Taller, Heavier, Smaller; Appendix: Shapes Tutorial Grade 2: Mathematical Thinking at Grade 2; Appendix: Shapes Tutorial ; How Long? How Far? Excursion: Geo-Logo: Shapes and Pictures; Shapes,

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
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).*	*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).*	*together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).*	• investigate and predict the results of putting together and taking apart two- and three-dimensional shapes. Specify locations and describe spatial relationships using coordinate geometry and other representational systems • describe, name, and interpret relative positions in space and apply ideas about relative position; • describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance; • find and name locations with simple relationships such as "near to" and in coordinate systems such as maps.	Halves, and Symmetry; Putting Together and Taking Apart In addition to physical manipulation and measurement of shapes and objects, students in Kindergarten through Grade 2 apply concepts of relative positions in space, and direction and distance, through the use of Shapes. Shapes is a software program that allows students to construct and manipulate geometric shapes, see objects move according to rules they specify, and explore rotation and reflection. Students also apply slides and turns as they visualize how a shape needs to be moved or turned in order to fit into a particular space or design. Grade 2: also use Geo-Logo software, which enables students to extend their investigations to coordinate geometry and angles. Students are not formally introduced to the concept of symmetry until Grade 2. Kindergarten and Grade 1 students explore preliminary skills, including the manipulation of shapes through physical manipulation, drawing, and computer technology, as they construct murals and create designs and drawings using basic shapes. They are exposed to symmetry as they examine and manipulate geometric shapes and solids.
Measurement & Geometry	*Measurement and Geometry*	*Measurement and Geometry*	Measurement	K: Mathematical Thinking in Kindergarten;

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
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).*	*1.0 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.*	*1.0 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.*	Standard Understand measurable attributes of objects and the units, systems, and processes of measurement • recognize the attributes of length, volume, weight, area, and time; • compare and order objects according to these attributes; • understand how to measure using nonstandard and standard units; • select an appropriate unit and tool for the attribute being measured. Apply appropriate techniques, tools, and formulas to determine measurements • measure with multiple copies of units of the same size, such as paper clips laid end to end; • use repetition of a single unit to measure something larger than the unit, for instance, measuring the length of a room with a single meterstick; • use tools to measure; • develop common referents for	Collecting, Counting, and Measuring; Making Shapes and Building Blocks; How Many in All? Grade 1: Building Number Sense; Survey Questions and Secret Rules; Quilt Squares and Block Towns; Bigger, Taller, Heavier, Smaller Grade 2: Shapes, Halves, and Symmetry; How Long? How Far?; Timelines and Rhythm Patterns K: students quantify length measurements using a repeating nonstandard unit. The first step is the estimation of a measurement of something much larger than the measuring unit, before actually measuring with multiple copies of units of the same size to confirm the estimate. Grade 1: students measure the capacity of a cup by repeatedly filling a spoon with sand and emptying it into the cup. They also measure distances using their hands and feet. Grade 2: measure the length of their classroom with movable sets of linked cubes.

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
			measures to make comparisons and estimates.	
Statistics, Data Analysis, and Probability *1.0 Students collect information 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.*	*Statistics, Data Analysis, and Probability 1.0 Students organize, represent, and 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).*	*Statistics, Data Analysis, and Probability 1.0 Students collect numerical data 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).*	Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them • pose questions and gather data about themselves and their surroundings; • sort and classify objects according to their attributes and organize data about the objects; • represent data using concrete objects, pictures, and graphs. Select and use appropriate statistical methods to analyze data • describe parts of the data and the set of data as a whole to determine what the data show. Develop and evaluate inferences and predictions that are based on data • discuss events related to students' experiences as likely or unlikely.	The end of each unit contains a feature entitled About Classroom Routines. K: Today's Question consists of an activity involving students collecting, displaying, and interpreting data. Students may represent data using charts or graphs. Grade 1: Exploring Data includes ideas for class surveys which involve students collecting, organizing, and displaying data. Another section, Understanding Time and Changes, includes ideas for exploring the monthly calendar and collecting and displaying weather data. Grade 2: How Many Pockets? describes a long-term activity in which students collect, organize, and represent data on how many pockets everyone in class is wearing on a particular day. Students may use a Hundred Number Wall Chart and a Pocket Data Chart to interpret and record their data. K: Kindergarten students sort, classify, and order objects in a variety of settings. Students explore and compare the attributes of various geometric manipulatives, including pattern blocks and geoblocks. Students classify and

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
		2.2 Solve problems involving simple number patterns.		sort data. They classify shapes in the environment. Grade 1: In addition to the following references, every text in the Grade 1 Investigations in Number, Data, and Space series includes a description of sorting games in the appendix of the text, entitled "About Classroom Routines." The first game, entitled, "Guess My Rule," requires students to determine the common attribute of a set of objects. After students have become familiar with this game, they can play "Guess My Object," in which students ask yes-or-no questions, based on attributes, and use the process of elimination to determine which particular object was secretly chosen from a set of objects. Grade 2: Second graders sort, classify, and order objects using a number of techniques in a variety of situations. For example, students sort manipulative materials based on their attributes. They sort and classify information. They sort two-dimensional geometric shapes and three-dimensional geometric solids. They use Venn diagrams to show relationships within a group of related objects. Students are introduced to the concepts of probability in Grade 3. Students in Kindergarten through Grade 2 may predict future events based on collected data. K: students predict whether or not all of their

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
				sunflower seeds will germinate. Grade 1: students hypothesize about attendance data on "a most unusual day." Grade 2: make a hypothesis based on sampling and the representation of a set of "mystery" data.
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.*	*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, 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.*	*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, 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.*	Problem Solving Standard • build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; monitor and reflect on the process of mathematical problem solving. Connections Standard recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply mathematics in contexts outside of mathematics. Reasoning and Proof Standard recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical	Students in Kindergarten through Grade 2 build new mathematical knowledge through problem solving throughout the course; in fact, this is a fundamental emphasis of the series. Students solve problems that arise in mathematics and in other contexts throughout the course. They apply and adapt a variety of appropriate strategies to solve problems and they monitor and reflect on the process of mathematical problem solving throughout the course. K: students investigate properties of two-dimensional shapes, they learn to recognize these shapes in their environment and develop vocabulary to describe and name two-dimensional shapes. They solve story problems involving combining and separating. They develop a variety of strategies for counting and keeping track of quantities. They reflect on using different criteria to sort the same set of objects. Grade 1: students learn how to solve problems involving combining with unknown change. They plan and build a town using geoblocks. They use pictures, numbers,

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
			conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof. Communication Standard organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely.	words, and equations to solve combining and separating story problems. They develop, describe, and justify techniques for comparing the capacities of containers. Grade 2: students are introduced to the use of Venn diagrams to organize data considering two attributes at the same time. They explore coins and their values. They explore strategies for creating and representing symmetrical figures. They observe the structure and patterns on a hundred chart. Each unit of study is organized to enable students to recognize and use connections among mathematical ideas, to understand how mathematical ideas interconnect and build on one another to produce a coherent whole, and to recognize and apply mathematics in contexts outside of mathematics throughout the course. The Investigations within each of these units and, in Grades 1 and 2, within each Investigation, involve students directly experiencing the connections between the mathematical ideas presented in each unit. For example, in Kindergarten, Making Shapes and Building Blocks consists of activities which give students opportunities to explore interrelated components of the study of geometry: 2-D Shapes Around Us, Exploring Shapes with the Computer, Looking at 3-

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
				D Shapes, Making Shapes and Building Blocks, and 2-D Faces on 3-D Blocks. In Grade 1, Building Number Sense focuses on the system of whole numbers and includes the following investigations: Visualizing Numbers, Building Numbers in Different Ways, Counting, and Addition and Subtraction. In Grade 2, Putting Together and Taking Apart relates the concepts of addition and subtraction of numbers and includes the following investigations: Combining and Separating, Working with 100, Finding the Missing Part, Adding Up to 100, and Addition and Subtraction Strategies. Recurring features at all grade levels, including About Classroom Routines and software applications, allow teachers opportunities to integrate all of the units of study with a common thread. As another example, in Kindergarten students relate number names, numerals, and quantities. In Grade 1, students relate combining and separating situations, combining with unknown change, and addition and subtraction. In Grade 2, students connect the ideas of halves of rectangles and halves of solids, and then build on these concepts to introduce other fractions, including thirds and fourths. Recurring features at all grade levels, including About Classroom

Kindergarten CA	1st grade CA	2nd grade CA	NCTM	TERC
				Routines and software applications, allow teachers opportunities to integrate and simultaneously build upon all of the units of study. Students communicate their mathematical thinking coherently and clearly to peers, teachers, and others throughout the curriculum as they perform the activities in the for each investigation. The Dialogue Box is a feature that appears with many investigations and contains the text of discussions between teachers and students in which the teacher encourages students to communicate their mathematical thinking coherently and clearly to others, and to use the language of mathematics to express mathematical ideas precisely.

MATHEMATICS GRADES 3-5

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
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). *NUMBER SENSE 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, subtraction, multiplication, and division of money amounts in decimal notation and multiply	*NUMBER SENSE 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 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	*NUMBER SENSE 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 x 2 x 2 x 3 = 2^3 x 3). 1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	Understand numbers, ways of representing numbers, relationships among numbers, and number systems • understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals; • recognize equivalent representations for the same number and generate them by decomposing and composing numbers; • develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers; • use models, benchmarks, and equivalent forms to judge the size of fractions; • recognize and generate equivalent forms of commonly used fractions, decimals, and percents; • explore numbers less than 0 by extending the number line and through familiar applications; • describe classes of numbers (e.g., odds, primes, squares, and multiples) according to characteristics	One of the central objectives of *Investigations in Number, Data, and Space* is to support students' understanding of number, number relationships, and the base-ten number system. In Grade 3, students gain experience with counting and grouping, patterns on the 100 chart, numbers above and below zero, strategies for combining and comparing numbers, numeration through hundreds and thousands, equivalent fractions, mixed numbers, and decimals. In Grade 4, students explore hundreds, devise and practice grouping and ordering strategies, and compare and combine whole numbers through the thousands and decimals. In Grade 5, students explore relationships among, and the magnitude of, landmarks of 100, 1000, and 10,000. Students in Grades 3 through 5 use numbers to describe relationships in the real world, and they also encounter numbers in purely mathematical situations. They recognize and generate equivalent representations for the same number throughout the course as they use manipulatives, symbols, words, and pictorial models to

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
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).	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.		such as the nature of their factors.	represent whole numbers, integers, fractions, and decimals. They identify and write equivalent fractions; and they write rational numbers in decimal and fraction form. Students at all grade levels compose and decompose numbers to generate equivalent representations for the same number as they learn addition combinations; (e.g., 3 + 4 = 2 + 5 = 6 + 1 = 7), explore factors and multiples (e.g., 3 x 4 = 2 x 6 = 1 x 12 = 12) and learn properties of operations (e.g., 3 x 4 = 4 x 3). Students in Grade 3 represent the same net change in many different ways using positive and negative numbers.

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
NUMBER SENSE 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. 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 x 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.	*NUMBER SENSE 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 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	*NUMBER SENSE 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.	Understand numbers, ways of representing numbers, relationships among numbers, and number systems • describe classes of numbers (e.g., odds, primes, squares, and multiples) according to characteristics such as the nature of their factors. Understand meanings of operations and how they relate to one another • understand various meanings of multiplication and division; • understand the effects of multiplying and dividing whole numbers; • identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems; • understand and use properties of operations, such as the distributivity of multiplication over addition. Compute fluently and make reasonable estimates • develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30x50; • develop fluency in adding, subtracting, multiplying, and	**Units Grade 3:** Mathematical Thinking at Grade 3; Things That Come in Groups; Landmarks in the Hundreds; Up and Down the Number Line; Combining and Comparing; Turtle Paths; Flips, Turns, and Area; Fair Shares; From Paces to Feet; Combining and Comparing; Exploring Solids and Boxes **Units Grade 4:** Mathematical Thinking at Grade 4; Arrays and Shares; Landmarks in the Thousands; Packages and Groups; Money, Miles, and Large Numbers; Changes Over Time; The Shape of the Data; Different Shapes, Equal Pieces; Sunken Ships and Grid Patterns; Three out of Four Like Spaghetti **Units Grade 5:** Mathematical Thinking at Grade 5; Picturing Polygons; Name That Portion; Between Never and Always; Building on Numbers You Know; Measurement Benchmarks; Patterns of Change; Containers and Cubes Students in Grades 3 through 5 develop fluency and accuracy in adding, subtracting, multiplying, and dividing whole numbers throughout the course as they learn addition and multiplication facts and simultaneously develop sound

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
	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 x 3 = 2 x 6 = 2 x 2 x 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.		dividing whole numbers; • develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results; • develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results; • develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience; • select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools.	strategies for solving computation problems. They learn to look at the whole problem and make reasonable estimates of the result. They use materials and models to visualize the relationships of quantities in addition, subtraction, multiplication, and division situations. They gain experience in working with calculators and other mathematical tools. They keep track of their work by recording intermediate steps of a problem. They learn to have more than one strategy to solve any problem so that they can double-check their accuracy.

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
ALGEBRA & FUNCTIONS 1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve 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 x 12). 1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).	*ALGEBRA & FUNCTIONS* *1.0 Students use and interpret variables, mathematical symbols, and 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 x width or ***A*** = ***lw)*** to answer questions about quantities and their relationships. 1.5 Understand that an equation such as ***y*** = 3 ***x*** + 5 is a prescription for determining a second number when a first number is given.	*ALGEBRA & FUNCTIONS 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 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.	Understand patterns, relations, and functions • describe, extend, and make generalizations about geometric and numeric patterns; • represent and analyze patterns and functions, using words, tables, and graphs. Represent and analyze mathematical situations and structures using algebraic symbols • identify such properties as commutativity, associatively, and distributivity and use them to compute with whole numbers; • represent the idea of a variable as an unknown quantity using a letter or a symbol; • express mathematical relationships using equations. Use mathematical models to represent and understand quantitative relationships • model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.	**Units Grade 3:** Mathematical Thinking at Grade 3; Things That Come in Groups; Flips, Turns, and Area; From Paces to Feet; Landmarks in the Hundreds; Up and Down the Number Line; Combining and Comparing; Turtle Paths; Fair Shares; Exploring Solids and Boxes **Units Grade 4:** Mathematical Thinking at Grade 4; Arrays and Shares; Seeing Solids and Silhouettes; Landmarks in the Thousands; Different Shapes, Equal Pieces; The Shape of the Data; Money, Miles, and Large Numbers; Changes Over Time; Packages and Groups; Sunken Ships and Grid Patterns; Three out of Four Like Spaghetti **Units Grade 5:** Mathematical Thinking at Grade 5; Picturing Polygons; Name That Portion; Between Never and Always; Building on Numbers You Know; Measurement Benchmarks; Patterns of Change; Containers and Cubes; Data: Kids, Cats, and Ads Students in Grades 3 and 4 gain experience and practice in solving problems involving missing information, including on-computer and off-computer activities to find missing lengths and turns. Grade 5 students use

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
				variables in *Geo-Logo* and in data analysis. Primary grade students use pictures and manipulatives to represent known and unknown quantities in numerical problems as they investigate the operations of addition and subtraction of whole numbers and solve combining and separating problems. In Grade 3 students use equations to model problem situations as they explore the operations of addition, subtraction, multiplication, and division. Intermediate grade students in Grades 4 and 5 progress toward solving linear equations. Students at all grade levels model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions throughout the course. Indeed, the fundamental emphasis of this curriculum is modeling problem situations. Students are encouraged to devise their own problem-solving strategies and representations, so that it is usually the case that a wide variety of representations will be created for any given problem. Students gain experience with

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
				several different types of graphs, including real graphs, bar graphs, line graphs, and line plots. Students frequently construct and complete tables as they analyze patterns and functions and collect and interpret data. Students use equations to represent and solve problems.
ALGEBRA & FUNCTIONS *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).	ALGEBRA & FUNCTIONS *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.	ALGEBRA & FUNCTIONS 1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.	Use mathematical models to represent and understand quantitative relationships • model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions. Analyze change in various concepts • investigate how a change in one variable relates to a change in a second variable; identify and describe situations with constant or varying rates of change and compare them.	Students at all grade levels study changes over time. The feature in the Grade 3 series includes Calendar Math. Grade 4 students write numerical expressions representing the daily movement of people in and out of the house, and they use line graphs and number sequences to show change over time. Grade 5 students use "lifetime strips" to represent and compare ages; they use stories, graphs, and tables to represent changes in speed and position over time.
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,	***Measurement and Geometry*** *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	***Measurement and Geometry*** *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	Understand measurable attributes of objects and the units, systems, and processes of measurement • understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute;	**Units Grade 3:** From Paces to Feet; Combining and Comparing; Turtle Paths; Flips, Turns, and Area; Things That Come in Groups; Lengths and Perimeters; Exploring Solids and Boxes **Units Grade 4:** The Shape of the Data; Money, Miles, and Large Numbers; Changes Over Time;

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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).	(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.	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).	• understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems; • carry out simple unit conversions, such as from centimeters to meters, within a system of measurement; • understand that measurements are approximations and how differences in units affect precision; • explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way. Apply appropriate techniques, tools, and formulas to determine measurements • develop strategies for estimating the perimeters, areas, and volumes of irregular shapes; • select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles; • select and use benchmarks to estimate measurements; • develop, understand, and use formulas to find the area of rectangles and related triangles	Sunken Ships and Grid Patterns; Arrays and Shares; Landmarks in the Thousands; Lengths and Perimeters; Seeing Solids and Silhouettes **Units Grade 5:** Mathematical Thinking at Grade 5; Picturing Polygons; Measurement Benchmarks; Containers and Cubes; Data: Kids, Cats, and Ads; Volume and Surface Area; Name That Portion

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			and parallelograms; • develop strategies to determine the surface areas and volumes of rectangular solids.	

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MEASUREMENT & GEOMETRY 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 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.	*MEASUREMENT & GEOMETRY 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, scalene) and identify their attributes. 3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle,	MEASUREMENT & GEOMETRY *2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:* 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	<u>Analyze characteristics</u> and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships • identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes; • classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids; • investigate, describe, and reason about the results of subdividing, combining, and transforming shapes; • explore congruence and similarity; <u>Use visualization</u>, spatial reasoning, and geometric modeling to solve problems • build and draw geometric objects; • create and describe mental images of objects, patterns, and paths; • identify and build a three-dimensional object from two-dimensional representations of that object; • identify and build a two-dimensional	**<u>Units Grade 3:</u>** Mathematical Thinking at Grade 3; Things That Come in Groups; Flips, Turns, and Area; From Paces to Feet; Landmarks in the Hundreds; Up and Down the Number Line; Turtle Paths; Lengths and Perimeters; Fair Shares; Exploring Solids and Boxes **<u>Units Grade 4:</u>** Seeing Solids and Silhouettes; Sunken Ships and Grid Patterns; Different Shapes, Equal Pieces; Changes Over Time **<u>Units Grade 5:</u>** Mathematical Thinking at Grade 5; Picturing Polygons; Name That Portion; Between Never and Always; Building on Numbers You Know; Patterns of Change; Containers and Cubes Students in Grades 3 through 5 create and describe mental images of objects, patterns, and paths throughout the course. For example, one activity is entitled Quick Images. Students are briefly shown a picture of a geometric design or pattern, then instructed to draw it by developing a mental image of it.

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	parallelogram, trapezoid).		representation of a three-dimensional object;	
	MEASUREMENT & GEOMETRY 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*** = 3 ***x*** 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. 2.3 Understand that the length of a vertical line segment equals the difference of the ***y-*** coordinates.	*STATISTICS, DATA ANALYSIS, AND PROBABILITY* *1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:* 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. 1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph. 1.5 Know how to write ordered pairs correctly; for example, (*x, y*).	Specify locations and describe spatial relationships using coordinate geometry and other representational systems • describe location and movement using common language and geometric vocabulary; • make and use coordinate systems to specify locations and to describe paths; • find the distance between points along horizontal and vertical lines of a coordinate	
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	*Statistics, Data Analysis, and Probability 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). 2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3 /4).		Understand and apply basic concepts of probability • describe events as likely or unlikely and discuss the degree of likelihood using such words as *certain, equally likely,* and *impossible;* • predict the probability of outcomes of simple experiments and test the predictions; • understand that the measure of the likelihood of an event can be	**Units Grade 3:** Things That Come in Groups; Likely or Unlikely?; Exploring Solids and Boxes; What Is Likely? **Units Grade 4:** Landmarks in the Thousands; What Is Likely?; Money, Miles, and Large Numbers; Likely or Unlikely? Three out of Four Like Spaghetti; What Is Likely? **Units Grade 5:** Between Never and Always; Building on Numbers You Know; What Is Likely? Students in Grades 3 through 5 describe

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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).			represented by a number from 0 to 1.	events as likely or unlikely, and certain, equally likely, and impossible, through regular and extended features of the curriculum. The Grade 3 series includes features entitled, "Likely or Unlikely?" and "What Is Likely?", which involve students in considering the likelihood of the occurrence of a particular event. Several of the Grade 4 and Grade 5 texts include What is Likely? as one of the appendices. In addition, students in Grades 3 and 4 use tallies to represent the frequency of an event, and use ratios to compare the tallies to represent the likelihood (i.e., probability) of the event.
	Statistics, Data Analysis, and Probability 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	*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.	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them • design investigations to address a question and consider how data-collection methods affect the nature of the data set; • collect data using observations, surveys, and experiments; • represent data using tables and graphs such as line plots, bar graphs, and line graphs; • recognize the differences in	As the title of the course implies, data collection and analysis is an important feature in ***Investigations in Number, Data, and Space***. Students use observations, surveys, and experiments throughout the course to make and verify conjectures regarding properties of numbers and geometric shapes and solids as well as the environment inside and outside the classroom. In addition to the regular coursework, some appendices contain supplemental features related to data collection and analysis. The series

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	questions about a situation.	1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph. 1.5 Know how to write ordered pairs correctly; for example, (*x, y*).	representing categorical and numerical data. <u>Select and use</u> appropriate statistical methods to analyze data • describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed; • use measures of center, focusing on the median, and understand what each does and does not indicate about the data set; • compare different representations of the same data and evaluate how well each representation shows important aspects of the data. <u>Develop and evaluate</u> inferences and predictions that are based on data • propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.	for Grades 3 through 5 include exercises, which include a feature entitled, Exploring Data, which gives students further and ongoing opportunities to collect, organize, display, describe, and interpret data. Students are encouraged to organize and represent data using a variety of displays, including tables, line plots, bar graphs, and line graphs. Tables may be provided to the students, or created by the students in various problem situations. Students are asked to choose an appropriate means to display their data, and are asked to explain or justify their choices. Students create and interpret representations of categorical and numerical data throughout the course. As an explicit example of experience in this area, Grade 4 students collect, record, and display categorical data on students' future careers. Students in Grade 5 are asked to make choices regarding the most appropriate way to display the associations between categorical and numerical variables of cat data: categorical variables in a particular study

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				included gender and fur color, and numerical variables included body length and tail length. Students describe the shape and important features of a set of data, and compare related data sets, with an emphasis on how the data are distributed, as they examine and analyze graphic displays, including line plots and histograms. Students find largest and smallest, as well as average, data values and describe their significance relative to the data set. Grade 4 students find the median of a set of data, understand that the median is only one landmark for the data set, and use the median to compare data sets. Grade 5 students gain experience with measures of central tendency through finding the median of a set of data and through discussion of the spread and clustering of data. Students are encouraged to organize and represent data using a variety of displays, including tables, line plots, bar graphs, and line graphs. Tables may be provided to the students, or created by the students in various problem situations. Students are asked to choose an appropriate means to display their data, and

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
				are asked to explain or justify their choices. As the title of the course implies, data collection and analysis is an important feature in ***Investigations in Number, Data, and Space***. In addition to the regular coursework, some appendices contain supplemental features related to data collection and analysis. The series for Grades 3 through 5 include exercises, which include a feature entitled, Exploring Data, which gives students further and ongoing opportunities to collect, organize, display, describe, and interpret data. Students are asked to propose and justify conclusions and predictions that are based on given data as well as on data, which are collected by the students. They are frequently asked to carry investigations further, or to think about how the shape of the data might change if additional information were collected.
Mathematical Reasoning *1.0 Students make decisions about how to approach problems:* 1.1 Analyze problems by identifying relationships, distinguishing relevant from	***Mathematical Reasoning*** *1.0 Students make decisions about how to approach problems:* 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information,	***Mathematical Reasoning*** *1.0 Students make decisions about how to approach problems:* 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information,	Instructional programs from prekindergarten through grade 12 should enable all students to— • build new mathematical knowledge through problem solving; • solve problems that arise in mathematics and in	Students in Grades 3 through 5 build new mathematical knowledge through problem solving throughout the course; in fact, this is a fundamental emphasis of the series. For example, in Grade 3, students build knowledge about positive and

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
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.	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*	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*	other contexts; • apply and adapt a variety of appropriate strategies to solve problems; • monitor and reflect on the process of mathematical problem solving.	negative change by graphing problem situations related to elevator trips. Grade 4 students apply division to solve sharing and partitioning problems. Grade 5 students learn concepts of probability by studying fair and unfair games. Students in Grades 3 through 5 solve problems that arise in mathematics and in other contexts throughout the course. For example, Grade 3 students relate factors of 100 to dividing dollars. Grade 4 students apply addition and subtraction skills and place value concepts to find pairs of numbers “Close to 100.” Grade 5 students use a computer program to change parameters and predict outcomes of successive “steps” along a meter stick on a paper track. Students in Grades 3 through 5 apply and adapt a variety of appropriate strategies to solve problems throughout the course. For example, Grade 3 students use 100 charts and 1000 charts to solve number problems. Students in Grade 4 devise strategies to solve Problems That Look Hard but Aren’t. Grade 5 students apply cooperative strategies to measure space inside and outside the classroom. Students in Grades 3

3rd grade CA	4th grade CA	5th grade CA	NCTM	TERC
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.	*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.	*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		through 5 monitor and reflect on the process of mathematical problem solving throughout the course. For example, Grade 3 students write and solve story problems. In Grade 4, students examine and write about relationships between fractions. Grade 5 students reflect on issues of playground safety and collect, analyze, and present relevant data. Students at all grade levels make and test conjectures about geometric properties and relationships and develop logical arguments to justify their conclusions in a variety of problem situations. For example, in Grade 3, students explore the concept of volume of a rectangular prism by predicting and verifying the number of cubes that will fit in a box, generalizing their findings by creating patterns for boxes with a given volume, and applying a formula to find the volume of a rectangular prism. In Grade 4, students gain experience with geometric perspective as they make and test conjectures about different views of an object. They predict the shapes of silhouettes, match solids and silhouettes, draw silhouettes, and integrate different views of an object to form a mental model of the whole object.

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				In Grade 5, students make and test conjectures about the relationships among the angles, side lengths, and areas of similar polygons.

Science Integrated with Social Studies

Tables that align curricular resources, standards and assessments in Science are the last section of this document. What follows in this section are tables that show the correlation that will be made for our students between the FOSS Science Curriculum and the standards for Social Studies.

KINDERGARTEN

CA Social Studies Standards	FOSS Module
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. 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. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	Trees Animals Two by Two Plants and Animals Air and Weather
K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	Air and Weather Plants and Animals
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.	Wood and Paper
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.	Wood and Paper
K.6 Students understand that history relates to events, people, and places of other times. 3. 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).	Animals Two By Two Plants and Animals Air and Weather

FIRST GRADE

1.1 Students describe the rights and individual responsibilities of citizenship.	Plants and Animals

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. 4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	Animals Two by Two Air and Weather Trees Plants and Animals
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 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.	Trees Plants and Animals Animals Two by Two
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.	Air and Weather Plants and Animals Trees

GRADE TWO

Second graders will spend time exploring environmental protection policy, using the Structure of Life module as a springboard to studying the reasoning behind laws and the United States system of government.

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).	Pebbles, Sand and Silt Insects and Plants Structure of Life Sun, Moon and Stars
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. 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 essential map elements: title, legend, directional indicator, scale, and date. 3. Locate on a map where their ancestors live(d), telling when the family	Insects and Plants Pebbles, Sand and Silt

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.	Structure of Life
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. 3. Understand how limits on resources affect production and consumption (what to produce and what to consume).	Balance and Motion Pebbles, Sand and Silt Insects and Plants Structure of Life Matter and Energy

GRADE THREE

Third graders will spend a significant amount of time studying the history of Native Americans and the history of early North American settlements, using the Pebbles, Sand and Silt Module as a springboard.

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). 2. 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).	Insects and Plants Pebbles, Sand and Silt Matter and Energy
3.2 Students describe the American Indian nations in their local region long ago and in the recent past. 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).	Air and Weather* from the K-1 project
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 relationship to federal and state governments. 4. Discuss the interaction of new settlers with the already established Indians of the region. **4.2 Students describe the social, 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. **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,	Pebbles, Sand and Silt

tools, and utensils. 2. Describe their varied customs and folklore traditions. 3. Explain their varied economies and systems of government. **5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.** 2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 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]).	
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.	Pebbles, Sand and Silt
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 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.	Structure of Life
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.	Insects and Plants Matter and Energy Balance and Motion

GRADE FOUR

Fourth grade involves the introduction of a significant amount of content knowledge: California History, the U.S. Constitution, and the relationship between the federal and the state governments.. The FOSS module entitled

Environments enables students to understand connections between human actions and the environment. This module will be the foundation for the study of California history.

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, 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.** **Addressed in previous grade** 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 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). 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).	Environments
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.	Magnetism and Electricity Solid Earth

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 nineteenth 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.	
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. **4.4 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.** 5. Discuss the effects of the Great Depression, the **Dust Bowl**, and World War II on California.	Water Planet

GRADE FIVE

Fifth grade involves the introduction of a significant amount of content knowledge: the history of the United States from “New World” exploration through the mid 1800’s. The FOSS module entitled Environments enables students to understand connections between human actions and the environment. This module will be the foundation for the study of early American history.

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.	Pebbles, Sand and Silt
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 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.	Magnetism and Electricity

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 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]).[1] 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. 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 and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	Environments
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. 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.	Mixtures and Solutions
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).	Magnetism and Electricity

[1] More specifically addressed in the Second and Third Grade projects

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. 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). **5.9 Students know the location of the current 50 states and the names of their capitals.**	Water Planet

History/Social Science

Note that the Fourth and Fifth Grade curriculum maps are adapted from those created by Larchmont Charter School teachers.

The tables below demonstrate the alignment between the state standards, the textbook curriculum, and the projects students will complete.

Kindergarden

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
K.1 K.1.1 K.1.2	**Students understand that being a good citizen involves acting in certain ways.** Follow rules, such as sharing and taking turns, and know the consequences of breaking them. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	*Tribes Learning Communities* Jeanne Gibbs Get to Know Our Class Project: students choose their own 'driving questions' to explore while engaged in 'research' activities: ▪ Exploring the process of establishing an identity as a member of a new community ▪ Community building activities (field trips to 'camp', et al) ▪ Interviews and Reporting Back ▪ Working together as science lab partners ▪ Classroom norms and expectations	Big Book (BB): 3, 5, 11, 40, 44, 54, 57, 66 Teacher's Edition (TE): 4–5, 8–9, 20–21, 70-71, 78-79, 94-95, 100-101, 116–117 Additional Teaching, TE: 1I, 1Q, 1R, 25Q, 25R, 61Q, 61R, 85Q, 85R	BB: 4, 8, 10, 12, 13, 58, 60, 73 TE: 6, 14–15, 18-19, 22-24, 102-103, 106–107, 130–131 Additional Teaching, TE: 1F, 85F Independent Books: *Save Our Tree!; Follow the Leader! A Cat at School? George Washington* Practice Book: 7, 8	Teacher Observation Notes of Students (include how well students work together, ability to answer essential questions, and progress towards meeting skills outlined by the standards) Homework Project Rubric (written and shared with students after their driving question is established, before they begin project)

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
		(rules) ▪ Conflict resolution strategies			
K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	Overlap with Language Arts Curriculum	BB: 20 TE: 34–35 Additional Teaching, TE: 25P	TE: 15, 85F Bringing Social Studies Alive: 10–11 Practice Book: 2	
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.**	Ongoing, see note above	BB: 5, 49, 51, 52, 53 Holiday Big Book (HBB): 20–21 TE: 8–9, 86, 90–91, 88–89, 92–93, 152–153	BB: 54, 61, 62 HBB: 18–19, 22–23 TE: 108, 109, 94–95, 150–151, 154–155 Additional Teaching, TE: 85E, 85I, 85J, 85P Bringing Social Studies Alive: 24–25, 26–28 Independent Book: *Flags Everywhere!* Practice Book: 3	
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.**	Our Economic World Project (see description above)	BB: 7, 28, 29, 30, 59 HBB: 2–3 TE: 12–13, 50–51, 52–53, 54–55, 104–105, 134–135	BB: 9, 43 TE: 16–17, 76 Additional Teaching, TE: 1F, 1I, 25E Independent Books: *At Work; Follow the Leader!*	Project benchmarks, behavioral and summative rubrics for project – shared with students prior to beginning project
K.4	**Students compare and contrast the locations of people, places, and environments and describe their characteristics.**	My Community and its History project (see description above)	BB: 6, 19, 21, 25, 68 TE: 10–11, 32–33, 36–37, 44–45, 120–121	BB: 55, 334 TE: 61, 96–97 Additional Teaching, TE: 25E, 25F, 25P Bringing Social Studies Alive: 8–9, 22–23 Independent Books: *What Season Is It?; A Trip Across the Country*	Project benchmarks, behavioral and summative rubrics for project – shared with students prior to beginning project

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
				Practice Book: 15	
K.4.1 K.4.2. K.4.3 K.4.4 K.4.5	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 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. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	My Community and its History project (see description above)	BB: 12, 17, 20, 25, 65, 67, 68 TE: 22-23, 28–29, 34, 44-45, 114–115, 118-121 Additional Teaching, TE: 25I, 29, 36, 85I, 119	BB: 18, 29, 67 TE: 30–31, 118-119, TR26 Additional Teaching, TE: 25I, 37 Bringing Social Studies Alive: 14-15, 22 Practice Book: 5, 9, 11, 13, 15, 30 Independent Books: *A Cat at School?; School Days Long Ago and Today; Follow the Leader*!	Project benchmarks, behavioral and summative rubrics for project – shared with students prior to beginning project
K.5	**Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**	Ongoing, see note above	BB: 69, 70 TE: 122–123, 124–125 Additional Teaching, TE: 61I	BB: 36, 37 TE: 63, 64–65 Additional Teaching, TE: 1O, 11, 25O, 61O, 85O, 138 Bringing Social Studies Alive: 8–9, 29–35 Practice Book: 20, 23, 29	

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
K.6	**Students understand that history relates to events, people, and places of other times.**	Ongoing, see note above. A Biography interdisciplinary project	BB: 39, 41, 57 HBB: 4–5, 8–9, 14–15, 22–23 TE: 68–69, 72–73, 100–101, 136–137, 140–141, 146–147, 154–155	BB: 40, 42, 43, 44, 45, 47, 58 TE: 70–71, 74–75, 76–77, 78–79, 80–81, 84, 102–103 Additional Teaching, TE: 1E, 1Q, 1R, 25Q, 25R, 61E, 61F, 61Q, 61R, 85F, 85Q, 85R Bringing Social Studies Alive: 4–5, 18–20, 22 Independent Books: *George Washington; When They Were Little Like Me; Fun and Games Then and Now; School Days Long Ago and Today* Practice Book: 24, 26	Benchmarks for project, rubrics with behavioral, attitudinal, and summative (standards-based) learning goals will be shared with students prior to beginning project.
K.6.1	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).	Ongoing, see note above A Biography project	HBB: 2–3, 4–5, 6–7, 8–9, 12–13, 14–15, 18–19, 20–21, 22–23 TE: 134–135, 136–137, 138–139, 140–141, 144–145, 146–147, 150–151, 152–153, 154–155	HBB: 10–11, 16–17 TE: 142–143, 148–149 Bringing Social Studies Alive: 29–35 Independent Book: *George Washington*	
K.6.2	Know the triumphs in American legends and historical accounts through the	Students will read and listen to stories and biographies on important figures in	BB: 57 HBB: 14–15 TE: 100–101, 146–147	BB: 10, 20, 58, 61 HBB: 4–5, 12–13	Project benchmarks, behavioral and summative rubrics to be shared with

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
	stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	American history. A Biography interdisciplinary project.	Additional Teaching, TE: 25Q, 25R, 61Q, 85Q, 85R Independent Book: *George Washington*	TE: 18–19, 34–35, 102–103, 108, 136–137, 144–145 Additional Teaching, TE: 1Q, 1R, 61E, 61R, 85F Independent Book: *Maria Tallchief*	students prior to beginning project
K.6.3	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).	A Biography interdisciplinary project presentations. Students will actively listen and give feedback to each other's A Biography projects. My Community and its History project	BB: 28, 30, 32, 41, 42, 43, 45 TE: 50–51, 54–55, 58–59, 72–73, 74–75, 76–77, 80–81	BB: 40, 44, 47 TE: 70-71, 78–79, 84 Additional Teaching, TE: 1E, 38, 61E, 61F, 61J, 82 Bringing Social Studies Alive: 18–20 Independent Books: *When They* *Were Little Like Me; Fun and Games Then and Now;* *School Days Long Ago and Today* Practice Book: 22, 24, 26	Project benchmarks, behavioral and summative rubrics to be shared with students prior to beginning project Teacher observations notes
CHRONOLOGICAL AND SPATIAL THINKING					
(1)	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	My Biography project – presentation and feedback part	BB: 43, 70 TE: 76–77, 124–125	TE: 61Q, 85R	
(2)	Students correctly apply terms related to time, including *past, present, future, decade, century,* and *generation.*	Ongoing, all projects	BB: 36, 37, 39, 69 TE: 63, 64–65, 68–69, 122–123 Additional Teaching, TE: 61I	BB: 38 TE: 66–67 Bringing Social Studies Alive: 4–5, 16–17 Independent Books: *Fun*	

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
				and Games Then and Now; School Days Long Ago and Today Practice Book: 19	
(3) (4) (5)	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	My Community and its History	BB: 32, 41, 43, 44, 45, 47, 48, 67, 68 TE: 72–73, 58–59, 76–77, 78–79, 80–81, 84, 85, 118—121 Additional Teaching, TE: 85I	BB: 7, 27, 35, 42, 55 HBB: 8–9 TE: 12-13, 48-49, 62, 74–75, 96-97, 140–141 Additional Teaching, TE: 1E, 61E, 61F, 85F Bringing Social Studies Alive: 2-3, 14-15, 18–20, 23 Independent Books: *Fun and Games Then and Now; School Days Long Ago and Today; When They Were Little Like Me* Practice Book: 11, 13, 22, 24, 26	
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1) (2) (3)	Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral	A Biography project My Community History project	BB: 28, 39 TE: 50–51, 68-69, 25Q Additional Teaching, TE: 68, 94, 25Q	BB: 28, 30, 43 TE: 34-35, 50-51, 54–55, 76-77 Bringing Social Studies Alive: 10-11	

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
	histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.				

First Grade

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
1.1 1.1.1 1.1.2	**Students describe the rights and individual responsibilities of citizenship.** 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. 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."	Beginning of the year activities to establish the learning community *Tribes Learning Communities* Jeanne Gibbs Council (The Ojai Foundation's "practice of speaking and listening from the heart.") Overlap with language arts read-aloud books	Pupil Edition (PE): 36–39, 44-47, 244–247, 248–249 Teacher's Edition (TE): 36–39, 44-47 244–247, 248–249 Teacher-selected books	PE: 26–27, 226, 230–235 TE: 26–27, 226, 230–235, 248-249 Additional Teaching, TE: 110 Primary Sources Plus: 1, 9-10 Bringing Social Studies Alive: 8–9, 57-59 Independent Book: *Helping Out* Big Idea Transparency: 5	Teacher observation notes Citizenship quarterly grade based on class-created rubric that students self-score in addition to teacher scoring
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.** Locate on maps and globes	Maps and Directions project and presentation Now and Long Ago project	PE: 81, 82–85, 88–91, 97–99, 102–105, 108–109, 112–113, 117, 119, 166–167 TE: 81, 82–85, 88–91, 97–99,	PE: 74–77, 78–79, 86–87, 106–107, R8–R9 TE: 74–77, 78–79, 86–87, 106–107, R8–R9	Project benchmarks, rubrics created by teacher that include standards and multiple intelligences

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
	their local community, California, the United States, the seven continents, and the four oceans. 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. Construct a simple map, using cardinal directions and map symbols. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.		102–105, 108–109, 112–113, 117, 119, 166–167	Additional Teaching, TE: 69J, 124 Independent Books: *From the Mountain to the Ocean; Marjory Stoneman Douglas* Bringing Social Studies Alive: 16–17, 18, 19, 28–29 Practice Book: 6, 16 Big Idea Transparency: 2 Map instruction appears throughout the book. For a complete list of all maps, see page 13 of the pupil edition.	
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.** Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee"). Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 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.	See note above Daily pledge of allegiance, songs incorporated into music program	Student selected books	Independent Books: *A Visit to the Statue of Liberty*; *Meet Johnny Appleseed*	Teacher observation notes
1.4	**Students compare and contrast everyday life in**	Now and Long Ago project	PE: 118–119, 186–187, 192–	PE: 64–65, 106–107, 172,	

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
	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. Examine the structure of schools and communities in the past. Study transportation methods of earlier days. 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.		193, 202, 204–205, 210–211, 217–219 TE: 118–119, 186–187, 192–193, 202, 204–205, 210–211, 217–219	180–181, 220–221 TE: 64–65, 106–107, 172, 180–181, 220–221 Additional Teaching, TE: 198, 280–281 Primary Sources Plus: 7–8 Bringing Social Studies Alive: 38–47 Independent Books: *Visit to a Museum; Harriet Tubman, A Woman of Courage* Practice Book: 27, 32 Big Idea Transparency: 4	
1.5	**Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.** 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. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	Now and Long Ago project and presentations	PE: 60–63, 102–105 TE: 60–63, 102–105	PE: 54–57, 58–59, 142–143, 156–157 TE: 54–57, 58–59, 142–143, 156–157 Additional Teaching, TE: 28, 106–107 Practice Book: 8	
1.6	**Students understand**	Our Economic	PE: 130–133,	PE: 126, 128–	

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
	basic economic concepts and the role of individual choice in a free-market economy. Understand the concept of exchange and the use of money to purchase goods and services. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	World: Revisited	138–141, 144–147, 152–155, 158–161, 168–171 TE: 130–133, 138–141, 144–147, 152–155, 158–161, 168–171 Additional Teaching, TE: 126, 129 Practice Book: 19, 21, 22, 24, 25	129, 134–135, 142–143, 148–149, 150–151, 162–165 TE: 126, 128–129, 134–135, 142–143, 148–149, 150–151, 162–165 Additional Teaching, TE: 125I, 125P, 156 Primary Sources Plus: 5–6 Bringing Social Studies Alive: 26–31, 60–69 Independent Books: *A Job for You*; *The Life of a Dollar Bill*; *Helping Out* Big Idea Transparency: 3	
CHRONOLOGICAL AND SPATIAL THINKING					
(1) (2) (3)	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. Students correctly apply terms related to time, including *past, present, future, decade, century,* and *generation.* Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	Now and Long Ago Project	PE: 176-183, 186-187, 192-195, 202-205, 210–211, 218–219, 222-225 TE: 176-–183, 210–211, 218–219, 222-225 Additional Teaching, TE: 172, 177 Practice Book: 27	PE: 64-65, 100-101, 106-107, 178–181, 225 TE: 178–179, 225 Bringing Social Studies Alive: 42 Practice Book: 28 Primary Sources Plus: 7,8 Additional Teaching, TE: 271A, 273A	
(4)	Students use map and globe skills to determine the absolute locations of	Map and Directions Project	PE: 52–53, 108–109, 166–167 TE: 52–53, 108–	PE: 42–43, 74–76, 111, 117, 119, 124, 170	

			Houghton-Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
(5)	places and interpret information available through a map's or globe's legend, scale, and symbolic representations. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.		109, 166–167	TE: 42–43, 74–76, 111, 117, 119, 124, 170 Practice Book: 6, 9, 10, 16 Map instruction appears throughout the book. For a complete list of all maps, see page 13 of the pupil edition. Independent Book: *Marjory Stoneham Douglas*	
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1) (2)	Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	Now and Long Ago project	PE: 176–177, 281 TE: 176–177, 281 Additional Teaching, TE: 178, 206–207	PE: 22–23, 70–71, 126–127, 172–173, 226–227, R44 TE: 22–23, 70–71, 126–127, 172–173, 226–227, R44 Primary Sources Plus: 1–10	
(3)	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	Language Arts Overlap	PE: 256–257, 268 TE: 256–257, 268 Practice Book: 41	TE: 21P	

Second Grade

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative & Summative**
2.1 2.1.1	**Students differentiate between things that happened long ago and things that happened yesterday.** Trace the history of a family	Investigation of Family Roots and Biographies	PE: 120-121, 124-125, 134–135, 260–263, 268–271 TE: 120-121,	PE: 48–49, 154, 208, 212, 260-263, 268-270 TE: 48–49, 154, 208, 212, 260-263, 268-270	

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative & Summative**
2.1.2 2.1.3	through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).		124-125, 134–135, 260–263, 268–271 Additional Teaching, TE: 231 Bringing Social Studies Alive: 26-27	Additional Teaching, TE: 272 Practice Book: 17 Independent Books: *Ellis Island; The World in Your Kitchen*	
2.2	**Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.** 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). Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	Maps and Directions: Revisited project **(students who did not complete 1st grade in this school will be assessed separately and given a template of the 1st grade Maps and Directions project to build upon)**	PE: 32–33, 34–35, 42–43, 72–73, 82–83, 202–203 TE: 32–33, 34–35, 42–43, 72–73, 82–83, 202–203 Practice Book: 2, 4, 9, 32	PE: 47, 66–69, 93, 94, 97, 108, 110, 206, 213, 224, 226–227, 229, 241, 285 TE: 47, 66–69, 93, 94, 97, 108, 110, 206, 213, 224, 226–227, 229, 241, 285 Additional Teaching, TE: 1I Bringing Social Studies Alive: 5, 17, 18 Independent Book: *A Trip on the Erie Canal* Map instruction appears throughout the book. For a complete list of all maps, see page 12 of the pupil edition.	
2.2.3	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.	Investigation of Family Roots and Biographies	PE: 120–121 TE: 120–121 Additional Teaching, TE: 118	TE: 61I, 122–123 Bringing Social Studies Alive: 27 Independent Book: *Ellis Island*	
2.2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.	Coordinated with field trips and a student-created, multi-media	PE: 44–47, 52–53, 55 TE: 44–47, 52–53, 55	PE: 24–25, 48–49, 54, 59 TE: 24–25, 48–49, 54, 59 Additional	Related homework assignments Teacher Observation

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative & Summative**
		description comparing and contrasting their experiences		Teaching, TE: 21E, 21P, 23, 58 Bringing Social Studies Alive: 14–15 Independent Book: *When I Visit My Cousin* Practice Book: 5 Big Idea Transparency: 1	Notes Rubric for final project
2.3 2.3.1 2.3.2	**Students explain governmental institutions and practices in the United States and other countries.** Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 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.	Institutions and Practices of Government	PE: 198-199, 232-233, 242-245, 282–287,300-303, 308–311, 316–319, 320–325 TE: 198-199, 232-233, 242-245, 282–287, 300-303, 308–311, 316–319, 320–325	PE: 278, 280–281, 293, 300–303 TE: 104, 277l, 278, 280–281, 293, 295-303, 314-315, 316-317 Additional Teaching, TE: 312 Independent Books: *Welcome to the White House; What Does a Governor Do*? Practice Book: 47 Big Idea Transparency: 6	
2.4	**Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.** Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. Understand how limits on resources affect production and consumption (what to produce and what to	Garden – ongoing. Throughout the year, the class will tend to an edible garden. They will be guided but will make decisions about budget, items to grow, ways to fertilize, et al	PE: 160–161, 166–169, 172–173, 180–183, 190–193, 196–199 TE: 160–161, 166–169, 172–173, 180–183, 190–193, 196–199	PE: 56–57, 162–163, 184–185, 200–201 TE: 56–57, 162–163, 184–185, 200–201 Additional Teaching, TE: 155P Primary Sources Plus: 6, 7 Bringing Social Studies Alive: 38–39, 41, 42–43, 72–73, 74–75, 76–77, 78–80, 81–82, 83 Independent Book: *Mystery Coin*	Homework assignments Teacher observation notes Oral presentations of student positions, arguing for their decisions and attempting to persuade classmates to vote for their position

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative & Summative**
	consume).			Big Idea Transparency: 4	
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).**	Investigation of Family Roots and Biographies How Can I make a Difference project?	PE: 70–71, 174–176, 253–255, 335 TE: 70–71, 174–176, 253–255, 335 Additional Teaching, TE: 335A	PE: 40–41, 132–133, 140–141, 148–149, 177, 245, 246–249, 251, 252, 256–257, 258–259, 264–265, 269, 288–291, 304–305, 334 TE: 40–41, 132–133, 140–141, 148–149, 177, 245, 246–249, 251, 252, 256–257, 258–259, 264–265, 269, 288–291, 304–305, 334 Additional Teaching, TE: 61F, 207F, 207I, 207J, 277F, 334A Bringing Social Studies Alive: 56–59, 34–35 Independent Books: *Jamie Escalante, A Great Teacher; Rachel Carson: Scientist and Writer; Susan B. Anthony: Fighter for Women's Rights; Winslow Homer: American Painter; John H. Johnson: Business Leader; Sojourner Truth: Speaker for Equal Rights*	Project benchmarks, rubric
(1)	Students place key events and people of the historical era they are studying in a	Investigation of Family Roots and	PE: 48-49, 124–131, 154, 194–	PE: 242–243, 246, 248, 277 TE: 242–243,	

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative & Summative**
(2) (3)	chronological sequence and within a spatial context; they interpret time lines. Students correctly apply terms related to time, including *past, present, future, decade, century,* and *generation.* Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	Biographies	195, 208-209, 212-213, 260–263, 268-271 TE: 48-49, 124–131, 154, 194–195, 208-209, 212-213, 260–263, 268-271	246, 248, 277 Additional Teaching, TE: 106, 177, 207I Bringing Social Studies Alive: 50–51 Independent Book: *The World in Your Kitchen, Ellis Island; I Saw The Boston Tea Party; Cherry Blossoms* Big Idea Transparency: 5	
(4) (5)	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	Maps and Directions: Revisited	PE: 32–33, 34–35, 42–43, 72–73, 82–83, 202–203 TE: 32–33, 34–35, 42–43, 72–73, 82–83, 202–203 Practice Book: 2, 4, 9, 11, 32 Bringing Social Studies Alive: 4, 5, 17, 29, 40	PE: 47, 69, 93, 94, 97, 108, 110, 206, 213, 224, 229, 285 TE: 47, 69, 93, 94, 97, 108, 110, 206, 213, 224, 229, 285 Independent Book: *A Trip on the Erie Canal* Map instruction appears throughout the book. For a complete list of all maps, see page 12 of the pupil edition.	
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1) (2)	Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	Investigation of Family Roots and Biographies	PE: 122–123, 134-135, 259 TE: 122–123, 134-135, 259 Additional Teaching, TE: 224	PE: 48-49, 258-259 TE: 48-49, 258-259 Additional Teaching, TE: 111F, 118, 120 Independent Books: *Ellis Island; Winslow Homer, American Painter*	
(3)	Students distinguish fact from	Overlap with	PE: 164–165	PE: 234–237	

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative & Summative**
	fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	Language Arts	TE: 164–165 Practice Book: 24	TE: 234–237	

Third Grade

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
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.** 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).	Local Landscapes and Local People	Pupil Edition (PE): 2–3, 6–7, 14–19, 26–31, 34–41, 52–53, 64–65, 70–71, 146–147, 158–159, 166–167, 198–199, 246–247, 262–263, 314–315, 332–333 Teacher's Edition (TE): 2–3, 6–7, 14–19, 26–31, 34–41, 52–53, 64–65, 70–71, 146–147, 158–159, 166–167, 198–199, 246–247, 262–263, 314–315, 332–333 Additional Teaching, TE: H	PE: 12, 24–25, 32–33, 54, 67, 75, 114–115, 136–137, 172, 184–185, 238–239, 298–299, 301, 330–331 TE: 12, 24–25, 32–33, 54, 67, 75, 114–115, 136–137, 172, 184–185, 238–239, 298–299, 301, 330–331 Additional Teaching, TE: Unit 1 Opener, 1, 5, 22 Primary Sources Plus: 1 Bringing Social Studies Alive: 2—5, 41, 53 Independent Book: *San Francisco: Then and Now* Practice Book: 1- 2, 4- 5, 7, 10, 13-14, 27-28, 32, 36, 37, 45, 47-48, 56-57, 60 Interactive Transparencies: Unit 1	Project benchmarks, project rubrics
3.2 3.2.1 3.2.2	**Students describe the American Indian nations in their local region long ago and in the recent past.** Describe national identities, religious beliefs, customs, and various folklore traditions. Discuss the ways in which physical	Local Landscapes and Local People	PE: 82–85, 91, 98-101, 120–121, 140–141 TE: 82–85, 91, 98-101, 120–121, 140–141 Additional Teaching, TE: 73, 69, 95 California Community Handbook: 10,	PE: 74–77, 78–79, 86–87, 88–91, 96–101, 102–105 TE: 74–77, 78–79, 86–87, 88–91, 96–101, 102–105 Additional Teaching, TE: 67H, 68 Bringing Social Studies Alive: 14–15 Practice Book: 13,	Project benchmarks, project rubrics

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
3.2.3 3.2.4	geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. Discuss the interaction of new settlers with the already established Indians of the region.		11	17, 20 Interactive Transparencies: Unit 2	
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.** 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 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. Trace why their community was established, how individuals and	Local Landscapes and Local People	PE: 112, 120–121, 124–127, 140–141, 160–163, 174–175, 192–193 TE: 112, 120–121, 124–127, 140–141, 160–163, 174–175, 192–193 Additional Teaching, TE: 108, 109 California Community Handbook: 10–13, 14–17	PE: 114–115, 118–119, 122–123, 150–157, 164–165, 172–173, 176–177 TE: 114–115, 118–119, 122–123, 150–157, 164–165, 172–173, 176–177 Practice Book: 21, 23, 25, 27-28, 33, 61 Interactive Transparencies: Unit 2 Primary Sources Plus: 10, 12, 22, 23 Bringing Social Studies Alive: 26–27,43, 64–65 Independent Books: *Happy New Year; Hindu Holiday, Madame C.J. Walker*	Project benchmarks, project rubrics

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
	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 3.4.1 3.4.2 3.4.3 3.4.4	**Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.** Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. 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. 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). Understand the three branches of government, with an emphasis on local government.	Ongoing, see note above Field trips and 'report back' papers Guest speakers and 'report back' papers	PE: 6, 8–9, 112, 124-127, 175-176, 192-193, 214, 237, 240–243 TE: 6, 8–9, 112, 124-126, 175-176, 192-193, 214, 237, 240–243 Independent Books: *How We Vote; The Ladybug and the Legislature* Additional Teaching, TE: 195H, 200, 220 Primary Sources Plus: 6 California Community Handbook: 18–21	PE: 4, 126–127, 198–199, 214, 222 TE: 4, 126–127, 198–199, 214, 222 Additional Teaching, TE: 132, 196 Primary Sources Plus: 2, 13-16 Practice Book: 36, 38-42 Bringing Social Studies Alive: 42 Primary Sources Plus: 15, 44, 56	Teacher observation notes Homework assignments Written response to questions after field trips, assessed against a rubric that is shared with students prior to their writing

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
3.4.5	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.	Local Landscapes and Local People project	PE: 91, 101, 234–237 TE: 91, 101, 234–237 Additional Teaching, TE: 212, 238	PE: 76–77, 85, 198–199, 222 TE: 76–77, 85, 198–199, 222 Additional Teaching, TE: 218 Practice Book: 43	
3.4.6	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.).	Independent and read-aloud books, followed by 'Book Reports.'	PE: 119, 124–127, 173, 348–349, 352–353, 359 TE: 119, 124–127, 173, 348–349, 352–353, 359 Additional Teaching, TE: 190 Bringing Social Studies Alive: 67, 68–71 Independent Book: *Thomas Jefferson*	PE: 128–129, 252–253, 350–351, 354–355, 356–357 TE: 128–129, 252–253, 350–351, 354–355, 356–357 Additional Teaching, TE: 67I, 311H, 312, 260 California Community Handbook: 29 Independent Book: *Cesar Chavez* Practice Book: 63, 64 Interactive Transparencies: Unit 6	Assessed against teacher-created rubric. Class discussion, teacher observation notes.
3.5 3.5.1 3.5.2 3.5.3	**Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.** 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. Understand that some goods are made locally, some elsewhere in the United States, and	Ongoing class edible garden project. Building upon analysis and experiences in second grade, third graders become more involved in the budget and planning of the garden. This project is integrated with science standards.	PE: 266–269, 274–277, 280–281, 286–289, 292–295, 300–301, 308–309 TE: 266–269, 274–277, 280–281, 286–289, 292–295, 300–301, 308–309 California Community Handbook: 22–25 Interactive Transparencies: Unit 5 Bringing Social Studies Alive: 50–51, 56–59, 72=73	PE: 84–85, 86–87, 264–265, 270–273, 278–279, 290–291, 304–305 TE: 84–85, 86–87, 264–265, 270–273, 278–279, 290–291, 304–305 Additional Teaching, TE: 260, 1259H Primary Sources Plus: 18 Bringing Social Studies Alive: 38–39, 54 Independent Book: *I'm an Entrepreneur* Practice Book: 49-53	Teacher observation notes during collaborative group work and class discussion. Homework assignments. Project rubric.

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
	some abroad. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.		Practice Book:51		
3.5.4	Discuss the relationship of students' "work" in school and their personal human capital.	Ongoing, see note above	PE: 214, 268 TE: 214, 268	PE: 293, 327 TE: 293, 327 Bringing Social Studies Alive: 74–75	
CHRONOLOGICAL AND SPATIAL THINKING					
(1) (2) (3)	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. Students correctly apply terms related to time, including *past, present, future, decade, century,* and *generation* Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same	Local Landscapes and Local Peoples project	PE: 70–71, 116–117, 124–127 TE: 70–71, 116–117, 124–127 Additional Teaching, TE: 141, 143H Bringing Social Studies Alive: 30–31 Practice Book: 22 Skillbuilder Transparencies: 7 Interactive Transparencies: Unit 6 California Community Handbook: 14 Independent Book: *San Francisco: Then and Now*	PE: 54–55, 108–109, 139, 143, 148–149 TE: 54–55, 108–109, 139, 143, 148–149 Additional Teaching, TE: 67I, 135, 165, 213, 348 For additional timelines and timeline instruction, see Lesson and Chapter Reviews. Primary Sources Plus: 4 Interactive Transparencies: Unit 2	
(4) (5)	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. Students judge the significance of the relative location of a	Students expected to master these standards by second grade. If not, re-visiting the Maps and Directions project will occur.	PE: 2–3, 14–15, 17, 34–37, 52–54, 70–71, 75, 84, 90, 111, 146–147, 151, 166–167, 198–199, 246–247, 262–263, 301, 314–315, 332–333 TE: 2–3, 14–15, 17, 34–35, 37, 52–54, 70–71, 75, 84, 90, 111, 146–147, 151, 166–167, 198–199, 246–247, 262–263,	PE: 23, 63, 66, 114–115, 136–137, 194, 238–239, 258, 304–305, 330–331, 335 TE: 23, 63, 66, 114–115, 136–137, 194, 238–239, 258, 304–305, 330–331, 335 Additional	In Portfolio to demonstrate student understanding as measured against project rubric.

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
	place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.		301, 314–315, 332–333 Additional Teaching, TE: 133, 333 Bringing Social Studies Alive: 2–3, 4–5, 41, 52, 53, 64–65 Practice Book: 1, 4, 7, 10, 13, 27, 32, 36, 45, 47, 56, 60 Skillbuilder Transparencies: 1, 2, 10, 14, 17	Teaching, TE: H, 58, 175, 304 Bringing Social Studies Alive: 28–29, 40 Interactive Transparencies: Unit 2, Unit 4 Map instruction appears throughout the book. For a complete list of all maps in the pupil edition, see page xvii.	
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1)	Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	Local Landscapes and Local People project	PE: 182–183 TE: 182–183 Additional Teaching, TE: 122 Practice Book: 34 Skillbuilder Transparencies: 11	PE: 114–115, 191, 193 TE: 114–115, 191, 193 Additional Teaching, TE: 78, 92 For more work with primary sources, see the Primary Sources Plus ancillary.	
(3)	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	Local Landscapes and Local People project and Language Arts	TE: 102, 322	TE: 5, 103, 179, 271, 324	
HISTORICAL INTERPRETATION					
(1) (2)	Students summarize the key events of the era they are studying and explain the historical contexts of those events. Students identify the human and physical characteristics of the	Local Landscapes and Local People project	PE: 16–19, 26–31, 36–41, 54–57, 64–65, 124, 147, 150–153, 160, 320–321, 326–329 TE: 16–19, 26–31, 36–41, 54–57, 64–65, 124, 147, 150–153,160, 320–	PE: 125, 126–127, 133, 139, 187 TE: 125, 126–127, 133, 139, 187 Additional Teaching, TE: 259H, 344–349, 352–353	

			Houghton Mifflin Citations		Assessments
Standard #	**Text of Standard**	**Projects and/or Activities**	**Primary Citations**	**Supporting Citations**	**Formative and Summative**
(3)	places they are studying and explain how those features form the unique character of those places. Students identify and interpret the multiple causes and effects of historical events.	Ongoing class exploration of holidays and national symbols	321, 326–329 Bringing Social Studies Alive: 6, 43, 62–63 California Community Handbook: 6, 7 Primary Sources Plus: 1 Interactive Transparencies: Unit 1		
(4)	Students conduct cost-benefit analyses of historical and current events.	Ongoing garden project Local Landscapes and Local People project	PE: 274–277, 280–281 TE: 274–277, 280–281 Additional Teaching, TE: 176, 206 Skillbuilder Transparencies: 15	PE: 51, 191, 251, 283 TE: 51, 191, 251, 283 Additional Teaching, TE: 46, 259H Bringing Social Studies Alive: 9–11, 33–35, 57–59 Practice Book: 79	

VCS Curriculum Maps	Grade: 4	Content Area: History/Social Science

Unit Essential Questions	Content	Standards (Skills)	Assessments	Resources
The Physical Setting: California and Beyond *What so I know, and want to know, about the history of California?* *Where is California located with respect to our nation and the world?* *What different geographic features are found in California and where are they located?* *How did the physical environment*	· Working in small groups students create a class mural using magazine pictures that represent the four regions of California. Alternately, have students work on a class project drawing a large map of California in a designated area on the school grounds such as a patio. Using different colored chalk, draw in physical features of the state. Use the map as the focal point of a parent night activity in which students perform a tableau depicting one of the topics they have studied in the lesson. · Working in groups, students create diorama scenes of each California region. The dioramas can include	**Standard 4.1: Students demonstrate an understanding of the physical and human geographic features that define places and regions in California by:** 1. Explaining and using the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth; 2. Distinguishing between the two poles; the equator and the prime meridian; the tropics; and the hemispheres using coordinates to plot locations; 3. Identifying the state capital and describing the basic regions of California, including how their	*Complete the KWL chart on what you know about California, what you want to know and finally what you learned about the state · Label a blank California outline map noting key geographic features and cities · Describe changes in scenery in "road map" activity using an outline state map · Write a diary on the challenges encountered by early settlers during their travels · Perform skit on challenges encountered by early settlers during their travels · List resources (natural and human) needed to support the state's growing population · Respond in writing (or orally) to the statement: "Water is California's liquid gold!" · Develop 4-5 questions about the locations and origins of cities in California · Make physical relief map of	California: *An Interpretive History* Bean "*California Gold*" VHS, PBS Los Angeles, 1991-1995 *A Night and Day in the Desert* Dewey *California: From Sea to Shining Sea* Fradin *Geography From A to Z: A Picture Glossary* Knowlton *The Geography of Diversity* Crane & Hyslop *California from Mountains to the Sea* Nickelsburg *California Deserts* Schad *California Wildlife*

influence such factors as where early residents lived, the types of houses they build, the food they ate, their daily life? *What natural resources are found in California?* *How did the physical environment influence the location, settlement and growth of towns?*	animals, plants and people of each region with descriptions written on the back of each scene. · Students make travel brochures that advertise each region's features and attractions. California's natural and human resources should be emphasized in their descriptions of the state as a tourist attraction. · Develop a "before and after" drawing of one of the regions of California showing what the natural environment was like and what that region looks like today. How did time change the region? What efforts have been made to preserve the natural environment? · Conduct a survey of adults, relatives or friends to determine what they feel are the most important reasons why people want to live in California. Also ask what are the biggest drawbacks to living in California. Compare these responses with those gathered by other classmates. What suggestions would you have to make living in the state better? · Using encyclopedias and almanacs in the school library, make a list of the natural resources and the chief industrial and farm products of California. Show on a map where the industries are located, crops are grown, and where you would find the state's most important natural resources. · Make a Venn diagram comparing California with two other states from different regions of the country. Include the Venn diagram in student portfolios and at the end of the school year, have students construct another Venn diagram comparing California to two or three	characteristics and physical environment affect human activity (e.g., water, landforms, vegetation, climate); 4. Identifying the location of and explaining the reasons for the growth of towns in relation to the Pacific Ocean, rivers, valleys, and mountain passes; 5. Using maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	California indicating key cities, geographic features and regions · Write a travelogue about a trip through California emphasizing the state's diverse geographic and climatic conditions · Create "Found Poetry" using segments of literature · Write a travel brochure to advertise various features of each of California's 4 regions · Complete a Venn diagram comparing California with two other states or countries describing such attributes as size, population and resources · Conduct a survey to determine why people live in California · Develop questions about California's cities, regions, geographic features, natural resources or history for map quiz game cards · Respond correctly to class discussion questions · Work collaboratively to complete projects	Shank *California* Stein *California: The Land, The People, The Cities* Thomas

	countries of the world. Explain how California compares in size, population, and resources to these countries. What do these Venn diagrams tell about the importance of California? · Have students make up a California map quiz game. Students each contribute two questions written on cards with the correct answer written on back side. Collect cards, divide students into teams and choose one person to ask questions.			
<u>Pre-Columbian Settlements and People</u> *1. What natural resources from each of the four geographic regions were used by the indigenous people?* *2. How did the environment in each of the four geographic regions influence daily life activities?* *3. What do the legends of different indigenous people tell us about their beliefs and their life in California?* *4. What can we learn from the artwork of indigenous people?*	· Compare and contrast the Bering Strait theory used by historians to the Chumash story about how they came to North America as told in Rainbow Bridge. · <u>Use a Venn diagram</u> to compare and contrast two of the different tribes researched. · Discuss what a pictograph and petroglyph are and give examples. . Using this excerpt from California Indian Days, have students discuss other animals that the indigenous people have learned from. · Study the trade routes of Americans Indians who lived close to your own community. Through reading stories or visiting local historical areas, museums, or missions try to determine which items were of most importance in trade. Was trade important? How did the physical geography make trading easy or difficult? Record findings in a student journal. · Students create their own Chumash "rock art" by drawing stick figures and geometric designs with colored chalk onto black butcher paper or construction paper and then spraying the artwork with a fixative. Ask students to explain the	**Standard 4.2: Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods in terms of:** 1. The major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources; 2. The early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, desserts, ocean currents, and wind patterns (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo); 3. The Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians (e.g.	· Develop a skit, game, museum or art project on how the environment influenced the life of indigenous peoples. · Make a toy, play a game, weave a basket, prepare a food, tell a story. · Classify items found in Appendix II-3 according to their geographic regional location. · Complete the data retrieval chart in Appendix II-4. · List what legends tell us about the indigenous people of California. · Create a mural depicting the lifestyle of the indigenous group researched. · Design a clay pot with images portraying the indigenous group researched. · Reconstruct a pot and use the images to infer the indigenous group portrayed. · Write one or more paragraphs supporting inference drawn from images on clay pot. · Write a short essay comparing the Bering Strait theory with indigenous peoples legends on how they came to be. · Construct a picture book illustrating different roles in society of indigenous peoples. · Complete a Venn diagram to compare and contrast two of the different tribes researched. · Create "pictographs" in the style of a specific indigenous group. · Complete a chart (using	Bauer, Helen. California Indian Days (Revised Edition). Garden City, NY: Doubleday & Company, Inc., 1968. Burrill, Richard. Protectors of the Land: An Environmental Journey to Understand the Conservation Ethic. Sacramento, CA: The Anthro Company, 1994. California's Chumash Indians: A Project of the Santa Barbara Museum of Natural History. San Luis Obispo: EZ Nature Books, 1996. The Chumash People. Santa Barbara Museum of Natural History, 1991. Curry, Jane Louise. Back in the Before Time: Tales of the California Indians.Mcmillan, 1987. Gibson, Robert O. The Chumash (Indians of North America Series). New York: Chelsea House, 1991. Ishi. Ishi's Tale of Lizard. Farrar, 1992. Legends of the Yosemite Miwok. Compile by Frank La Peña. Yosemite Association, 1993. London, Jonathan. Fire Race: A Karuk Coyote Tale About How Fire Came to the People. San Francisco: Chronicle Books, 1997. Margolin, Malcolm. The Way We Lived: California Indian Reminiscences, Stories, and Songs. Berkeley, CA: Heyday Books, 1993. Meyer, Kathleen Allan. Tul-Tok-A-Na The Small One: A Yosemite Indian Legend.

	reason for selecting the subject to portray in the rock art. · In pairs or in cooperative groups, study the climate and physical geography of different regions of California and examine illustrations of Indians who lived in that region. What types of clothing did they wear? How did the climate determine clothing? Conclude the study with a project in which students make a costume.	biographies of Juan Crespi, Junipero Serra, Gaspar de Portola); 4. The mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; on how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America; 5. The daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos; 6. The role of the Franciscans in the change of California from a hunter-gatherer economy to an agricultural economy; 7. The effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America; 8. The period of Mexican rule and its attributes, including land grants, secularization of the missions and the rise of the rancho economy.	Appendix II-5) describing how indigenous people used their knowledge of animal behavior – then write a short essay summarizing this research. · Record results in student journal of research on trade routes and trade items. · Create own Chumash "rock art" · Create replicas of clothing worn by indigenous peoples and write reasons to support clothing designs/materials. · Respond correctly to class discussion questions · Work collaboratively to complete projects	Billings, MT: Council For Indian Education, 1992. Miller, Bruce W. The Gabrielino. Los Osos, CA: San River Press, 1991 Native Ways: California Indian Stories and Memories. Edited by Malcolm Margolin and Yolanda Montijo. Berkeley, CA: Heyday, 1995. Nechodom, Kerry. Rainbow Bridge: A Chumash Legend. Los Osos, CA: Sand River Press, 1992. O'Dell, Scott. Island of the Blue Dolphins. Illustrated by Ted Lewin. Scholastic 1992. Oliver, Rice. Lone Woman of Ghalas-Hat. Tustin, CA: California Weekly Explorer, 1993. Trafzer, Cliff, and Lee Ann Smith-Trafzer. Creation of a California Tribe: Grandfather's Maidu Indian Tales. Sierra Oaks, 1988.
<u>Exploration and Colonial History</u> *1. What qualities make a person "great"?* *2. What leadership traits are displayed by Jedediah Smith, James Beckwourth, John C. Fremont, Bernarda Ruiz, and Biddy Mason?* *3. What person(s) in*	· Research someone from the history of your local community who played an important role in California history during the Gold Rush and early statehood period. · Making use of modern technology through the Internet, students connect with fourth grade classes in other parts of the state. Share information about local historical figures of importance, from the early statehood period in their county, <u>who have not found a place in most history books. After sharing information, construct a large map of</u> California and include a short biography of each	**Standard 4.3: Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood, in terms of:** 1. The location of Mexican settlements in California and other settlements including Ft. Ross and Sutter's Fort; 2. Comparisons of how and why people traveled to California and the routes they	· List prominent people in California's history and reasons for their fame. · Write 4 or 5 survey questions on "What Makes a Person Great." · Conduct a survey on "What Makes a Person Great." · Write a short paragraph describing each of the five great persons studied. · Research someone from your local community who plays an important contemporary role. · Research someone from your local community who played an important role in California history. · Write a skit about a local community member who played an important role in California	Beasley, Delilah L. The Negro Trailblazers of California. Westport, CT: Greenwood Press, 1969 California Women Activities Guide, Kindergarten Through Grade Twelve. Prepared under the direction of Project SEE (Sex Equity in Education), California Department of Education, 1988. Dolan, Sean. James Beckwourth. New York: Chelsea House, 1992. Levy, Jo Ann. They Saw the Elephant: Women in the California Gold Rush. Hamden, CT: Archon Books, 1990. Scott, Victoria. Sylvia Stark: A Pioneer. Open Hand Publishers, 1992.

our community has leadership traits similar to those of the five early Californians studied?	person investigated and place it on the map in the appropriate region of the state. . Compile a list of names of schools and public buildings in your community and research the individuals from whom these places were named. · Visit to a local museum or historical society or site that features exhibits from the Gold Rush and early statehood period. Make a list of the names of people who are mentioned in the exhibit. Select one of the people to investigate and write a short story or skit about the importance of that person in the early history of the state.	traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Cabrillo); 3. The effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst); 4. The immigration and migration to California between 1850 and 1900; its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups (e.g., the 1882 Exclusion Act) 5. The lives of women who helped build early California (e.g. biographies of Bernarda Ruiz, Biddy Mason); 6. How California became a state and how its new government differed from those during the Spanish and Mexican periods.	history. · Write a short biography about an "unsung hero" from around the state. · Create a list of schools and public buildings named after someone in your community. · Research the individuals from whom these places were named. · After visiting a local museum or historical site, write a short story or skit about the importance of that person in the early history of the state. · Respond correctly to class discussion questions. · Work collaboratively to complete projects.	Syme, Ronald. John Charles Fremont: The Last American Explorer. Illustrated by Richard Cuffari. New York: William Morrow & Co., 1974. Tompkins, Walker A. Old Spanish Santa Barbara From Cabrillo to Fremont. Santa Barbara, CA: McNally & Loftin, 1967.
<u>California-Becoming an Agricultural and Industrial Power</u> 1. *Who are the "People" of California? Where did they come from? What is the population of California and how has it changed during the 20th century?* *2. Where do Californians get their water? How did California develop into a*	· Students list the jobs that were most common in California in the 1890s and compare them with the jobs of today. · Students research current day immigration to California and list reasons for immigration. Analyze the similarities and the differences in the reasons for immigration and the realities the newly arrived immigrants faced when they come to a new land. · Research the development of the Transcontinental Railroad and explain how advancing technologies in	**Standard 4.4:Califronia-Becoming an Agricultural and Industrial Power** Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's, in terms of: 1. The story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental	· Interview family members or a neighbor family to determine when and why they came to California. Create a class chart to show the results of the interviews, including reasons for migration · Construct a bar graph to show the changes in California's population · Use appropriate strategies to "preview" or "skim" text to locate information · Make and confirm predictions about text by using ideas presented in the text, including illustrations, titles, topic sentences, and key words (textbook walk, gallery walk) · Locate information in	Anderson, Peter. John Muir, Wilderness Prophet. New York: Watts, 1995. Atkin, Beth. Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories. Little, 1993. Beyer, Janet and Weisman, JoAnne B., Editors. The Great Depression: A Nation in Distress. Carlisle, MA: Discovery Enterprises, Ltd. Bunting, Eve. A Day's Work. New York: Houghton Mifflin, 1994. Camarillo. Albert. Chicanos in California: A History of Mexican Cameron, Eleanor. Julia and the Hand of God. Dutton, 1977. Chan, Sucheng. Asian Californians. San Francisco: Materials for Today's

network of dams, aqueduct and reservoirs? *How has water helped California develop into an agricultural and industrial power?* *3. What effect did key historic events such as World War II, the Great Depression and the Dust Bowl have on California's growth as an agricultural and industrial power?* *4. How have each of the following industries – aerospace, electronics, commercial agriculture, oil and automobile, communication and defense, and entertainment helped California become an agricultural and industrial power?*	transportation linked the California economy to that of the rest of the nation. · Students write a RAFT · Students write articles as reporters describing internal migration and immigration to California between the 1850s and 1990s for a "wall newspaper."	Railroad, including the contributions of the Chinese workers to its construction 2. 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. Rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles) 4. The effects of the Great Depression, the Dust Bowl and World War II on California 5. The development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin 6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs 7. The history and development of California's public education system, including universities and community colleges 8. The impact of 20th century Californian's on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)	reference texts by using organizational features such as prefaces, appendices, table of contents and index (textbook walk, gallery walk) · Distinguish between cause and effect · Using a variety of resources, conduct research on specific topics to complete graphic organizers · Record pertinent dates and events on a chronological time line · Create a multiple paragraph composition describing how a specific topic helped California become an agricultural and industrial power · Orally present information on a specific topic that is organized so listeners can identify the major ideas and supporting evidence · Construct a 3-dimensional chronological time line illustrating five events for one of the key topics in this unit · Write short biographical sketches or poems to describe the life and accomplishments of various prominent individuals · Portray one of the key people in 20th century California · Design an exhibit for one area of the Living History Museum · Work collaboratively to complete projects	Learning/Boyd and Fraser, 1991. Donahue, Marilyn C. The Valley in Between. Walker, 1987. Dunlap, Julie. Eye on the Wild – Ansel Adams. Minneapolis, MN: Carolrhoda Press, 1995. *Emert, Phyllis Raybin, Editor. World War II: On the Homefront. Carlisle, MA: Discovery Enterprises, Ltd. Eureka! California in Children's Literature, 1988-1992. Sacramento, CA: California Library Association, 1993. Ferris, Jeri Chase. With Open Hands, A Story About Biddy Mason.. Minneapolis, MN: Carolrhoda. 1999. Fraser, Mary Ann. Ten Mile Day: And the Building of the Transcontinental Railroad. New York: Henry Holt and Hoexter, Corrine K. From Canton to California: The Epic of Chinese Immigration. New York: Four Winds Press, 1976. King, David C., Editor.The Dust Bowl. Carlisle, MA: Discovery Enterprises, Ltd. Krensky, Stephen. The Iron Dragon Never Sleeps. New York: Dell. 1994. McClain, Charles J. In Search of Equality: The Chinese Struggle against Discrimination in Nineteenth Century America. University of California- Press, 1994. McCunn, Ruthanne Lum. Pie-Biter. Arcadia, CA: Shens, 1998. Meltzer, Milton. The Chinese Americans. New York: Thomas Y. Crowell, 1980. Naden, Corrine J. and Rose Blue. John Muir: Saving the Wilderness. Brookfield, CT: The Millbrook Press, 1992. Simon, Charnan. Walt Disney, Creator of Magical Worlds. New York: Children's Press. 1999. Snyder, Zilpha Cat Running. Delacorte, 1994. Stanley, Jerry. Children of the Dust Bowl: The True Story of the School at Weedpatch Camp. New York: Crown, 1992. Steinbeck, John. The Harvest Gypsies: On the Road to the

				Grapes of Wrath. San Bernardino, CA: Borgo Press, 1991. Stinheimer, Richard. California State Railroad Museum: Railroading in California and the West. Sacramento: California Department of Parks and Recreation, 1991. Tripp, Valerie.l Illustrations by Walter Rane. Meet Kit, An American Girl. 2000. Turner, Anne. Dust for Dinner. New York: Harper Collins, 1995. Uchida, Yoshiko. A Jar of Dreams. Macmillan, 1993. Verge, Arthur C. Paradise Transformed: Los Angeles During the Second World War. 1993. Weidt, Maryann N. Mr. Blue Jeans: A Story About Levi Strauss. Minneapolis: Carolrhoda Books, 1990. Weidt, Maryann N.. Oh, the Places He Went – Dr. Seuss. Minneapolis, MN: Carolrhoda Press., 1994. Wilcox, Del. Voyagers to California. Elk, CA: Sea Rock Press, 1991. Williams, Sherley Anne. Working Cotton. Illustrated by Carole Byard. San Diego: Harcourt Brace Jovanovich, 1992. Yee, Paul. Ghost Train. Artist. Vancouver, Canada: Groundwood. Zannos, Susan. Cesar Chavez. Childs, MD: MitchelLane. 1999.
<u>United States Local, State and Federal Governments</u> *Identify the similarities and differences between federal and state government? How is our local government structured? What is the meaning of the California symbols?*	Read US Constitution, CA Constitution and do a compare and contrast. Read about the three branches of government and act out how they work together Read newspaper articles about issues currently in state government and discuss how the branches are involved Assign a symbol and research its meaning and where it shows up in ads and in history	4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution, in terms of: 1. 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).	Compare and Contrast Final project Presentation of Skit Classroom Discussions Teacher Observations Research project on US Symbols	Local Newspapers US Constitution CA Constitution Non-Fiction Children's Books

		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)		

VCS Curriculum Maps	Grade: 5	Content Area: History/Social Science

Unit Essential Questions	Content	Standards (Skills)	Assessments	Resources
The Land and People Before Columbus *1. What do I know about the history of American Indians?* *2. Why are the elements of culture important when studying groups of people?* *3. How do people respond to the geographical characteristics of regions?* *4. Why do people migrate from one area to another?* *5. How are the cultural aspects represented in the four pre-Columbian*	Study and Create the following: Haida *Totems and role playing *Masks, Dances and Story Telling Hopi and Pueblo *Kachinas and Dances *Pottery Navajo *Pattern Making and Rug Design *Sand painting *Pictographs and Buffalo Skins	**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, in terms of:** 1. how geography and climate influenced the way various nations lived and adjusted	• explain how geography and climate influenced the way pre-Columbian groups lived and adjusted to the natural environment. • describe the varied customs and folklore traditions. • specify how the peoples in each area obtained food, clothing, and utensils.	The American Indian: Yesterday, Today, and Tomorrow. Sacramento: California Department of Education, 1991. America's Fascinating Indian Heritage. New York: Reader's Digest Association, Inc., 1978. Arnold, Caroline. The Ancient Cliff Dwellers of Mesa Verde. Clarion, 1992. Asikinack, Bill, and Kate Scarborough. Exploration Into North America. Parsippany, NJ: New Discovery Books, 1995 Bains, Rae. Indians of the Eastern Woodlands. Mahwah, New Jersey: Troll Associates, 1985. Baker, Olaf. Where the Buffaloes Begin. New York: Viking Penguin, Inc., 1985. Bathi, Mark. Pueblo Stories and Storytellers. Tucson, AZ: Treasure Chest Publications, Inc., 1988. Baylor, Byrd. The Desert Is Theirs. New York: Macmillan Publishing Co., Inc., 1986. Benet, Stephen Vincent, and Rosemary Benet. A Book of Americans. New York: Henry Holt and Co., 1987. Bradbury, John. Travels in the Interior of America in the Years 1809, 1810, and 1811. Lincoln, NE: University of Nebraska Press,

settlements? *6. What do myths and legends tell us about a group's beliefs?* *7. How does the artistic work of a group reflect their culture?* *8. What can works of art done by outsiders tell us about a cultural group?*	Iroquois *Commemorative Belts That Tell A story *Directed Listening	to the natural environment, including locations of villages, the distinct structures that were built, and how food, clothing, tools and utensils were obtained 2. the varied customs and folklore traditions 3. the varied economies and systems of government		1986. This journal traces the author's travels through the Missouri Valley in the early nineteenth century. Bruchac, Joseph. Four Ancestors: Stories, Songs, and Poems from Native North America. Bridgewater Books, 1996. Stories, songs, and poems portray how fire, earth, water, and air are essential elements in the folklore of more than 30 American Indian cultures. This collection, illustrated by American Indian artists, can be read aloud. Children of the Longhouse (Dial Books for Young Readers, 1996), by the same author, is a novel set in a Mohawk village in the late 1400s. Caduto, Michael, and Joseph Bruchac. Keepers of the Earth: Native American Stories and Environmental Activities for Children. Golden, CO: Fulcrum, Inc., 1988. This book can serve as a helpful resource for teachers. It incorporates a variety of American Indian cultures in geographical and environmental projects. Campbell, Maria. People of the Buffalo: How the Plains Indians Lived. Firefly Books, 1992. This book contains a thorough explanation of how the plains Indians lived. The family, food, shelter, clothing, transportation, warfare, language, beliefs, and ceremonies of these peoples are described. The book can be read easily by fifth graders. Clark, Ann Nolan. In My Mother's House. Illustrated by Velino Herrera. New York: Viking Press, 1991. Through the eyes of Tewa children, readers examine the life and culture of the Tesuque Pueblo near Santa Fe. This is a reissue of a Caldecott Honor Book, first published in 1941. A Coloring Book of American Indians. Santa Barbara, CA: Bellerophon Books, 1990. This book deals with the drawings and other art forms of many groups of native Americans. The content is readable at the fifth grade level. The coloring activities, however, are not recommended. Corgett, S. Hold Everything! Chicago: Children's Press, 1996. D'Amato, Janet, and Alex D'Amato. Algonquian and Iroquois Crafts for You to Make. Englewood Cliffs, NJ: Julian Messner, 1979. This book is a thor-ough resource for hands-on craft projects of northeastern Indians: how to make longhouses, wigwams, clothes, moccasins, and so forth. Although out of print, this resource may be found in most libraries. De Paola, Tomie. The Legend of the Bluebonnet: An Old Tale of Texas. New York: The Putnam Publishing Group, 1983. This Comanche legend, retold and illustrated by De Paola, tells the origin of the state flower of Texas. De Paola captures the spirit of She-Who-Is-Alone, a little girl who makes a sacrifice to save her tribe. See also The Legend of the Indian

				Paintbrush (Putnam, 1987) by the same author. Dorris, Michael. Morning Girl Hyperion. 1992. A story of an Arawak Indian family, narrated alternately by a brother and sister, that reveals a rich cul-ture. The reader gets a feel for the daily life, tragedies, rituals, and values of the Arawaks. The book ends with the arrival of the Europeans. Dutton, Bertha P., and Caroline Olin. Myths and Legends of the Indian Southwest. Santa Barbara, CA: Bellerophon Books, 1978. This coloring book illustrates myths and legends of seven tribes. The accompanying text provides explanations of the pictures. The coloring activities are not recommended. Esbensen, Barbara J. The Star Maiden: An Ojibway Tale. Boston: Little, Brown, and Company, 1988. The Star Maiden is tired of wandering is tired of wandering in the sky. She longs to come to earth and live among the people. No earthly shape seems to please her until one night she gazes down at her reflection in the lake. Fox, Frank. North American Indians. San Francisco: Troubador Press, 1995. This reference contains information on nearly all major American Indian groups. The book includes large blackline illustrations in coloring-book format. The coloring activities, however, are not recommended. Freedman, Russell. Buffalo Hunt. New York: Holiday House, Inc., 1988. The Indians of the Great Plains considered the buffalo sacred. The whole community took part in the large hunts, and, after the skinning and butchering, everyone joined in a joyful celebration. Freedman uses paintings and drawings by George Catlin, Karl Bodmer, and other artists of the 1800s to illustrate his text. George, Jean C. My Side of the Mountain. New York: Puffin Books, 1991. Though not directly relating to the topics of this unit, George's work touches on the themes of survival and respect for the environment. Goble, Paul. Buffalo Woman. New York: Macmillan Publishing Co., Inc., 1986. This plains Indians legend tells of a buffalo that turns into a beautiful girl. An underlying theme touches on the kinship between humans and animals. Several other books by Goble are recommended for students' reading: Beyond the Ridge, Iktomi and the Boulder, Star Boy, and The Gift of the Sacred Dog. Graymont, Barbara. The Iroquois. New York: Chelsea House Publishers, 1989. Recommended as a teacher's resource, this book covers many aspects of the Iroquois's history and culture, from earliest times to the present, and includes numerous photographs and illustrations. Topics include the Great Peace, extended lodges, European interaction, and the expansion of

				the Iroquois's power. The book is one in a comprehensive series that includes such titles as American Indian Literature, The Navajo, The Pueblo, Women in American Indian Society, and The Yankton Sioux. Hakim, Joy. The First Americans. Oxford University press, 1993. The first in the series A History of US, this book traces the history of North America from the arrival of the earliest humans through the 1600s. Handbook of North American Indians. Washington;' DC: Smithsonian, 1978 and continuing. This multivolume reference work synthesizes all known data on North American Indian groups and is recommended for use by teachers. The series is still being developed, but some volumes are available. "The Pueblo Revolt," which appears in Alfonso Ortiz's Southwest (Volume 10 in the series), recounts religious conflicts between the Spanish and the Pueblos. Harvey, Karen D., and Jane Jackson. Teaching About Native Americans. Waldorf, MD: National Council for the Social Studies Publications, 1990. P.O. Box 740, Waldorf, MD 20601. This manual is Bulletin 84 in a series of publications. It offers concepts, generalizations, activities, and resources. Hassrick, R.B. History of Western American Art. New York: Exter Books, 1987. Hoyt-Goldsmith, Diane. Totem Pole. New York: Holiday House, Inc., 1990. Color photographs feature the artistic talents and personal heritage of David Boxley and his son. The book is important for the way it shows American Indians' traditions in the present day. A companion book, Pueblo Storyteller (Holiday House, 1991), by the same author, links past to present and is illustrated with engrossing photographs. Hunt, Ben. Indian Crafts and Lore. New York: Golden Press, 1976. This out of-print book contains a format that is appealing to students; teachers may want to use it selectively. In the Trail of the Wind: American Indian Poems and Ritual Orations. Edited by John Bierhorst. New York: Peter Smith, 1993. Bierhorst is a reliable scholar, and his anthology of authentic poems reflects the beliefs and values of many American Indian tribes. The poems are short and can be easily read and understood by fifth grade students. Jacobs, Francine. The Tainos: The People Who Welcomed Columbus. Putnam, 1992. A sad history of the destruction of the Tainos by the Spanish explorers. Readers learn about attempts to resist the Spanish in this well-written book about peaceful farming people who were virtually wiped out within 50 years of the conquest. Joe, Eugene B., et al. Navajo Sandpainting Art. Tucson, AZ: Treasure Chest Publishing, Inc., 1978. Presented in magazine format

				with beautiful glossy photographs of Navajo sand painting, this book offers accompanying explanations of the symbols in each painting. It is available from the Southwest Museum in Pasadena, California. Josephy, Alvin M., Jr. The Indian Heritage of America. New York: Knopf or Bantam, various dates. Recommended as a teacher's resource, Josephy's work cites research by archeologist Alex Krieger that advances one possible sequence of historic developments among pre-Columbian peoples. A map of North American cultural areas and tribal locations is also included. Kindle, Patricia, and Susan Finney. American Indians. Carthage, IL: Good Apple, Inc., 1985. This resource contains useful content and suggested activities. It contains blackline masters and is available through most teachers' supply stores. Longfellow, Henry Wadsworth. Hiawatha. Illustrated by Susan Jeffers. New York: Dial Books for Young Readers, 1996. Longfellow's poem is rightly studied as an epic work that incorporates several elements from North American Indian cultures. The work has become an evocative, enduring part of this country's lore. Jeffers's version faithfully depicts geographical aspects of the Eastern woodlands and presents an abridged form of the poem that centers on Hiawatha's childhood. Reader's Theatre Script Service, P.O. Box 178333, San Diego, CA 92117, (619) 276-1948, publishes a reader's theater arrangement of "Mawatha's Childhood." That arrange-ment provides good opportunities for correlation of history-social science with English-language arts. The cast of six, plus two drummers, can be enlarged to include more performers. Maestro, Betsy. The Discovery of the Americas. Lothrop, 1991. Maestro provides a survey of the discovery and settling of the Americas from the Ice Age nomads to the circumnavigation of the world by Magellan's crew. This is a large format, easy reading book. Martin, Bill, Jr., and John Archambault. Knots on a Counting Rope. New York: Henry Holt and Co., 1987. Each knot in the rope indicates the history and heritage that a young boy receives from his grandfather. McDermott, Gerald. Arrow to the Sun: A Pueblo Indian Tale. New York: Viking Penguin, Inc., 1974. Available in both paperback and hardback, the story tells of a young boy in search of his father. He finds him in the sun and returns to bring the sun's spirit to earth. Students can learn much about Pueblo life from this tale. McEvedy, Colin. The Penguin Atlas of North American History to 1870. Penguin, 1986. This historical atlas is an enriching resource and a boon for classroom research.

				McLuhan, T. C. Touch the Earth: A Self-Portrait of Indian Existence. New York: Simon and Schuster, Inc., 1976. Intended for adult readers, this book can be understood by children if read aloud. The content reflects native Americans' values as written by Indian chiefs during the 1800s. Passages can be easily excerpted for daily reading to students. Miles, Miska. Annie and the Old One. Boston: Little, Brown, and Company, 1985. Annie comes to accept the impending death of her grandmother as she recognizes the wonder of life. Students can learn much about living in harmony with the land and the cycles of life. Morris, Ann. Bread, Bread, Bread. New York: Lothrop, Lee and Shepherd Books, 1989. This book joins the author's Hats, Hats, Hats (Lothrop, Lee and Shepherd Books, 1989) as a possible resource for discussing elements of culture. Ken Heyman's color photographs are vivid illustrations. This book is out of print, but may be found in most libraries. Nabokov, Peter, and Robert Easton. Native American Architecture. New York: Oxford University Press, 1988. Numerous illustrations in this scholarly work can be enjoyed by students; the narrative is more appropriate for better readers. Northwest Indians: An Educational Coloring Book. Edited by Linda Spizzirri. Rapid City, SD: Spizzirri Publishing Co., Inc., 1983. This book, in coloring-book format, contains information about tribal names, languages, geography, and culture. Fifth graders will find this book usable. The coloring activities are not recommended. Normandin, C., editor . Echoes of the Elders: The Stories and Paintings of Chief Lelooska. New York: DK Publishing, 1997. Echoes of the Elders is the myths and legends of the Northwest Coast Indians written by a famous American Indian story teller and artist. Pickering, Robert. The People. Prehistoric North America series. Illustrated by Ted Finger. Brookfield, C`T: The Millbrook Press, 1996. The People is a survey of the first people to inhabit the Americas and their adaptation of the physical environment. Rickman, David. Northwest Coast Indians. New York: Dover Publications, Inc., 1984. Coloring-book-type pictures offer detailed drawings of many American Indian groups of the Northwest coast. Brief information about each picture is included. The coloring activities are not recommended. This book is out of print, though copies may be found in most libraries. Ridington, Robin, and Jillian Ridington. People of the Trail: How the Northern Forest Indians Lived. Buffalo, NY: Firefly Books, 1992. This is an excellent nonfiction paperback book about the land, people,

				families, games, hunting and fishing, housing, clothing, beliefs, and education of the Indians of the northern forests. Students will find it useful. Sattler, Helen Roney. The Earliest Americans. Clarion, 1993. Sattler's scholarly work chronicles the arrival of humans in North America and examines migration patterns and adaptations of ancient peoples to diverse geography. Siberell, Anne. Whale in the Sky. New York: E. P. Dutton, 1985. This is a retelling of a legend of the Northwest Indians. It is illustrated with woodcuts. Thunderbird, which watches over all creatures, saves the salmon from whales. The book is easy reading for fifth grade students. Slapin, Beverly and Doris Seale. Through Indian Eyes: The Native Experience in Books for Children. New Society, 1992. This teacher resource enables the reader to select quality fiction and non fiction works including prose and poetry that conveys Indian interpretation of history, culture an storytelling. The source book also contains book reviews and a section on how to evaluate materials for bias and stereotyping. Sneve, Virginia Driving Hawk. Dancing Teepees: Poems of American Indian Youth. New York: Holiday House, Inc., 1989. The author has chosen poetry selections from the oral traditions of North American Indians and from contemporary tribal poets. The poetry reflects the theme of youth, both in metaphor and rites of passage, from birth through adolescence. *Speare, Elizabeth George. The Sign of the Beaver. Boston: Houghton Mif-flin, Co., 1983. This well-known novel is a favorite with schoolchildren. It imparts a respect and love for the Iroquois's life. It is often used as core literature. Van Laan, Nancy. Buffalo Dance. Little, Brown, 1993. This book, in picture book format, tells the story of a Blackfoot legend about rituals performed before a buffalo hunt. Waldman, Carl. The Atlas of North American Indians. New York: Facts on File, 1989. This reference, available in paperbound format, provides help ful background information for use with this unit. Wesche, Alice. Runs Far, Son of the Chichimecs. Museum of New Mexico Press, P.O. Box 2087, Santa Fe, NM 87504. This enjoyable work of historical fiction, first published in 1981, is recommeded for students' reading. Wood, Nancy. Many Winters. New York: Doubleday and Company, Inc., 1974. Poetry and prose are used to interpret the Indian ways of life in Taos Pueblo in the Rio Grande Valley of New Mexico. The illustrations by Frank Howell feature

				beautiful facial portraits of elderly Pueblo Indians. The World of the American Indian. Edited by Jules B. Billard. Washington, DO National Geographic Society, 1994. Though currently out of print, this book is cited for the attention of those who may have access to it through public or school libraries. The photographs are particularly useful in classrooms. Yolen, Jane. Encounter. Harcourt Brace Jovanovich, 1992. In dramatic acrylics a young Taino Indian boy recounts the landing of Columbus and his men in 1492. Yue, David, and Charlotte Yue. The Pueblo. Boston: Houghton Mifflin Company, 1986. Woven into the fabric of pueblo life are history and ceremony, building and planting, drought and flood, sandstone and adobe, and kiva and corn. A wealth of detail is presented in this beautiful integration of text and black-and-white drawings. A bibliography and index are provided.
Age of Exploration *1. Why did people view the world in such a limited way during the 1400's?* *2. How do we see the world differently today than people did during the 1400's? Why?* *3. Why was it important for explorers to understand and be able to use latitude and longitude?* *4. Why were Portugal, Spain, England and France in competition with each other?* *5. Why were Portugal, Spain, England and France in competition with each other to find new routes to Asia?* ***6.** Why would an explorer want to go on a long and dangerous voyage to an unknown place?* ***7.** What did explorers do to prepare for their voyage?*	• Create a class newspaper • Write postcards home describing the land you explored. • Investigate what life was like on a ship in the 16th century. • Compare modern astronauts to explorers of the late 15th & 16th centuries • Compare two different viewpoints about Columbus' exploration in the Americas	**5.2 Students trace the routes of early explorers and describe the early explorations of the Americans, in terms of:** 1. the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder) 2. 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	• describe some of the characteristics of early explorers • explain the aims, obstacles, and accomplishments of the explorers • trace the routes of the early explorers • describe some of the early explorations of the Americas.	Bakeless, John. America's First Explorers: The Eyes of Discovery. New York: Dover Publications, 1989. This is an excellent teacher reference. Bakeless using journals, diaries, and letters, reconstructs the experiences of these explorers as they encountered a seemingly untouched New World. Bitossi, Sergio. Ferdinand Magellan. (Why We Became Famous series). Translated by Stephen Thorne and illustrated by Severino Baraldi. New York: Silver Burdett, Co., 1985. A good account of the voyage using information gathered from Antonio Pigafetta's journal. The author creates dialogue to enhance the story line. An excellent illustrated time line in the appendix traces events during Magellan's lifetime. Blackwood, Alan. Ferdinand Magellan. Bookwright, 1986. The story of Magellan's voyage from Spain to the Pacific and the first circumnavigation of the world is told in this book. Although out of print, this resource may be found in most libraries. Calliope World History for Young Readers Vol. 2, No. 3 (January/February 1992), pp. 18-22. This issue of Calliope follows the theme "Great Explorers to the West" and contains articles on Spain entering the Age of Discovery, the Straits of Magellan, Columbus, and Cabot and Frobisher's search for the Northwest Passage. Back issues of Calliope, a companion magazine to Cobblestone, may be obtained from Calliope, 30 Grove Street, Peterborough, NH 03458. The Cobblestone American History CD-ROM: 1980-1994. Cobblestone Publishing, Inc., 1995. A full-text database with a menu-driven search strategy makes for easy retrieval of Cobblestone articles which appeared in issues between 1980 and 1994. Maps, puzzle grids, and diagrams are

8. *What did the explorers have to know about using the moon and stars to navigate on the open sea?*		Protestant Reformation, the Counter Reformation) 3. 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. land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia on maps of North and South America		included, however, illustrations do not appear. Articles and lists of references can be either printed or exported to a disk. A printed index is included with the CD-ROM. Columbus and the Age of Exploration. Illustrated by Ken Stott. New York: Franklin Watts, 1985. An overview of Christopher Columbus and other explorers ranging from Vasco da Gama to Francis Drake is provided in this book. Life on the sea and the motivations for exploring are well described. Grant, Neil. The Great Atlas of Discovery. Illustrated by Peter Morter. New York: Alfred A. Knopf, 1992. Each map in this well illustrated atlas focuses on a topic or theme, from the urge to explore to modern exploration. Grosseck Joyce and Elizabeth Attwood. Great Explorers. Grand Rapids, MI: Gateway Press, Inc., 1988. Daring people throughout history who were bold enough to venture into the unfamiliar world is the subject of this general survey from the Vikings to Neil Armstrong. Chapters on John Cabot, Vasco da Gama, Ferdinand Magellan, Jacques Cartier, Hernando de Soto, and Henry Hudson are helpful in the study of this unit. Hargrove, Jim. Ferdinand Magellan: First Around the World. Chicago: Childrens Press, 1990. A good readable biography based on the journal of Antonio Pigafetta. This well illustrated book provides a great deal of information on Magellan and his voyage and includes a useful timeline and glossary of terms. Humble, Richard and Richard Hook. The Voyage of Magellan. New York: Franklin Watts, 1989. A short, readable account of Magellan's voyage. The Age of Leif Erikson (Watts, 1989) by the same author is another in a series on exploration. Jacobs, William Jay. Magellan: Voyager with a Dream. New York: Franklin Watts, 1994. A good, basic survey of Magellan's voyage of discovery. Jacobs includes discussion of the intrigues of court and petty jealousies which may have laid the basis for mutiny during the long voyage. Recommended for student reading. Lomask, Milton. Exploration: Great Lives. New York: Charles Scribner's, 1988. Brief stories of the lives of 25 "geographical explorers" the adenturers who, through the centuries, have given us our present knowledge of the surface of the earth. This is a good source for short read on Cabot, Cartier, Columbus, Erikson, da Gama, Prince Henry, Magellan, and Vespucci. Maestro, Betsy and Giulio Maestro. The Discovery of the Americas. New York: Morrow, 1991. This book offers an even-handed introduction to the major explorers of the New World, including Columbus, Cabot, Vespucci, and Magellan. A thorough

				timeline is provided as an appendix. Noonan, Jon. Ferdinan Magellan. Illustrated by Yoshi Miyake. New York: Crestwood House, 1993. A short, easy-to-read biography of Ferdinand Magellan gives students a taste of the dramatic voyage to the Philippine d e continuation of the voyage of circumnavigation by the 18 remaining crew members. This book is out of print, but copies are available from most libraries. Poole, Frederick King. Early Exploration of North America. New York: Franklin Watts, 1989. Nicely illustrated, this volume includes accounts of most of the significant explorers of the 15th and 16th centuries. It also includes a section assessing the accomplishments and significance of the explorers. Although out of print, copies are available at most libraries. Sanderlin, George. First Around the World: A journal of Magellan's Voyage. New York: Harper & Row, 1964. An exceptional retelling of the story of Magellan's voyage based entirely on the Pigafetta journal. Sanderlin does a masterful job of excerpting engaging sections of Pigafetta's journal and bridging them with short narratives. This work, although out of print, is available at libraries and is highly recommended for teacher reading. Any number of the stories are suitable for reading aloud. Sansevere-Dreher, Diane. Explorers Who Got Lost. New York: Tom Doherty Associates, 1992. An interesting and irreverent rethinking of the achievements of many famous explorers, including Columbus, Cabot, and Magellan. Skefoff, Rebecca. Ferdinand Magellan and the Discovery of the World Ocean (World Explorers series). New York: Chelsea House, 1990. An exceptionally good account of the life and times of Ferdinand Magellan. Based on Pigafetta's journal, this is a complete view of the sixteenth century world.
<u>Relationships between the Colonists and the Indians</u> *1. Where were the major Indian tribes located in eastern North America?* *2. What were some of the characteristics of an Indian tribe that lived*	• Create short plays or dramatizations portraying the interactions between colonists or settlers and the eastern Indians. • Dioramas of one of the tribes in their environment before the	**5.3 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers, in terms of:** 1. The competition among the English, French, Spanish, Dutch, and Indian nations for control of	*describe why conflicts occurred between colonists, settlers, and Indians. *describe some of the eastern Indian tribes and nations. *explain the reasons that Indians were moved from	Asikinack, Bill, and Kate Scarborough. Exploration Into North America. Parsippany, NJ: New Discovery Books, 1995. A well-illustrated, general overview of American Indian cultures and European exploration and colonization. Bains, Rae. Indians of the Eastern Woodlands. Mahwah, New Jersey: Troll Associates, 1985. A very readable and practical nonfiction paperback, the book gives a good account of the clothes, food, and lives of its subjects. Driving Hawk-Sneve, Virginia. Illustrated by Ronald Himler. The Cherokees: A First Americans Book. 1996. New York: Holiday House. This wonderful picture book with a simple format and easy to read text, is nonetheless interesting and informative, and gives an excellent overview of the Cherokees people. It also explains the

in the eastern region of North America? *3. Why was there both cooperation and conflict between the colonists and Indians?* *4. Why did the friendly relations between the Wampanoags and colonists break down and become adversarial?* *5. What motivated the government to make treaties with the Indians and then modify or break them?* *6. What are some of the causes and effects of broken treaties and agreements with the Indians?*	colonists arrived. • Write a rationale for diorama	North America. 2. The cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges) 3. 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. 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. The internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]. 6. The influence and achievements	their land and treaties were broken. *characterize some of the significant Indian chiefs of the time.	causes and effects of the Cherokees relocation and the Trail of Tears. Virginia Driving Hawk Sneve has written other books on Indians that are excellent sources of information for fifth grade students. Graymont, Barbara. The Iroquois. New York: Chelsea House Publishers, 1989. Recommended as a teacher's resource, this book covers many aspects of the Iroquois's history and culture, from earliest times to the present, and includes numerous photographs and illustrations. Topics include the Great Peace, extended lodges, European interaction, and the expansion of the Iroquois's power. Gridley Marion E., illustrated by Robert Glaubke. Indian Nations: The Story of The Iroquois. New York: G.P. Putnam's Sons. 1969. Although this book is quite old, it portrays a balanced view of the Iroquois and there interaction and conflicts with the colonists and settlers. May be found in some libraries. A good resource for student reports. King, J.C.H. First Peoples, First Contacts: Native Peoples of North America. Cambridge, Massachusetts: Harvard University Press, 1999. A resource that can be used by the teacher to gather information about the North American Indians. Not all chapters are applicable to the topic. Good photographs that can be shown to students and good maps of Indian territory and settlements. Kopper, Philip and the editors of Smithsonian Books. The Smithsonian Book of North American Indians. Washington, D.C.: Smithsonian Books, 1986. This book has some wonderful photographs of North American Indian artifacts. Parts of the text would be useful for background information for the teacher, but it does not deal directly with the Indians and Engl ish colonists/settlers. Morris, Richard B., illustrations by Leonard Everett Fisher. The Indian Wars. Minneapolis, Minnesota: Lerner Publications Company, revised edition 1985. This book focuses on Indians who lived along the Atlantic Coast and the wars they fought with each other and the European colonists and settlers. The reading level is easy enough that this book can be used as a class reference. There are no photos and few pen and ink illustrations, but there are excellent black and white maps thr oughout the book which would be an excellent resource. Murdoch, David, chief consultant Stanley A. Freed, photographed by Lynton Gardiner. North American Indian. New York: Alfred A Knopf, Inc., 1995. Filled with vivid, color photographs and brief descriptions of the artifacts shown, a number of chapters are devoted to the Indians who lived in eastern North America. Students would be

		of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).		fascinated by the real-life quality of the photographs and interesting facts. Wellman, Paul I., illustrated by Lorence Bjorklund. Indian Wars and Warriors, East. 1959. Cambridge, Massachusetts: Houghton Mifflin Company. This book is quite old and some of the terminology is dated, but the author tries to be objective, and provides informative and interesting accounts of the conflicts and battles between the colonists, settlers, and Indians. Weinstein-Farson, Laurie. The Wampanoag. New York: Chelsea House Publishers, 1988. Although this book was placed in the juvenile section of the library, the high readability level would make it a difficult book for students to use as a resource. There are excellent black and white photographs of artifacts and pictures that would be interesting to the students. This would make an excellent teacher resource. Yenne, Bill and Susan Garratt. Pictorial History of the North American Indian. New York; Exeter Books, 1984. This adult book is an excellent resource with wonderful illustrations and information about the North and Southeast tribes that can be shared with students. The book could also be used as a reference for above grade level readers. There are writings by Tecumseh, Chief of the Shawnee and descriptions of the conflicts between Iroquois and settlers, and lists of Indian tribes of the North and Southeast.
<u>Institutions in the Colonial Era</u> *1. Why do you think people were persecuted because of their religious beliefs?* *2. Would John Winthrop's document be appropriate today? Why/why not?* *3. What do you think it would be have been like to live in Plymouth, England in 1620?* *4. Using the information you gained in Unit I,*	• Make a map of multiple perspectives about religious freedom. • Write a "Found Poem" • Oral Report • Investigate George Calvert • Molly's Pilgrim	**5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era, in terms of:** 1. 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. 2. The major individuals and groups responsible for the	* Rubric for Final Map Presentation * "Found Poem" *Rubric for Oral Report *Work collaboratively to complete projects *Teacher Observation & Running Records	Anderson, Joan W. A Williamsburg Household. Clarion, 1990. Events in the household of a slave-holding white family in colonial Williamsburg are the focus of this book. The front room/back room qualities of colonial life and slavery are well captured in both the story and the photographs, taken in Williamsburg, Virginia. Avi. Encounter at Easton. Pantheon.The year is 1768. Two indentured servants, little more than children, escape first from their master and then from a search party determined to turn them over to the authorities. Barrett, Tracy . Growing Up in Colonial America. Millbrook Press, 1995. Here are wonderful photos, drawings, and text describing the life of children in the American colonies. This book includes daily chores, routines, and play. It also describes the religious and social attitudes that influenced how children were raised. Benezet, Anthony. Views of American Slavery, Taken a Century Ago. Ayer, 1969. This reprint contains observations of the enslaving, importing, and purchasing of Africans in 1760. Bial, Raymond. Strength of These Arms: Life in the Slave Quarters. Houghton Mifflin, 1997, ISBN: 0395773946 Genre: Nonfiction

why do you think that the Mayflower landed in Plymouth when it was headed for Virginia? *5. Would John Winthrop's document be appropriate today? Why/why not?* *6. How would you react if you weren't permitted to express your beliefs, and were punished for saying what you believed or thought right?* *7. The Puritans left England to avoid persecution, why did they not allow other religions to be practiced in Plymouth?* *8. What do paintings and other works of art tell us about a historic time period?* *9. What were the similarities and differences of the three colonial leaders; John Winthrop, Roger Williams, and William Penn?*		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. The religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania) 4. 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 religious tolerance and free exercise. 5. How the British colonial period created the basis for the development of political self-		Description: Color photographs of reconstructed historical sites and a few archival photos support the text in this introduction to the daily life of slaves in America. Quotations from unidentified sources add a personal tone as Bial discusses the slaves' work, housing, diet, religion, and recreation, as well as the cruelty of masters and of the slave trade. Cameron, Ann and Olaudah Equiano. Kidnapped Prince: The Life of Olaudah Equiano. Random House, 2000. Kidnapped at the age of 11 from his home in Benin, Africa, Olaudah Equiano spent 11 years as a slave in England, the U.S., and the West Indies, until he was able to buy his freedom. His autobiography, published in 1789, was a best-seller in his own time, and it still speaks to us today. Cameron has modernized and shortened it while remaining true to the spirit of the original. Collier, James and Christopher. Jump Ship To Freedom. Delacorte, 1981. Young Daniel Arabus and his mother are slaves in the house of Captain Ivers of Stratford, Connecticut. By law they should be free, since Daniel's father fought in the Revolutionary army and earned enough in soldiers' notes to buy his family's freedom. Now he must escape to avoid being sold in the West Indies. Curtin, Philip P. (editor). Africa Remembered: Narratives by West Africans from the Era of the Slave Trade. Waveland Press, 1997.A valuable work of primary source material, this book is available in hard and soft back editions. The reading level is difficult for students but can be excerpted by teachers. Field, Ron. African Peoples of the Americas. Cambridge Press, 1995. This book traces the history of African people in America from slavery to civil rights. It is easy to read and has colorful maps and time lines. Hamilton, Virginia. People Could Fly. Knopf, 1993. This book contains 40 superb illustrations by Leo Dillon and Diane Dillon that add another level of vitality to an extraordinary collection of 24 tales that depict the black slaves' struggles for survival. These stories are best read aloud or told at this level. Hamilton, Virginia. Many Thousands Gone: African Americans From Slavery to Freedom. Alfred A. Knopf, 1995. This book tells stories of documented African-American lives from 1619 through the Civil War. These accounts share vignettes about the lives of people enslaved, including accounts of escapes and finding new opportunities in freedom. Hansen, Joyce. The Captive. Scholastic, 1994. This is the story of a young prince captured in Africa and sold into slavery. Kent, Deborah. African-Americans in the

		government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 6. 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.The early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.		Thirteen Colonies. Children's Press, 1996.This is a brief overview of life and achievements of African-Americans in colonial America. Nixon, Joan Lowery. Caesar's Story: 1759 (Young Americans Colonial Williamsburg), Delacorte Press, 2000. Set in the 18th century, young Caesar grows up as a slave on Carter's Grove plantation outside of Williamsburg, Virginia, and learns about family, friends and life under the conditions of slavery. Macht, Norman and Mary Hull. The History of Slavery. Lucent Books, 1997. Part of the World History Series, this book examines the practice of slavery from early Mediterranean civilizations to slavery in the United States in readable text for students. Other books in this series deal with the French and Indian War, The Lewis and Clark Expedition, The American Frontier, and The American Revolution. McGill, Alice. Molly Bannaky. Houghton Mifflin Company, 1999. At the age of seventeen, an English dairymaid was exiled from her country and sentenced to work as an indentured servant in Colonial America as punishment for spilling a bucket of milk. Yet Molly prospered, and with her husband Bannaky, she turned a one-room cabin in the wilderness into a thriving one hundred-acre farm. And one day she had the pleasure of writing her new grandson's name in her cherished Bible: Benjamin Banneker. Meltzer, Milton. Black Americans, The: A History in Their Own Words. Harper Collins, 1987. Meltzer brings together an extensive selection of primary sources, several of which complement this unit's examination of slavery. This book is useful for grade five especially.
<u>The War for Independence</u> *1. What reasons would make the colonists revolt against England?* *2. What were the significant events leading up to the American Revolution?* *3. How did the colonists respond to British policy?*	• Letter to editor of New York Gazetteer that printed Rivington's poem. • Discussions about paintings from Revolutionary War. • Murals of important events from the Revolution. • Read letters written by George	**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	*describe the background and causes of the American Revolution. *list and describe the major British acts. *explain the events that led to the drafting and signing of the Declaration of Independence. *describe the key	Adler, Daivid A. A Picture Book of Patrick Henry. Holiday House, 1995. Patrick Henry, 1736-1799. The American Reader: Words that Moved a Nation. Harper Collins, 1990. Baker, Austin R. "The True Manner in Which the American Colonists Declared Themselves Independent of His Majesty King George III." Early American life, Vol. 8, no. 4 (Aug. 1977). Caption title. Austin R. Baker served as an officer in the British Army and is now editor of British History. Barner, Bob. Which Way to the Revolution? Holiday House, 1998. The Boston Massacre. Cobblestone Publishing, Inc., 1980. A brief history of the Boston Massacre and the events that lead up to it. Brown, David S. Thomas Jefferson: A Biographical Companion. 1998. An encyclopedia covering the life of Thomas Jefferson and the key issue, events and personalities that shaped him.

4. Why was the snake used to represent the colonies? Was the snake a good choice? Why or why not? *5. What animal would you choose as a symbol for the colonies? Explain your reasons why.* *6. Did the poem written by James Rivington support the Loyalists or Patriots? What are the clues in the poem that indicate which side he supports?* *7. Who were the key people during this period and why should they be remembered?* *8. How did the war progress from the first rebellion to the signing of the Declaration of Independence?* *9. Why was there conflict between families, friends and communities?* *10. Why was the Declaration of Independence such an important document when it was written?*	Washington • Complete a Decision Making Chart • Discussions about "Common Sense" written by Thomas Paine in 1776 • T-Charts cause and effect • Timeline • Examine cartoon "Join or Die" by Ben Franklin • Create a political cartoon • Create poems from perspective of Loyalists or Patriots • Gather information from biographies for presentations • Discussions about Declaration of Independence and creating and signing classroom Declaration.	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, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	features of the Declaration of Independence. *portray some of the key individuals of the period including their views, lives and impact.	Carter, Alden. Colonial Wars: Clashes in the Wilderness. Franklin Watts, 1993. This book features key battles, military strategies, and equipment used during the French and Indian Wars, which gave the British control of North America. D'Aulaire, Ingri. Benjamin Franklin. New York: Houghton Mifflin, 1997. A biography of the witty author, scientist, and statesman who helped with the Declaration of Independence and the Constitution and became the first ambassador of the United States of America. Dickinson, Alice. The Stamp Act. 1970. Chronicles the reaction of the American colonists to the Stamp Act passed by the British in 1765. Denenberg, Barry. Journal of William Thomas Emerson, A Revolutionary War Patriot. Scholastic, 1998. The journal of William, a 12-year-old orphan, tells of his experiences in pre-Revolutionary Boston. Ferris, Jeri. Thomas Jefferson: Of Liberty. 1998. A biography that describes the love of books and learning as well as the personal life and political career of the third president of the United States. Fleming, Candace. Hatmaker's Sign: A Story of Benjamin Franklin. Orchard Books, 1998. Benjamin Franklin shared the parable of a hatmaker and his sign with Thomas Jefferson. It is Franklin's attempt to cheer Jefferson as the Continental Congress begins editing the Declaration of Independence. Forbers, Esther. Johnny Tremain. Houghton Mifflin Co., 1988. After injuring his hand, a messenger for the Sons of Liberty in the days before the American Revolution. Giblin, James. George Washington: A Picture Book Biography. Scholastic, 1997. Green, Robert. King George III. 1997. A biography of the eighteen-century British monarch during whose reign the American colonies fought to break away and form an independent nation. Greenblatt, Miriam. John Quincy Adams, 6th President of the United States. Presents the life of John Quincy Adams, including his childhood, education, employment; and political career. George Washington: American Symbol. 1st ed. Hudson Hills Press, 1999. Imaginary gardens: American poetry and art for young people. 1989. Includes a selection of poems by American poets and works of art by a variety of artists. Kallen, Stuart A. George Washington. 2002 Kallen, Stuart A. The Founding Fathers. 1955. Presents a biography of the Commander in Chief of the Continental Army and first president of the United States. Knight, James. Boston Tea Party: Rebellion in the Colonies. Econo-Clad, 1999. A Boston merchant describes the American

Why is this document still the basis for our democracy today?				colonists' act of protest against British taxation and the tea monopoly of the East India Company. Kroll-Smith, Steve. Boston Tea Party. Holiday House, 1998. The economic events that led frustrated patriots to dump tea off English ships into Boston Harbor are presented with clear text and watercolors that recreate the setting and add drama. An afterword and timeline are included. Lawson, Robert. Mr. Revere and I. Little, Brown 7 Co., 1988. Paul Revere's horse describes some of their adventures together. Longfellow, Henry Wadsworth. Paul Revere's Ride. Puffin, 1996. This beautifully illustrated picture book features a retelling of this famous poem. Lukes, Bonnie. American Revolution. Lucent Books, 1996. This is a chronologically arranged history of the American Revolution. It has an excellent timeline and many quotations from primary sources. Lukes, Bonnie L. The Boston Massacre. Lucent Books, 1998. Historical examination of the aftermath, including the trials, of the Boston Massacre of 1770. Meltzer, Milton. The American Revolutionaries: A History in Their Own Words. New York: Harper and Row, 1987. Numerous primary sources contained in this work would be useful in this unit as a resource for teachers. See also The Black Americans: A History in Their Own Words (New York: Harper and Row Junior Books Group, 1984). Millender, Dharathula H. Crispus Attucks, Black Leader of Colonial Patriots. New York: Macmillan Publishing Co., Inc., 1983. First issued as a part of Bobbs-Merrill's Childhood of Famous Americans series, this biography is popular with you readers. It is available in paperback. Miller, Susan Marins. The Boston Massacre. 1997. The American adventure. Stephen Lankford worries that his older sister Lydia might get into serious trouble by taunting and throwing and throwing snowballs at the British soldiers stationed in Boston. Morgan, Edmund Sears. The Stamp Act Crisis: Prologue to Revolution. 1970. Munves, James. Thomas Jefferson and the Declaration of Independence: The Writing and Editing of the Document that Marked the Birth of the United States of America. 1978. Reconstructs seventeen days in the life of Thomas Jefferson during which the Declaration of Independence was written and edited. Includes reproductions of original manuscripts showing revisions and deletions.

				Murphy, Jim. A Young Patriot: The American Revolution as Experienced by One Boy. 1996. New York: Clarion Books. This is a biography of a teenage boy who lived during the Revolutionary times and fought in the war. The books is illustrated by many excellent black and white pictures that depict significant events. O'Dell, Scott. Sarah Bishop. Boston: Houghton Mifflin, 1980. Fifteen-year-old Sarah Bishop is left without a surviving member of her family at the time of the American Revolution. Her father had remained loyal to the king, and her brother had joined the rebels. When her possessions were destroyed in a raid, she was forced to find a new life on her own. O'Neill, Laurie. The Boston Tea Party. Milbrook Press, 1996. Narrative and pictures of the events leading up to and including the Boston Tea Party and its consequences are based on primary source documents and eyewitness accounts. Osborne, Mary Pope. George Washington: Leader of a New Nation. New York: Dial Books for Young Readers. The author describes the factors in Washington's boyhood that helped shape Washington and relates his accomplishments as an adult. Quotations from Washington's letters and diaries are included. Paine, Thomas. Common Sense. Various editions. In this famous revolutionary pamphlet, published in January, 1776, Paine advocated complete independence from Great Britain. Based on the natural rights philosophy of John Locke, Paine's argument inspired the colonists and aroused discussion about monarchy and independence. The book is recommended as a teacher reference; however, selected excerpts may profitably be read to students. Pearson, Jim. Women of the Revolution: A Unit of Study for Grades 5-8. Los Angeles: Regents, University of California, 1990. This complete teaching unit was developed by the National Center for History in the Schools, 1100 Glendon Avenue, Suite 927, Los Angeles, CA 90024; telephone (310) 825-4702. Some reworking of the text will be necessary for grade five teachers to use this work in their classes, but it is a good example of in-depth study. This resource provides teachers with background material and excerpts from primary sources. Peterson, Helen S. Give Us Liberty: The Story of the Declaration of Independence. Champaign, Ill.: Garrard Publishing, 1973. An engaging, slender, easily read book, Peterson's work was recently reprinted. It is recommended for reading aloud. Peterson is also the author of Abigail Adams: Dear Partner (Garrard Publishing, 1967), a recently reissued slim biography filled with many revealing passages from Adams's own writings.

				Pinkney, Andrea Davis. Dear Benjamin Banneker. San Diego: Gulliver Books, 1994. This biography chronicles Banneker's accomplishments, including his creation of a wooden clock and his almanacs on astronomy. The book contains Banneker's letter to Thomas Jefferson in 1791 in which Banneker denounced racism. Jefferson's response is woven into the narrative. Preston, Thomas. Captain Thomas Preston's Account of the Boston Massacre. 1997. Web-based book. Quest for America. Cleveland: Modern Curriculum Press, n.d. Students can use selected booklets from this series, which features famous persons and events, for independent reading and research. Teachers can select those booklets appropriate for this unit. The Revolution (poster). Culver City, Calif.: Social Studies School Service, n.d. This work, a battle map of the American Revolution, includes a chronology. It is a useful resource for teachers. Richards, Norman. The Story of the Declaration of Independence. Chicago: Children's Press, 1968. Richards' book is one in a series issued by this publisher. (poster). Culver City, Calif.: Social Studies School Service, n.d. This work, a battle map of the American Revolution, includes a chronology. It is a useful resource for teachers. Rollins, Charlemae. They Showed the Way. New York: Harper and Row, 1964. Rollins's work has become an enduring presentation of great Afro-Americans. It may be read for pleasure or used for reference and research. Although out of print, this resource can be found in most public libraries. Short, James and Thad Tate. The Journal of Major George Washington. Colonial Williamsburg, 1959. This is a primary source account of Washington's first official mission from October 1753 to January 1754. This is a useful resource to emphasize the importance of keeping journals. Stein, R. Conrad. The Boston Tea Party. Children's Press, 1998. This Cornerstones of Freedom book describes the events preceding, during and following this noted event, which helped precipitate the American Revolutionary War. Turner, Ann Warren. Katie's trunk. 1997. Katie, whose family is not sympathetic to the rebel soldiers during the American Revolution, hides under the clothes in her mother's wedding trunk when they invade her home. Virginia General Assembly, Governor's Council, 1769. Address of the Council to Governor Botetourt expressing their respect for him on the opening of the General Assembly. They specifically express their

				happiness at the lifting of duties on various items and the prudence of repealing the revenue acts, both of which actions promoted harmony between England and the colonies. Botetourt in return thanks them for their support. Waters, Kate. Mary Geddy's Day: A Colonial Girl in Williamsburg. This pictorial essay reconstructs the events of an ordinary colonial girl's day in Williamsburg while this day is important because the colony will vote for or against independence. Welsbacher, Anne. John Adams. 1998. A simple biography of the second president of the United States, form is childhood and education in Massachusetts to his marriage to Abigail Smith and is role in the country's early history.
<u>Course and Consequences of The American Revolution</u> *1. How did the war progress from the first rebellion to the signing of the Declaration of Independence?* *2. Why was there conflict between families, friends and communities?* *3. Why were Phillis Wheatley and Abigail Adams unusual women for the times in which they lived?* *4. What were the similarities and differences of the written works of Phillis Wheatley and Abigail Adams?* *5. What is significant about Benjamin Franklin's negotiations*	• Examine the lines in William Billings' song "Chester" and explain their meaning. • Listen and Discuss Charles Ives' orchestral composition "Putnma's Camp, Redding, Connecticut" • Write a song about famous person or event during this time period. • Storytelling • Create and Illustrate poems about heroes or events from time period. • Create Venn Diagram of British and American accounts of the Battle of Lexington • Discuss	5.6 Students understand the course and consequences of the American Revolution, in terms of: 1. Identifying and mapping the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides 2. The contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis de	*Rubric for Oral Report *Work collaboratively to complete projects *Teacher Observation & Running Records *Presentation of important ideas and phrases of different state constitutions *Completed character map of Benjamin Franklin *Presentation of final song	Altman, Susan R. Extraordinary Black Americans from Colonial to Contemporary Time. Children Press, 1988. Short biographies of ninety-five black Americans from colonial to contemporary times, highlighting their personal achievements and their resulting contributions to the growth of American society. Baker, Charles F., III. The struggles for freedom. Cobblestone Publishing, 1990. United States History, Revolution, 1775-1788. Brenner, Barbara. If You Were There in 1776. 1st ed., Simon & Schuster Books for Young Readers, 1994. Demonstrates how the concepts and principles expressed in the Declaration of Independence were drawn from the experiences of living in America in the late eighteenth century, with emphasis given to how children lived on a New England farm, a Southern plantation, and the frontier. Brownstone, David M. Historic Places of Early America. Macmillan Publishing Co., 1989. Clinton, Susan. The Story of the Green Mountain Boys. Children Press, 1987. Discusses the activities of the Green Mountain Boys under the leadership of Ethan Allen, first working as a private part-time army to defend land ownership rights in the colony which later became Vermont, and then fighting in the Revolutionary War in various areas in the northern colonies. Collier, James Lincoln. My Brother Sam is Dead. 1997. "An ALA notable children's book." Recounts the tragedy that strikes the Meeker family during the Revolution when one son joins the rebel forces while the rest of the family tries to stay neutral in a Tory town. Ferris, Jeri. What are you figuring now? A story about Benjamin Banneker. New York: Scholastic Inc., 1988, A biography of the Afro-American farmer and self-taught mathematician, astronomer, and surveyor for the new capital city of the United States

with France during the American Revolution? *6. Why were the state constitutions important? What key issues were emphasized?* *7. Why was music important during the American Revolution?* *8. Why is music an important form of expression about important subjects and events throughout history?*	concerns that Abigail Adams expressed to her husband John Adams regarding women's emancipation • Brainstorm freedoms we have today and how would they feel if they were taken away today • Read and discuss Phillis Wheatley writing and discuss freedom	Lafayette, Kosciuszko, Baron von Steuben) 3. The different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 4. 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. 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. The significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact		in 1791, who also calculated a successful almanac notable for its preciseness. Fleming, Alice Mulcahey. George Washington Wasn't Always Old. Simon & Schuster Books for Young Readers, 1991. The book presents the boyhood life of George Washington up to his twenty-first birthday. Goor, Ron. Williamsburg: Cradle of the Revolution. 1994. Social life and customs of Williamsburg Va. Politics and government of Virginia. Legyel, Cornel (1958). Four Days In July. Doubleday & Company, Inc. Garden City, N.Y. Murphy, Jim. A Young Patriot. New York: Scholastic, Inc., 1997. The American Revolution as experienced by one boy. O'Dell, Scott. Sarah Bishop. Houghton Mifflin, 1980. Left alone after the deaths of her father and brother who take opposite sides in the War for Independence, and fleeing form the British who seek to arrest her, Sarah Bishop struggles to shape a new life for herself in the wilderness. Osborne, Mary Pope. George Washington: Leader of a New Nation. 1991. A biography of our first President, illustrated with old prints, maps and photographs. Pinkney, Andrea Davis. Dear Benjamin Banneker. 1998, Harcourt Brace. Women of the American Revolution. Cobblestone Publishing, 1993. Teacher's guide: Women of the American Revolution, a Unit of Study for Grades 5-8. A collection of Cobblestone magazines and lesson plans focusing on the American Revolution. Each Cobblestone issue includes at least one article or play featuring a woman's participation in historical events. Teacher's guide provides lesson plans, student resources and background materials for teaching units on specific "dramatic moments in history. Zall, Paul M. Becoming American: Young People in the American Revolution. 1993. Includes letters, diaries, and journals of twenty young people form all walks of life, reflecting their experiences in the pivotal period in American history form 1767 to 1789.

		on American Indian land. 7. How the ideals set forth in the Declaration of Independence changed the way people viewed slavery.		

Development of the Constitution 1. *What were some of the flaws in the Articles of Confederation?* *2. Why did delegates create a new document rather than amend the existing Articles of Confederation?* *3. Why was the issue of taxation important?* *4. How did the Bill of Rights address issues raised about the Constitution?* *5. What is the importance of the American creed?* *6. How are American ideals represented and promoted?*	Students write their thoughts and conclusions in Quickwrite exercises. Students write information on posters to summarize the concept of balanced powers. Students write letters to the editor in opposition or support of an issue related to taxes. Students describe their Constitutional rights in writing. Students write their own patriotic songs. Students define Constitutional goals and examples from their experiences. Students discuss issues in small groups and with the whole class. Students make short presentations to the	**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	• Brainstorm with students the symbols, images, and/or icons that represent America and American life. List these ideas on the board. Place on the overhead the lyrics of some patriotic songs, such as “America the Beautiful”, “This Land is My Land” or “Star-Spangled Banner.” Read and sing these with your students. Ask students what images are created by these songs and what the images represent . • Ask students to work in triads to use the words listed on the board and the information shared in class to write a new song that reflects their feelings, appreciation and understanding of what it means to be an American citizen. • Rubric for Oral Report • Teacher Observation & Running Records • Presentation	Bjornlund, Lydia D. The U.S. Constitution: Blueprint for Democracy. Lucent Books, 1999. Words that changed history. Discusses the history, writers, drafting, and impact of the United States Constitution. Bradbury, Pamela. Men of the Constitution. New York: Simon & Schuster, 1987. Signers-Biography. Statesmen---United States. Politics and government. Blume, George T. The Constitution, Little Short of Miracle: A One Act Drama for Elementary Schools. Washington, D.C.: Commission on the Bicentennial of the United States Constitution, 1987. Originally written for presentation by middle and high school age youth. Cohn, Amy L. From Sea to Shining Sea, A Treasury of American Folklore and Folk Songs. Scholastic, Inc., 1993. Here are folksongs, tales, poems, stories from America's past. Over 140 entries tell the history of America and its multicultural character. Collier, Christopher. Creating the Constitution. Benchmark Books, 1998. Examines the events and personalities involved in creating the Constitution of the United States in 1787, a document which has been the foundation of American democracy for over 200 years. Collier, James and Christopher Collier. The Winter Hero. Scholastic, 1985. A boy participates in Shay's Rebellion to protect his father's property. Colman, Warren. Carta de Derechos (The Bill of Rights). Children's Press, 1989. Easily understood text and photographs describe the United States Constitution and Bill of Rights. Cook, Donald Edwin. America's Great Document-The Constitution. Hammond, 1970. Discusses the need in 1787 for a new Constitution, the problems, personalities, and conflicts that helped shape it, and the struggle for its ratification. Currie, David P. The Constitution: Teacher's Handbook. 1991. Constitutional history, and law. Currie, David P. The Constitution. 1997. Background material about how the Constitution came to be written precedes the actual document, which is explained paragraph by paragraph. Davidson, James West. The American nation: Beginnings to 1877. Prentice Hall, 1997. Connections with literature, with science, with mathematics, with fine art, with music: Presidents of the United States; Declaration of Independence: Constitution of the United States of America. Field, Robert J. The History of the United States. Volume 1. 1989. The first colonies in America. England in the New World. Steps toward freedom. A new country. The United States grows. Fisher, Leonard Everett. Stars and Stripes,

	class based on their findings about the Articles of the Confederation. Students tell their ideas about taxes. Students share their opinions about the Constitution from the perspective of Federalists or Antifederalists. Students discuss their rights as described in the Bill of Rights.	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").	of final song	Our National Flag. Holiday House, 1993. Readers get historical background information on the Pledge of Allegiance and early American flags from this book. Fritz, Jean. Shh! We're Writing the Constitution. 1994. Previously published by Scholastic, 1987. Fritz, Jean. The Great Little Madison. Putnam, 1989. This is an interesting, well-written biography of James Madison. Gregory, Kristiana. Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell (Dear America). Scholastic, 1997. Thirteen-year-old Hattie Campbell records the details of her family's harrowing migration to Oregon in a covered wagon in 1847. It describes the many challenges, both joyful and tragic, that mark the journey. It is from the settler's perspective. Guthrie, Woody. This Land is Your Land. Little, Brown and Company, 1998. Along with the lyrics to this folksong, the illustrations provide a wonderful backdrop to the song. Hauptly, Denis J. A Convention of Delegates: The creation of the Constitution. 1987. Describes the events occurring before and during the Constitutional Convention, in which delegates from the thirteen original states struggles to agree on a Constitution. Hayman, LeRoy. What you should know about the U. S. Constitution and the Men Who Wrote It. A history of the Constitutional Convention, with capsule biographies of its significant contributors and an examination of the conflicts, controversies, and compromises which resulted in the document which is the foundation of our government today. Kalman, Bobbie. Early Family Home. Crabtree Publishing Co., 1995. This book gives a pictorial and factual guide to family life in the early settler period of our country. It contains stories, photographs, and drawings of the settlers' everyday life. Krull, Kathleen. A Kids' Guide to America's Bill of Rights: Curfews, Censorship, and the 100-Pound Giant. Avon Books, 1999. This book examines the ten amendments to the U.S. Constitution that make up the Bill of Rights. It shows how they have been applied and the rights they guarantee. Leinwand, Gerald. Do We Need a New Constitution? 1994. Levy, Elizabeth. If You Were There When They Signed the Constitution. Scholastic, 1992. An introduction to the Constitution is provided in this book. Included are the document's background, profiles of delegates to the Constitutional Convention, compromises made at the convention, and an explanation of the mechanism provided to change the Constitution. Lomask, Milton. The Spirit of 1787: The

				Making of our Constitution. 1987. Discusses the aftermath of the Revolutionary War and the creating of a Constitution for the new country. Maestro, Betsy. A More Perfect Union: The Story of Our Constitution. Lothrop, 1987. An appealing account of the long, hot Philadelphia summer of 1787 is given in this book. * McGee, Dorothy Horton. Framers of the Constitution. Outlines the events leading up to the adoption of the Constitution describes the lives of its signers. McNeil, Rusty and Keith. Colonial Revolution Songbook with Historical Commentary. WEM Records, 1996.Teacher resource materials provide the history of folksongs and a CD to present the songs to students. McPhillips, Martin. The Constitutional Convention. 1985. Describes how delegates from the thirteen original states came together in 1787 to create a Constitution to preserve the newly born United States. Meltzer, Milton. The Bill of Rights: How We Got It and What It Means. 1990. Traces the history of the Bill of Rights of the United States Constitution and highlights contemporary challenges to each of the ten amendments. Morin, Isobel V. Our Changing Constitution: How and Why We Have Amended It. 1998. Explores the amendments that have been made to the Constitution, as well as the proposed amendments that were not passed, detailing the controversies and Supreme Court cases that surround them. O'Relly, Kevin. Colonies to Constitution. 1990. Evaluating viewpoints. Quiri, Patricia Ryon. The Bill of Rights. Children's Press, 1999. This book chronicles how the Bill of Rights came to be, as well as the freedoms it guarantees. It details each of the amendments, and demonstrates how some have affected contemporary life in the United States. Quiri, Patricia Ryon. The Constitution: A True Book. Children's Press, 1998. Explains why a constitution was needed; describes the convention in Philadelphia in 1787, the Virginia and New Jersey plans, the Great Compromise, and the ratification process. Rosenburg, John M. First in Peace: George Washington, the Constitution, and the Presidency. 1998. A biography of the first president of the newly formed United States, George Washington, from his involvement in the Constitutional Convention in 1787, through his two terms as president, to his death in 1799. Shackburg, Richard. Yankee Doodle. Simon & Schuster, 1994. Students learn the background behind an American classic. They can also learn how to make Hasty Pudding.

				Sisson, Mary Barr. The Gathering Storm, 1787-1829: From the Framing of the Constitution to Walker's Appeal. Chelsea House Publishers, 1997. Presents a partial history of slavery and the abolitionist movement in the United States. Spier, Peter. We the People: The Constitution of the United States. Doubleday, 1991. The author gives the historical facts behind the writing of the Constitution. Illustrations depict scenes of past and present American life. Woodin, G. Bruce. A Fresh Look at American History. Sterling Publishing Company, 1972 Woodin, G. Bruce. Revolution and Constitution (1763-1797). 1970. Understanding the U.S. Constitution. Mark Twain Media, Inc., 1994. Understanding the U.S. Constitution: a social studies activity book.
<u>The New Nation's Westward Expansion and the 50 States</u> *1. What was the Louisiana Purchase, and why was it important?* *2. Why was there an interest in exploring the new territories?* *3. What would it be*	• Color and label a map of the Louisiana Territory • Analyze the journey of Lewis and Clark • Discuss findings of the expedition of Lewis and Clark • Mark the routes of Lewis and	**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, in terms of**:	• Rubric for Oral Reports • Teacher Observations & Running Records • Classroom Discussions • Completed map of United States with capitals • Completed map of Louisiana Territory and routes of Lewis and	Anderson, Joan. Pioneer Children of Appalachia. Photographs by George Ancona. New York: Clarion Books, 1990. This book of photographs is helpful in studying the cultural life of the pioneer. Ambrose, Stephen E. Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West. New York: Simon and Schuster, 1995. This recent history of the Corps of Discovery is recommended as teacher background reading. Ambrose explores many of the mysteries surrounding the expedition that have been neglected in other accounts. Asikinack, Bill and Kate Scarborough. Exploration Into North America. 1996. Parsippany, New Jersey: New Discovery Books. This book is filled with pictures and photographs as well as informative text about the exploration, history and cultures

like to go on an exploration to unknown lands without means of communication ? *4. What are some of the discoveries Lewis and Clark made?* *5. Who was Sacagawea, and why was she important to the expedition?* *6. What land acquisitions did the United States make between 1787 and the mid 1800's, and what were the results?* *7. Who are some of the important people associated with the Louisiana Territory and what did they do?* *8. How do different points of view of the people and animals on the Lewis and Clark expedition affect their perspective if they were writing about the journey? What would be the most important things to take on an expedition in the wilderness far from*	Clark on map • Write letters to President Jefferson • Write poems about Sacagawea's life • Create time line of the acquisition of land between 1787 and the mid 1800's • Biographical reports on important people associated with Louisiana Territory • Make a list of things you would bring on an expedition and why they made those choices • Fill in blank map of the United States with capitals	1. 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. The states and territories that existed in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 3. The explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw from maps, biographies and journals of Lewis and Clark, Zebulon Pike, John Fremont). 4. Experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of the terrain,	• Teacher created rubric for grading poems and letters	of North America from he first Native Indian explorers to the European explorers and their impact on the lives of the Native Americans. Baranzini, Marlene Smith and Howard Egger-Bovet, illustrated by T. Taylor Bruce. Brown Paper School. USKids History: Book of the New American Nation. 1995. Covelo, California: Yolla Bolly Press. Stories about the beginning of a new American nation, including exploration of the west and westward movement are included. Blumberg, Rhoda. The Incredible Journey of Lewis and Clark. New York: William Morrow, 1995. This book provides a good description of the Lewis and Clark expedition. It contains black-and-white drawings, maps, and copies of sketches from the original journals. Bohner, Charles. Bold Journey: West with Lewis and Clark. Boston: Houghton Mifflin, 1985. This fictionalized account of the expedition is told by Private Hugh McNeal. Bramstedt, Christine. Ballad of Seaman: Dog of the Lewis and Clark Expedition. Alton, Ill.: Stimark Publications, 1988. This 23-page book tells the story of the expedition through the exploits of Meriwether Lewis's dog Seaman. It is written in rhyme and has an accompanying melody. It is available from Stimark Publications, 2322 Briar Cliff, Alton, IL 62002. Brown, Marion March. Sacajawea: Indian Interpreter to Lewis and Clark. Chicago: Children's Press, 1988. This well-written book portrays the life of the American Indian interpreter and guide who accompanied Lewis and Clark. Although out of print, this resource can be found in most public libraries. The Cobblestone American History CD-ROM. 1980-1994. Peterborough, N.H.: Cobblestone Publishing, 1995. This full-text database with a menu-driven search strategy makes for easy retrieval of Cobblestone articles that appeared in issues between 1980 and 1994. Maps, puzzle grids, and diagrams are included. However, illustrations do not appear. Articles and lists of references can be either printed or exported to a disk. A printed index is included with the CD-ROM. Copeland, Peter. The Lewis and Clark Expedition Coloring Book. New York: Dover Publications, 1983. This book makes the story of Lewis and Clark available to students who are not reading at grade level. It can also be used as a resource for pictures for skits. Each picture is accompanied by text. Although out of print, this resource can be found in some public libraries. Fitz-Gerald, Christine. Meriwether Lewis and William Clark. Chicago: Children's Press, 1991. Part of the World's Great

settlements? Why? *9. Why was it important for Lewis and Clark to provide complete and accurate information about their journey? What might happen if their directions were misinterpreted?* *10. What are the current states and their capitals?*		rivers, vegetation, and climate; life in the territories at the end of these trails). 5. The continued migration of Mexican settlers into Mexican territories of the West and Southwest. 6. How and when California, Texas, Oregon and other western lands became part of the U. S., 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**		Explorers Series, this volume describes the journey of Lewis and Clark from St. Louis to the Pacific. Included are historical drawings, a timeline of events in the explorers' lifetimes, and a bibliography. *Hatch, Linda. Lewis and Clark: Pathways of America. Columbus, Ohio: Good Apple, 1994. Using extensive quotations from the journals, the author relates memorable stories of the expedition and provides good background information. It also includes open-ended activities to promote student participation in learning about the journey. *Kroll, Steven. Lewis and Clark. New York: Holiday House, 1994. An excellent, easy-to-read book for students. The color illustrations make it accessible for students receiving sheltered-English instruction and for students reading below grade level. Lewis and Clark. American Journals Series. Micro Media, 1993. Macintosh Software. This software program is based on the Journals of Lewis and Clark. Students can click on a date and read the journal entry for that day. The program includes maps and portraits. Based on HyperCard, the program provides teachers with opportunities to extend or modify the program for student use. Originally designated for grades seven or higher, the software program may be used by the more capable fifth-grade students. The Lewis and Clark Expedition. VHS, color, 20 minutes. United Learning, 1992. This video program combines location footage, archival illustrations, and historical reenactments. It includes many quotes from the journals of Lewis and Clark. **"The Lewis and Clark Expedition, 1804-1806," Cobblestone (September, 1980). This issue of Cobblestone is devoted to the Lewis and Clark expedition. It contains readable articles and illustrations as well as excellent teaching ideas. Lewis and Clark Stayed Home. MECC, 1991. Apple Software. This computer software program (Apple 5.25" and 3.5" disks) lets students assume the role of leading the expedition as if they has been chosen by President Jefferson. Students are challenged to fulfill the basic goals of the mission: explore and map the Louisiana territory, collect specimens of plant and animal life, establish friendly relations with the Indians, and attempt to find a water route to the Pacific. Lewis, Meriwether, and William Clark. The Journals of Lewis and Clark. Various publishers. Many libraries have one or more of the volumes containing the work of the two scouts from their great two-year journey. New American Library issues a handy paperback edition edited by John Bakeless (1964). Houghton Mifflin publishes Bernard De Voto's edition (1973). O'Dell, Scott. Streams to the River, River to

				the Sea. New York: Fawcett Book Group, 1987. This fictionalized version of the Meriwether Lewis and William Clark expedition is told by Sacajawea. The author achieves a nice integration of geography and history. Paths to Freedom: The Young Republic. Chicago: Encyclopaedia Britannica, 1996. This integrated, multimedia-based curriculum contains four CD-ROMs, a videodisc and barcode guide, a teacher preparation video, and a teacher's guide. The program includes a selection of primary-source materials, maps, overviews, topic articles, biographies, and a recording capability for classroom presentations. The unit provides multiple language options for English, Spanish, and sheltered-English instruction, glossaries of historical terms, parallel English and Spanish audio tracks on the videodiscs, and bilingual pronunciation guides on the CD-ROM. Phelan, Mary K. The Story of the Louisiana Purchase. New York: Harper and Row, 1979. The narrative can be easily managed by most fifth graders. The topic is typically interesting to students and vital to this unit. Although out of print, the book is worth seeking through libraries since it is one of only a few works about the Louisiana Purchase written for juvenile readers. Stefoff, Rebecca. Lewis and Clark. New York: Chelsea House Publications, 1992. The simple text and pictures in this book describe the Lewis and Clark expedition that President Jefferson authorized to explore the Northwest. Van Steenwyk, Elizabeth. My Name Is York. Illustrated by Bill Farnsworth. Flagstaff, Ariz.: Northland, 1997. York, the slave of Captain William Clark, describes the journey he makes with the Corps of Discovery into the uncharted territory of the American West to find a waterway passage to the Pacific Ocean. York has his own dream-to obtain his freedom. This book can be used as a basis for discussing bias, friendship, and ethical issues. We Proceeded On: The Expedition of Lewis and Clark. VHS, color, 32 minutes. Kaw Valley Films, 1991. This video combines a dramatic reconstruction of the journey with excerpts from Lewis's journal. The program includes the crucial roles that York and Sacajawea played in the expedition.