

Innovations Academy

Mission Statement: Innovations Academy is a place where students and their families powerfully create their lives through self-expression, compassionate connection, and purposeful learning.



Our students lift off to great heights

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CALIFORNIA STATE BOARD OF EDUCATION MODEL

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I. ASSURANCES

As the authorized lead petitioner, I, Danielle Strachman, hereby certify that the information submitted in this application for a charter for Innovations Academy to be located within the boundaries of the San Diego Unified School District is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, Innovations Academy:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Innovations Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Innovations Academy, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in Innovations Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.

- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves Innovations Academy without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

Innovations Academy will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:

- Innovations Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- Innovations Academy shall comply with any jurisdictional limitations to locations of its facilities.
- Innovations Academy shall comply with all applicable portions of the No Child Left Behind Act.
- Innovations Academy shall comply with the Public Records Act.
- Innovations Academy shall comply with the Family Educational Rights and Privacy Act.
- Innovations Academy shall meet or exceed the legally required minimum of school days.
- Innovations Academy shall comply with all laws regarding services to students with disabilities as contained in IDEIA.

Lead Petitioner

Date

II. Founding Group

(See Appendix A for resumes)

Danielle Strachman, Founder and Lead Petitioner of Innovations Academy

Danielle is the Director and Primary Educator of Heightened Learning, a private practice educational program in San Diego, CA. Since following her dream of becoming an empowering educator in 2003, Danielle has played an active role in the lives of independent study students all over San Diego county. Danielle obtained her BA in Psychology at Simmons College with an internship in neuropsychology and further course work at Harvard University. In Boston, MA she worked as a psychometrician, assessing clients' cognitive abilities at Beth Israel Hospital, a Harvard teaching hospital. Her exceptional training at Beth Israel has left her with a keen eye for observing individuals' strengths, as well as areas that need improvement. By integrating her careers, she is able to understand how a person cognitively functions, as well as how to apply that information to a teaching setting. Having this varied background in education and neuropsychology makes her an amazing teacher. Danielle is very excited about her new life with Innovations Academy. She states, "I am inspired by the work that we are doing because when you transform the future, you change the world."

Christine Kuglen, Founder and Petitioner of Innovations Academy

Christine is an elementary school teacher, community activist, and the mother of four children. She has a Bachelor's Degree in Sociology from the University of California at Santa Barbara and a Multiple Subjects Teaching Credential from the University of San Diego. Christine has much experience in teaching, community outreach and community organizing. Her experience with the target population includes 6 years teaching experience in public schools with English Language Learners. She has lived (4 years) and traveled in Mexico and Central America spending time as a community organizer in Mexico City with the seamstress workers union, "19 de septiembre." She is fully bilingual. Her extensive community outreach experience includes work with mothers in La Leche League International and homeschooling families with the San Diego Homeschool Resource Center which she founded and ran for three years. She has broad knowledge in education acquired from her public teaching experience as well as 10 years homeschooling her four children.

Dr. Dana Dean, Curriculum Advisor for Innovations Academy

Originally from Johannesburg, South Africa, Dr. Dana Dean immigrated to the United States in 1989 and two years later attended San Diego State University. After graduating with a Bachelor's Degree in Biology, Dr. Dean attended the New

England College of Optometry in Boston. Upon graduation and after four years on the East coast, she returned to San Diego and began her residency with Dr. Robert Sanet at his non-profit Optometry clinic specializing in Vision Therapy. Finally, in 2003, Dr. Dean opened the doors to her own private practice specializing in Vision Therapy for both children and adults. Since opening her doors, Dr. Dean and her staff have dedicated themselves to educating fellow optometrists, ophthalmologists, reading specialists, teachers, occupational therapists, speech therapists, and psychologists on the link between vision and learning. She also conducts on-site school screenings annually in order to catch vision related learning disabilities at a young age. Dr. Dana Dean is a curriculum advisor for Innovations Academy.

Dr. Timothy Becker, Board Member of Innovations Academy

Dr. Tim Becker has over 25 years of corporate training and university teaching and curriculum development. He is co-founder and CEO of Total Recall Learning, a 21st century training and education software company. His expertise lies in marketing, training, learning, and innovations in education. He will facilitate identification and development of learning systems and curriculum. He will guide the directors in management activities including professional development, staffing, resource acquisition, and general oversight. Further, Dr. Becker will collaborate with Innovations Academy on budgeting and promotions to ensure successful operation of the school.

Valerie Hillberg, Board Member of Innovations Academy

Valerie has a Bachelor's Degree in History from CSU San Marcos and has a wide-ranging background in corporate operations and corporate development and planning. Valerie is the Director of Operations for Vala Sciences Inc., a biotechnology company that develops cell-based analysis software and biological reagents, where she plans, directs and coordinates the daily operations of the company, formulates policy and conducts planning in the use of materials and human resources. Valerie has extensive experience in the start-up and legal environment. Valerie has provided input into Innovations corporate infrastructure, has been the lead for corporate and transactional planning.

Therese FitzRandolph, Curriculum Design for Innovations Academy

Therese FitzRandolph is the Owner and Director of The Learning Convergence, a learning center focused upon providing multisensory cognitive retraining programs for children struggling with reading. Therese has a Bachelor's degree in Liberal Studies, and has had extensive training in the Lindamood-Bell programs, an internship/training as a vision therapist, and training in Brain Gym. Her experience includes individual educational therapy to students of all ages since 1986, as well as several years with San Diego State Foundation to provide reading therapy to middle school students at Granger Junior High in National City. As a

certified Master Gardener, Therese spends her free time volunteering with elementary schools to establish school gardens. Therese will be contributing to the curriculum development at Innovations Academy and will be providing staff development workshops in the areas of reading and spelling.

Kosta Naumov, Founding Team Member of Innovations Academy

Recently, Kosta Naumov has joined the Innovations Academy team after moving to San Diego. Kosta worked closely with Global Concepts Charter School in New York as a project manager and implementation specialist. Today the school is successfully up and running. For over 23 years, he has worked as a creative problem solver with businesses and organizations. He has an intrinsic ability to understand complex business problems and then create solutions. He looks forward to aiding Innovations Academy in succeeding not only as a school but as a non-profit business.

Teresa Gonczy, Board Member of Innovations Academy

Teresa Gonczy has owned & managed three successful businesses, including a retail store with over a quarter million in revenue. Using her extensive experience in customer service, financial management, and business strategy, Ms. Gonczy has also consulted with a wide range of other businesses from a private school & tutoring center to a multi-million dollar gas station. She loves to problem solve and create efficient business systems because she knows that the more effective the business is, the more people it can help. Ms. Gonczy has studied at California Institute of Technology (Caltech) & U of CA - San Diego, and she has her degree in Cognitive Science.

Amelia Roache, Curriculum Design for Innovations Academy

Amelia Roache is a trainer for Nonviolent Communication(sm). She offers practice groups, specialized training, and mediation on compassionate communication. She also consults with schools, business, families, board meetings, etc to best further group dynamics to facilitate positive and authentic communication. Amelia will be contributing to Innovations Academy's social emotional curriculum as well as consulting with our teachers, staff, and parents.

III. EDUCATIONAL PHILOSOPHY AND PROGRAM (Element 1)

A. Mission

Innovations Academy is a place where students and their families powerfully create their lives through self-expression, compassionate connection, and purposeful learning.

B. Educational Philosophy and Vision

Democracy was best defined by Abraham Lincoln as a government of the people, by the people, and for the people. The vision of Innovations Academy is to uphold these values inside the school setting.

A truly democratic school must be of the people. To be of the people is to be about the people. This means that we must address each student comprehensively - that is intellectually, socially and emotionally - in order to provide a quality education. We believe that these three components of learning all share an equal standing in the education process.

By the people, means empowering students to be a cause in the matter of their own education. Students will aid in developing their own curriculum as well as maintaining student government and assessing their own progress. They will learn about the value of their community by being active participants in it. Their input is valued like that of any person.

For the people maintains that the goal of our community is to work towards not only the common good but also for the individual needs of each student in order to enable them to become self-motivated, competent, and lifelong learners. Parents, teachers, and staff are invested in the school as a community. To see the children growing, learning, and finding personal satisfaction in their lives is at the forefront of our mission.

With this in mind, it is the vision Innovations Academy Charter School to:

- Ensure that students will enjoy learning
- Strive for academic excellence
- Foster the development of the whole child
- Honor children with choices in their own learning
- Help children discover their individual talents and interests
- Model respect of self, others, and community
- Develop the natural human desire to cooperate
- Create depth and meaning in learning
- Build on the natural love of learning that is inherent in all human beings

We believe:

- That fun is a valuable component in the learning process
- Everyone can learn and achieve
- Each individual has intrinsic worth
- In personal responsibility and accountability
- In high expectations for learning
- In the value of a supportive, nurturing community
- That in valuing and utilizing diversity, we can achieve common goals
- Effective communication is essential

C. Innovations Academy Goals

Goal 1:

Students will attain academic achievement through accomplishing purposeful goals within the framework of the California State Standards

Outcomes:

- A minimum of 85% of students will rate themselves higher on the Piers-Harris Children's Self Concept Scale at the end of the year when compared to their initial ratings in the area of Intellectual and School Status . (see Appendix B)
- A minimum of 90% of students will show improvement on the Wide Range Achievement Test (WRAT). (see Appendix B)
- A minimum of 90% of students will show improvement in a writing sample.
- 100% of students will demonstrate understanding of specific concepts through a project presentation.

Innovations Academy Specific Academic Goals:

- Students will demonstrate the skills of literate, confident communicators.
- Students will read and understand grade-level-appropriate material.
- Students will read and respond to a variety of significant works of children's literature.

- Students will read and respond to a variety of significant works of children's literature.
- Students will listen critically and respond appropriately to oral communication.
- Student writing will demonstrate a command of language at grade level.
- Students will demonstrate proficiency in computational and procedural mathematical skills at grade level.
- Students will apply mathematical skills in real world settings.
- Students will develop historical knowledge and cultural understanding.
- Students will make a contribution in society through a service project.
- Students will develop their own questions and perform investigations in Science.
- Students will use technology for completing personal and academic tasks.
- Students will show an understanding of the Scientific Method.
- Students maintain a level of physical fitness to improve health and performance.

Goal 2:

Innovations Academy will have active, monthly connection with families

Outcomes:

- 100% of parents will assist during the school year.
- 95% student attendance rate.
- 100% monthly contact between parents and staff.

Goal 3:

Students will make a purposeful impact on the community

Outcomes:

- 100% of students will assist in a community project during each school year
- 100% student involvement in ongoing letter writing campaigns
- 100% of families will be actively involved in school tutoring, cleaning, and set up of events
- 100% of students will get to know their community members through interviewing

Goal 4:

Students will be freely self-expressed & take responsibility for their own choices

Outcomes:

- 80% of students will contribute to our Wednesday all school meeting.
- On the Piers Harris Children’s Self-Concept Scale 85% of students will rate themselves higher on Freedom from Anxiety, Popularity, and Happiness and Satisfaction scales from the beginning of the school year.
- Receiving student requests on a regular basis

D. Innovations Academy Guiding Principles:

Innovations Academy educational program is driven by three guiding principles: Purposeful Learning, Compassionate Connection and Self-Expression. These guiding principles speak to the needs of students in grades K-8. All three principles connect to our mission: to be a place where students powerfully create their own lives. All three principles permeate every aspect of learning at Innovations Academy. This is an overview of these principles and the components we have injected into our program to support them.

Purposeful Learning:

“Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. These standards set forth the content that students need to acquire by grade level.”¹ Innovations Academy takes the content standards and creates a curriculum that gives an understanding to students of the purpose for the learning of these standards. When students give purpose to their

¹ [<http://www.cde.ca.gov/be/st/ss/index.asp>] California State Board of Education Content Standards (Jan. 2008)

own learning, learning takes place with greater ease. We begin with a wide variety of individualized and standard assessments that help the staff, the students and their families discover where they are on the spectrum towards mastery of the standards. This transparency helps all team members (parent, student and staff) be empowered to purposefully engage in learning.

Small class size, parent education and involvement, a highly engaged staff, a strong basic skills program and implementation of a neuroeducational program all contribute to providing access for all students to master the standards.

Children begin at young ages to model after the adults in their lives. We believe that exposure at a young age to what adults actually do in the real world stimulates a desire to master the skills needed to model after these adults. Two components that incorporate this modeling are regular participation of Professional Experts as visitors and rigorous Project Based Service Learning (PBSL). During professional expert visits, students interact and work with professional experts in their field of expertise. In PBSL, students work in teams to explore real-world problems and create presentations to share what they have learned. The Service Learning component of PBSL shows students how their learning can contribute to the community at large. Dr. Maxine Greene states that, "Surely it is an obligation of education in a democracy to empower the young to become members of the public, to participate, and play articulate roles in the public space"² (please see section VI for more information on these curriculum components).

Compassionate Connection:

Connection to oneself, others, and the community is a critical step in becoming an articulate, educated person. "Developing strong partnerships among schools, families, businesses, and community and religious groups is the best way to make our educational system thrive," according to the U.S. Department of Education.³

Our program will support students developing a connection to themselves and their families by implementing a strong social emotional curriculum in which the focus is examining who one is and who one can be. All students will be a part of a team that learns and practices communication and relational skills. Then these skills will be used in a real life community: the school and their families. Families are supported through a strong parent support program ensuring parents have access to these same skills.

²Greene, Maxine, "The Role of Education in Democracy", Educational Horizons, Vol. 63 (Special Issue), pp. 3-9. (1985)

³ [<http://www.edutopia.org/best-results-schools-need-partners>] Edutopia Staff, "For Best Results: Schools Need Partners", George Lucas Educational Foundation (Sep. 2000)

With skills in hand, our students then connect to others in our school community. This connection will be fostered by small school and class size with a maximum in-class student teacher ratio of 20:1. Smaller classes facilitate personalized learning. Smaller classes are a major step toward ensuring every student is engaged in the learning process.

Another reflection of the implementation of this principle at Innovations Academy is helping children access and connect with a larger community. Certainly our school is a community but we believe that bringing the larger communities of San Diego and the world into our school, and likewise getting the children involved in larger communities is a crucial part of lifelong learning and compassionate connection. It will expose children to a purpose for learning that often gets lost in a curriculum. We have a community visitor day once a week and every project in our project based service learning component will meet the goal of making a purposeful contribution to a community (please see section VI for more information on these curriculum components).

Self Expression:

Being able to communicate concepts, knowledge and skills is as important as mastering them. Learning the power of effective communication is an important life skill. Being freely self expressed is knowing how to effectively and appropriately communicate one's struggles and successes in a variety of situations. The encouragement of self expression is incorporated continuously throughout the learning environment at Innovations Academy. The students (and families) are empowered to engage in their own learning, teach others, communicate freely, explore their talents and interests and learn the skills and information necessary to do so.

Our Personalized Education Program directly empowers families to be primary educators of themselves and their children. Additionally, all students are expected to participate in project selection, interact with professional experts, dialogue about their learning and participate in team discussions. Our social emotional program teaches students the skills involved in learning how to set their own goals and evaluate their progress each day.

The skills necessary to having freedom of self expression are learned within the context of our social emotional program and lived throughout the day in the environment of our school. Small class size and multi-age team learning create an environment in which to practice these skills. Engaging with professional experts and working on projects that involve interacting with various communities of the world also provide the practice necessary for mastery of these oral language skills.

Part of self expression is learning our strengths and talents. At Innovations Academy we create time and place for exploration of talents and interests

through our Personalized Education Plan and through our PBSL program in which students can play various roles from selection to completion of many projects. These skills can later be applied for success in their local and world communities.

C. Students to Be Served

The Population of Innovations Academy

The first year we will have a total of 180 students in K-8. We will have one teacher per grade level with no more than a 25:1 student teacher load. At all times, there will be a maximum of 20 students per grade level onsite. By the fourth year we expect to have 210 students enrolled in the school. The San Diego Unified School District also serves these grade levels.

As can be seen in the chart below, teachers start with a student load of 20 and by the fifth year, teachers in grades 3 - 8 will have a maximum of 25 students. After the 5th year, Innovations Academy will evaluate growth potential.

Population Growth Chart	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Year 1	20	20	20	20	20	20	20	20	20	180
Year 2	20	20	20	25	25	20	20	20	20	190
Year 3	20	20	20	25	25	25	25	20	20	200
Year 4/5	20	20	20	25	25	25	25	25	25	210

The target population is expected to come from both urban and suburban families surrounding the central region of San Diego. These families will be looking for a school that offers diversity, choice in scheduling with a rigorous high variety curriculum, and one in which family is an integral part of the learning community. We expect our population demographic to match that of the San Diego Unified School District of 44.4% Hispanic, 25.3% Caucasian, 13.5% African American, 6.6% Filipino, 5.2% Indochinese, 3.5% Asian, and .55% Native American.⁴ The socio-economic make up of San Diego Unified School District is 29.5% English Language Learners and 56.9% are eligible for Free and Reduced Lunch.⁵ Innovations Academy anticipates locating at the Kroc Center in the College Area of San Diego for the first two years.

Many families are looking for diversity and innovation in education. Social trends show that more mothers and fathers are looking for and attaining flexible

⁴ [<http://www.sandi.net/comm/factsheets/quickfacts.pdf>] San Diego Unified School District Fact Sheet (Dec. 2007)

⁵ [<http://www.sandi.net/comm/factsheets/quickfacts.pdf>] San Diego Unified School District Fact Sheet (Dec. 2007)

work schedules in order to spend more time with their children.⁶ Other families have diverse goals, such as supporting a child who is either gifted or has special needs, supporting a child who chooses to specialize in academic or extracurricular areas, traveling regularly, and keeping a family focus while a parent is serving our country. Parents are taking a hands on approach to their children's education reflected by a yearly increase of up to 15 - 20% in the homeschool population since 2001⁷. We intend to draw from homeschooling families who desire a collaborative approach.

Independent study programs have been able to meet the needs of many of these families with regards to offering flexible scheduling. It has been noted on the homeschooling newsgroups and in the local San Diego community that more people are coming to homeschooling that want to share the responsibility of educating their children. Independent study programs lack the level of support and structure that many parents desire and that Innovations Academy makes possible. Our population will encompass these families.

To meet the needs of families who desire flexible scheduling, Innovations Academy has created a supported hybrid scheduling model that creates a team of educators: the parent, the student, and school personnel. This model combines flexible scheduling choices and provides multiple supports for parents wanting to contribute to their child's education.

For the hybrid schedule, families will choose between an onsite two, three, or five day program. Those who are onsite part time will have a Personalized Education Plan(PEP) to ensure that everyone on the team is moving the student toward mastery of the California State Content Standards using a Master Agreement.

Everyone on the team is an integral part of this shared education plan. The PEP is defined in section VI. Curriculum and Instructional Design of the petition. To support the student and parent, the school will give educational materials and information. Families will be provided a list of free online educational sites that support mastery of the standards, provided curriculum that supports the standards which can be used at home, provided monthly classes during which parents learn skills and receive information to meet the goals of the PEP. School personnel will be available to support the parents, answer questions and model new skills.

Innovations Academy will also attract families who are currently involved in or are considering private schools. These families want small class sizes and

⁶ [<http://pewsocialtrends.org/assets/pdf/WomenWorking.pdf>] "Fewer Mothers Prefer Full-time Work", Pew Research Center (Jul. 2007)

⁷ [<http://www.census.gov/population/www/documentation/twps0053.html>] Kurt J. Bauman, "Home Schooling in the United States: Trends and Characteristics", Population Division U.S. Census Bureau, Working Paper Series No. 53 (August 2001)

innovative curriculums. Innovations Academy offers both of these, and we expect to matriculate students from the private sector back to public education.

Innovations Academy also expects to draw from the local community in which it locates within the boundaries of the San Diego Unified School District. The environment at Innovations Academy will support and encourage parents who have not previously considered themselves capable teachers of their children. By having flexible scheduling options the community will be exposed to the idea that a quality education can be specialized to meet the needs of each family. Even within individual families, children can have their own unique schedule that meets their needs while maintaining a high quality program for everyone.

D. An Educated Person in the 21st Century:

We, at Innovations Academy, believe that to be an educated person in the 21st century means to understand oneself so that one can make a meaningful contribution to society. Those who can think critically, creatively solve problems, and pose questions become leaders of the 21st century.

- **Think Critically** – An educated person in the 21st century is bombarded with images, opinions, and data from which making informed choices is critical. An educated 21st century person should have a discerning mind in which to make competent decisions.
- **Creatively Solve Problems** – Thinking creatively is taking an approach that is newly invented. Creative problem solvers should be able to independently create innovative approaches as well as coordinate with others about ideas to recognize the individual contributions that people make to a group to maximize potential. Thinking creatively requires one to be self motivated to look for new ways to solve problems.
- **Pose questions** – A principal part of the learning process is through asking questions as well as recognizing that a single person does not have all the answers. In order to be a lifelong learner, a 21st century person, has to continue to ask questions to further their development.

E. How Learning Best Occurs

We, at Innovations Academy, believe that learning is inherent to being human. Studies have shown that prenatally children are learning about their environment and the people around them.⁸ This continues throughout life by the continued development and configuration of neural pathways. It has been shown that environment contributes in a qualitative way to learning and that is what we

⁸ [<http://www.birthpsychology.com/lifebefore/earlymem.html>] David B. Chamberlain, "Prenatal Memory and Learning", Birth Psychology (1995)

foster at Innovations Academy.

In particular, we believe that learning best occurs when:

- It is recognized that learning is a process. This process begins with exploring individual interests, setting goals and achieving them.
- There is freedom of choice through a diverse curriculum.
- Students are encouraged to learn in multi-age groups in which they can contribute to each other with knowledge. They can also grow socially by interacting with peers of different ages.
- Learning modalities are respected and integrated into daily teaching.
- Intellectual, social, emotional, and physical components are integrated in the learning experience.
- Parents, students, and teachers collaborate as an educational team.
- There is strong family involvement in the educational process through our Student Support Program as well as volunteering at the school.
- Class sizes are small within a small school setting. A survey of a host of different studies concluded that small class size has the largest impact in the early grades, and that while all students gain from smaller classes, traditionally disadvantaged students gain the most and carry these gains into the upper grades and beyond.⁹
- Students are given personal attention both academically and personally.
- The learning environment is safe and supportive.
- Instruction is student centered; students are maximally involved in the learning process.
- Learning is connected to the student's personal experience.
- Learning gives the student a purpose in their community. This will drive their education forward because students can see the difference that their learning makes in their daily lives.
- Students are encouraged to challenge themselves through goal setting.

⁹ Biddle, Bruce J.; Berliner, David C, "Small Class Size and Its Effects." Educational Leadership, v59 n5 p12-23 (Feb. 2002)

- Technology is fully integrated into the curriculum. The use of the internet and educational software will be used to support our Direct Instruction of Basic Skills (DIBS) program (see Section V about the DIBS program) as well as teacher designed curriculum materials.
- Relationships in the local community are fostered. This can take the form of programs enabling students to visit nearby businesses and organizations or programs where people from these organizations come into the school to run activities.

IV. WASC ACCREDITATION

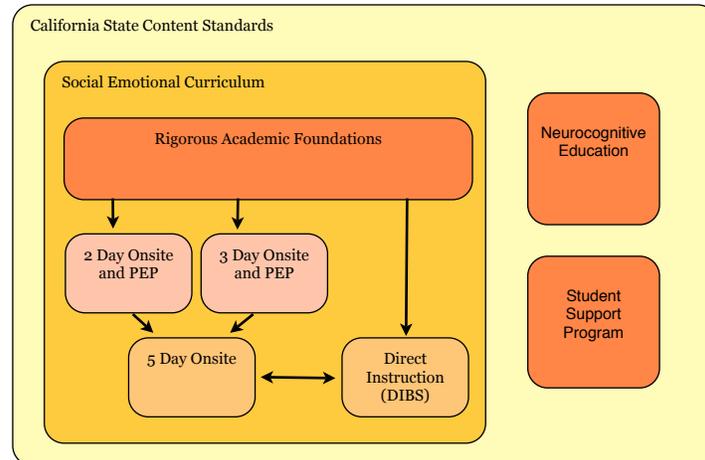
The school will seek candidacy for WASC accreditation by contacting the WASC office early in the school year to set up a one-day initial visit. The school's staff will prepare the report and documents necessary prior to the visit. Early in the second year, the school will organize focus groups and begin the 18-month process for the full self-study and schedule the full visit in the spring of the third year. Staff will be trained in the WASC process by attending the series of three WASC workshops provided for self-study training as well as training provided by the California Charter School Association. Selected staff will also be urged to volunteer for Visiting Committee Team during the second year. The self-study will be completed during the fall of the third year in consultation with the Visiting Committee Chair.

V. CURRICULUM AND INSTRUCTIONAL DESIGN

Program Overview

As a community of learners, Innovations Academy believes that in order to achieve unprecedented academic excellence a student's foundation must be grounded in a self-confidence composed of an ability to freely communicate, an unwavering ability to relate to others, and the ability to apply one's knowledge and skills to contribute to the self and others. We have developed a strong Social Emotional Program that is not only the foundation of our curriculum, but is interwoven throughout all aspects of the school community.

Building upon this strong base, we have created a curriculum with three significant components that are described in depth below: Rigorous Academic Foundations, Neurocognitive Education, and a Student Support Program.



Innovations Academy has a flexible scheduling program which includes two, three, or five day onsite options. To maintain a sense of community while having students with different schedules, our part time options (two day and three day programs) have separate designs. Combined, they create the five day program.

A. Rigorous Academic Foundations

California State Content Standards

Innovations Academy understands that the Content Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. All curriculum, whether purchased or generated on site, will support the California State Content Standards.

The State Board of Education, along with the former State Superintendent of Public Instruction, Delaine Eastin, help define the role of the California State Standards in our school:

“Standards describe what to teach, not how to teach it. Standards-based education maintains California’s tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers - with the full support and cooperation of families, businesses, and community partners - are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.”¹⁰

At Innovations Academy, we believe that it is a privilege to honor the children of California with quality instruction following the California State Content Standards. We understand that with privilege comes responsibility, we will act with integrity to maintain these standards by:

¹⁰ [<http://www.cde.ca.gov/be/st/ss/mthmessage.asp>] California State Board of Education: Mathematics Content Standards (Jun. 2007)

- Holding teachers accountable for implementing the State Standards. They will be supported in doing so by being provided time for curriculum development during our minimum day. Teachers will be trained in alignment of project based units and curriculum standards. Teachers will also be provided with state approved material resources.
- Staff will be in-serviced on the California State Standards for their subject matter and grade levels at a minimum of once per year.
- All speakers, and professional experts from the community, will be given a copy of the California Content Standards that are applicable to their area of expertise. This will enable them to best plan the presentation of their materials. A staff member will be responsible for communicating the importance of the implementation of the State Standards in all curricular areas.
- There will be a transparent presentation of State Standards to children in a grade appropriate meeting during the first month of school to help students align with academic expectations.
- Each student's portfolio will contain a master list of California State Standards for his or her grade level which will be kept updated with regards to mastery of content standards.
- Student Support Program – Parents of students who are using our part time program, will be informed about what the standards are and how they can implement the mastery of these standards in their independent study work. The Personal Education Program team, guided by a staff member, will ensure the quality of independent study work meeting the California State Content Standards.

Flexible Scheduling Model

Innovations Academy will provide both site based opportunities and non-site based opportunities for students and families. There are two independent study models and one full time seat time model. Innovations Academy recognizes that attendance for independent study and site based programs are separate procedures (please see Appendix C). For a minimum of the first year, Innovations Academy will have two Directors. Each Director will be responsible for a scheduling model.

Independent Study Models:

1. A two day on site schedule with a three day Personalized Education Plan (PEP).
2. A three day on site schedule with a two day PEP.

Full Time Model:

1. A five day on site schedule.

Two Day on site schedule with Three Day PEP (Independent Study)

Mondays and Fridays are on site days. On Monday, members from the San Diego community will join Innovations Academy teachers to present their specialized field to students. We are establishing partnerships with businesses and organizations throughout San Diego that are interested in sharing their expertise. Community artists, scientists¹¹, musicians, technology and media experts as well as business leaders will mentor students and provide extended learning opportunities alongside teachers to create real world connections in learning. Students will have the opportunity to participate in these hands on activities and demonstrations. Innovations Academy intends to have approximately six professional experts each Monday. (see Appendix C)

Mondays will provide the opportunity to:

- Develop valuable mentorships with members of the local community.
- Provide models of real world applications of curriculum and standards.
- Practice social and communication skills.
- Explore students' interests in depth.
- Exposure students to new subjects, careers, trades, and ideas.

On Fridays, students will participate in labs that apply the core curriculum standards to real life activities. For example, cooking can be used to apply science and mathematics from the California State Standards¹². Drama can be used to apply Language Arts and Social Studies. Students will be grouped into teams and the teams will rotate through different labs. Field trips will also take place on Fridays.

Personalized Education Plan (PEP)

Families choosing to enroll their children in the two day on site option accept co-responsibility for their children's education. The Personalized Education Plan (PEP) creates a Master Agreement (please see Appendix C) which serves as an independent

¹¹ San Diego Science Alliance offers community contacts and standards based materials: http://www.sdsa.org/cs/sdsar/query/q/2435?subjects=general_sci,earth_sci&grade=k_6&x-template=sdsar.search.form

¹²*Kids Cook Farm Fresh Foods* is a sustainable agriculture curriculum for grades 2 - 7 consisting of recipes, activities, and farm profiles. It was published by the California Department of Education in 2002, with a foreword by the State Superintendent of Public Instruction.

study contract to ensure that students are mastering the California State Standards Monday through Friday.

The Personalized Education Plan is an extensive document developed at the beginning of the school year by the Certificated Teacher, the student and the student's parent/guardians. This Personalized Education Plan(PEP) is built from a combination of baseline assessments of academic skills/knowledge, information gathered from the parents and input from the student. The PEP then guides the student as they study and master the knowledge and skills addressed in the California Content Standards.

Research shows that parent participatin in education is very closely related to student achievement. In "A New Generation of Evidence: The Family Is Critical to Student Achievement," Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education.¹³

All students at Innovations Academy will be monitored on the mastery of the California State Standards through the use of a checklist of grade level standards and goals¹⁴. All members of the learning team will have access to this list. The monthly learning team meetings will move every student towards complete mastery of all California State Standards and Innovations Academy goals. Core curriculum work samples will be turned in to prove mastery of the California State Standards. One subject per day per student will be documented. One sample per subject will be turned in at the monthly meeting.

Meetings will take place onsite and are scheduled monthly by the learning team.

Parents and students will have access to their teacher between monthly meetings via designated office hours and/or email.

All curriculum materials needed by families to fulfill on their PEP contract will be provided by the school. These families will also have access to our onsite facilities including our library and computer lab.

Three Day on site schedule with Two Day PEP (Independent Study)

On Tuesdays, Wednesdays, and Thursdays all classes will participate in Project Based Service Learning units in which students will be working in groups to make an impact in their community:

¹³ [<http://www.chci.org/chciyouth/resources/pdf/NewWaveofEvidence.pdf>] Anne T. Henderson, Nancy Berla, "A New Generation of Edivence: The Family is Critical to Student Achievement", Washington DC: Center for Law and Education (1994) and Anne T. Henderson, Karen L. Mapp, "A New Wave of Evidence: The Impact of School, Family and Community Connection on Student Achievement" Austin TX: Southwest Educational Development Laboratory (2002)

¹⁴ [<http://www.cde.ca.gov/be/st/ss/index.asp>] California State Board of Education Content Standards (Jan. 2008)

In project based learning, students try to answer a question - one that has relevance for them - that is greater than the immediate task at hand. Students conduct research using a variety of sources, from the internet to interviews with experts...like adults trying to solve a problem, they don't restrict themselves to one discipline but delve into math, literature, history, science - whatever is appropriate to the study.¹⁵

These projects will encompass basic skills as well as advanced topics through a math/science block as well as a humanities block that are designed around the California State Content Standards. The first hour of each block will be dedicated to development of basic skills instruction. It is essential that each project makes a contribution in the community. (see Appendix C)

Between projects which will last about 4-5 weeks there will be a period of 2-3 weeks in which skills and concepts that need reinforcement will be worked on, skills needed for upcoming projects will be taught, and basic skills will be addressed.

One staff member will be the Project Based Service Learning coordinator. On a monthly basis teachers will collaborate during the minimum day to develop Project Based Service Learning curriculum.

The first hour of every Wednesday, students, staff, teachers, and parents will attend an all school meeting in addition to their regular studies. During this time, students can present their progress to the community. Students, teachers, and staff will also be asked to share about what is working for them in our community as well as what they'd like to create in the future. Activities to further school culture from our Social Emotional curriculum will also be integrated into this time.

Personalized Education Plan (PEP)

Families choosing to enroll their children in the three day on site option accept co-responsibility for their children's education. The Personalized Education Plan (PEP) creates a Master Agreement (please see Appendix C) which serves as an independent study contract to ensure that students are mastering the California State Standards Monday through Friday.

The Personalized Education Plan is an extensive document developed at the beginning of the school year by the Certificated Teacher, the student and the student's parent/guardians. This Personalized Education Plan(PEP) is built from a combination of baseline assessments of academic skills/knowledge, information gathered from the parents and input from the student. The PEP then guides the

¹⁵ [<http://www.edutopia.org/start-pyramid>] Diane Curtis, "Start with the Pyramid: Real-World Issues Motivate Students", George Lucas Educational Foundation, (Nov. 2001)

student as they study and master the knowledge and skills addressed in the California Content Standards.

Research shows that parent participation in education is very closely related to student achievement. In “A New Generation of Evidence: The Family Is Critical to Student Achievement,” Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in post-secondary education.¹⁶

All students at Innovations Academy will be monitored on the mastery of the California State Standards through the use of a checklist of grade level standards and goals¹⁷. All members of the learning team will have access to this list. The monthly learning team meetings will move every student towards complete mastery of all California State Standards and Innovations Academy goals. Core curriculum work samples will be turned in to prove mastery of the California State Standards. One subject per day per student will be documented. One sample per subject will be turned in at the monthly meeting.

Meetings will take place onsite and are scheduled monthly by the learning team.

Parents and students will have access to their teacher between monthly meetings via designated office hours and/or email.

All curriculum materials needed by families to fulfill on their PEP contract will be provided by the school. These families will also have access to our onsite facilities including our library and computer lab.

Five Day on site schedule (Full time model)

The five day on site schedule is a completely site based traditional model. It combines our two and three day on site component. In addition, these students will be enrolled in our Direct Instruction of Basic Skills program (DIBS). (See Appendix B)

Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching

¹⁶ [<http://www.chci.org/chciyouth/resources/pdf/NewWaveofEvidence.pdf>] Anne T. Henderson, Nancy Berla, "A New Generation of Evidence: The Family is Critical to Student Achievement", Washington DC: Center for Law and Education (1994) and Anne T. Henderson, Karen L. Mapp, "A New Wave of Evidence: The Impact of School, Family and Community Connection on Student Achievement" Austin TX: Southwest Educational Development Laboratory (2002)

¹⁷ [<http://www.cde.ca.gov/be/st/ss/index.asp>] California State Board of Education Content Standards (Jan. 2008)

tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.¹⁸

Two longitudinal studies found strong and lasting effects of Direct Instruction on the reading achievement of language-minority students. One was a follow-up of mostly Hispanic fifth and sixth graders in Texas who had experienced DI in Grades K–3 (Becker & Gersten, 1982). The other was a 2-year study of DI in a structured immersion program for Asian ELLs (Gersten, 1985). An adaptation of DI for use in small-group tutorials (one to three children) also found positive effects (Gunn et al., 2000).¹⁹

For upper elementary reading, it is important to note that the programs with the strongest evidence of effectiveness in this review are all programs that have also been found to be effective with students in general: Success for All (Slavin & Madden, 2000, 2001), Direct Instruction (Adams & Engelmann, 1996), Reading Recovery (Pinnell et al., 1994), and phonetic tutoring (e.g., Wasik & Slavin, 1993). In fact, several of the studies evaluating Success for All (e.g., Nunnery et al., 1997; Livingston & Flaherty, 1997; Ross et al., 1998), as well as DI (Gunn et al., 2000), also included non-ELL students, and in each case those students also gained from the interventions, to about the same degree. The beginning reading programs with the strongest evidence of effectiveness in this review made use of systematic phonics, such as Success for All, DI, and JP, but systematic phonics has been identified as a component of effective beginning reading programs for English-proficient students as well (see National Reading Panel, 2000; Gersten & Geva, 2003).²⁰

Our full time students will be receiving Direct Instruction in math and language arts on site everyday. Full time students on Mondays and Fridays will rotate through the DIBS program. On Tuesdays, Wednesdays, and Thursdays, full time students will rotate through the DIBS program during the first hour of their PBSL blocks.

Teachers who are providing DIBS will be trained through the National Institute for Direct Instruction.

¹⁸ [<http://nifdi.org/>] Kurt Engelmann, "What is Direct Instruction?" National Institute for Direct Instruction (Feb. 2008)

¹⁹ [http://www.bestevidence.org/_images/word_docs/ELL_fullreport.pdf] Cheung, Alan; Slavin, Robert E., "Effective Reading Programs for English Language Learners and Other Language-Minority Students", *Bilingual Research Journal*, Vol. 29, No. 2, pp. 241-267 (2005)

²⁰ [http://www.bestevidence.org/_images/word_docs/ELL_fullreport.pdf] Cheung, Alan; Slavin, Robert E., "Effective Reading Programs for English Language Learners and Other Language-Minority Students", *Bilingual Research Journal*, Vol. 29, No. 2, pp. 241-267 (2005)

Core Curriculum

Innovations Academy believes that teachers work best with materials that they are familiar with and work with their teaching style. Teachers will be encouraged to generate their own materials as well enabling them to design curriculum to meet our students' needs. As a resource, our teachers will use Innovations Academy curriculum will consist of California Department of Education Adopted Instructional Materials, Enrichment Materials, and teacher created materials.

Modern technology has made available to us a vast amount of resources through the internet. All teachers will have access to the internet for curriculum development and instruction.

Below is each core subject along with our educational philosophy on each core area as well as foundational instructional materials.

Mathematics:

People have recognized for quite some time that there is a crisis in American education in the area of mathematics. The U.S. is not generating enough students with a strong mathematics background to meet the need for the many industries that rely heavily on mathematics, including science, engineering, finance, and education, among others.²¹ In addition, California is facing a crisis in its shortage of math and science teachers.²² At Innovations Academy we are fully committed to preparing all students, regardless of their life-long goals, with a strong mathematical background as well as the self-confidence necessary to approach mathematics with ease.

One of the main problems holding back students at all levels of mathematics is that they have not mastered the fundamentals adequately. "The American Mathematician William Thurston wrote that: 'People who skip ahead in the curriculum often have gaps in their background which only show up later. At that point, the person may be too embarrassed to admit the gap and tries to fake understanding. This regularly leads to disastrous results.'"²³ Our Social Emotional Curriculum will encourage students to be more open about the concepts and ideas that they do not fully understand, so that we can catch problems before bad habits are formed, and ensure that all students have a complete understanding of the material before moving on. This thoroughness is

²¹ [<http://knowledge.wpcarey.asu.edu/article.cfm?articleid=1351>] "Do the math: U.S. companies face shortage of technical talent." *Knowledge@W.P. Carey* (Jan. 2007)

[<http://wistechology.com/article.php?id=1495>] Still, Tom, "Action now can help avoid the coming shortage of math and science grads." *Wisconsin Technology Network*, (Jan. 2005)

²² [<http://www.ccst.us/news/2007/20070305TCPA.php>] "California Faces Critical Shortage of Math and Science Teachers", *California Council on Science and Technology*, (Mar. 2007)

²³ [<http://arxiv.org/pdf/math/0503081v1>] Thurston, William P. "Mathematical Education", *Notices of the AMS*, Vol. 37, pp. 844-850, (1990)

extremely important as math is a subject in which new material builds very strongly on previous material.

Our DIBS and PEP programs will also greatly enhance the mastery of mathematics. These programs ensure that students are learning the appropriate skills for their level of achievement. These programs accelerate student performance by optimizing the time spent on instruction through targeted lessons for individual groups of students.

We also plan to give students the opportunity to participate in other math-oriented activities, which could include math competitions, math-focused presentations by Professional Experts during our 2 day onsite model, and math projects during our 3 day onsite model.

Our mathematics program will focus on:

- Mastery of the California State Content Standards
- Giving students a thorough mastery of the fundamentals before moving on to advanced concepts.
- Helping students to overcome math anxiety and building self-confidence by working with mathematics in a supportive atmosphere.
- Developing skill at communicating mathematics both verbally and through writing, and helping students to view mathematics as a language.
- Using mathematics to strengthen logical reasoning which can be applied in all areas of life.
- Developing and cultivating students' mathematical intuition and common sense.
- Thinking of mathematics as a creative art, including creative problem-solving, and "outside-the-box" thinking.

These are some of the texts we plan to use in our math curriculum:

- *DISTAR Arithmetic 1*(Kindergarten)
- *DISTAR Arithmetic; Connecting Math Concepts Levels A-F* (K-5)
- *SRA/McGraw-Hill Teacher Resource Books: SRA Real Math* (K-6)
- *Glencoe/McGraw Hill California Math*(7)
- Key Curriculum Press: *Discovering Algebra: An Investigative Approach, CA Edition* (8)
- Edward Zaccaro's *Primary Grade Challenge Math, Challenge Math* (Middle School), *Real World Algebra*
- Harold Jacobs math texts: *Elementary Algebra; Geometry*
- Total Recall Computer Software
- Teacher created materials.

Reading/English/Language Arts:

At Innovations Academy we realize that excellent and enthusiastic readers have an edge on learning. Achieving a strong foundation in phonemic awareness, reading fluency, and comprehension is of the utmost importance to foster and encourage active readers.

With this in mind, it is extremely important that our primary grade teachers are all trained in proper reading techniques so that there is consistency among our staff. This will ensure that proper reading techniques are being mastered by the students no matter what grade they are in.

Fundamentally, we believe that reading is best taught through the Direct Instruction method used in the SRA programs. The Direct Instruction method has been shown in studies to have a significant impact on reading comprehension.²⁴ Direct Instruction has also been shown to be effective with low-income students.²⁵ This method emphasizes teaching manageable phonemes with enough repetition that students retain the information. A strong emphasis is on teaching students proper reading techniques, such as stringing or singing sounds together as opposed to teaching sounds in a disjointed manner that encourages guessing. Our DIBS and PEP program will emphasize targeted lessons for small individual groups of students.

Reading will be enhanced through our English/Language Arts program. During our 2 day onsite model students will have the opportunity to work with Professional Experts from the writing community such as authors, proof readers, and journalists. On some Fridays, students will participate in fieldtrips to theatre groups and performances to expose them to living Language Arts. During our 3 day onsite model students will participate in projects that encompass English/Language Arts that could include making a school book of creative writing, performing plays from classical literature, writing letters to a penpal, etc.

Students in our DIBS and PEP program will also benefit from small group writing and reading exercises that are appropriate for their grade achievement level.

Our Reading/English/Language Arts program will focus on:

- Mastery of the California State Content Standards
- Ensuring that all students master the SRA reading program
- Writing daily through the use of journals and portfolios
- Developing students' talents in creative writing which will aid in their self expression at school.

²⁴ Stevens, Robert J.; et. al, "The Effects of Cooperative Learning and Direct Instruction in Reading Comprehension Strategies on Main Idea Identification.", *Journal of Educational Psychology*, Vol. 83, No. 1, pp. 8-16, (Mar. 1991)

Gersten, Russell; Carnine, Douglas, "Direct Instruction in Reading Comprehension." *Educational Leadership*, Vol. 43, No. 7, pp. 70-78 (Apr. 1986)

Adams, Gary L.; Engelmann, Siegfried, *Research on Direct Instruction: 25 Years beyond DISTAR*. Educational Achievement Systems, Seattle (1996)

²⁵ [[http://links.jstor.org/sici?sici=0002-8312\(198221\)19%3A1%3C75%3AAFOFTT%3E2.o.CO%3B2-T](http://links.jstor.org/sici?sici=0002-8312(198221)19%3A1%3C75%3AAFOFTT%3E2.o.CO%3B2-T)] Becker, Wesley C.; Gersten, Russell, "A Follow-up of Follow Through: The Later Effects of the Direct Instruction Model on Children in Fifth and Sixth Grades", *American Educational Research Journal*, Vol. 19, No. 1, pp. 75-92, (1982)

- Building students reading comprehension through the use of class discussion and dialog on reading topics
- Connecting the experience of writers and fictitious characters to their own life to demonstrate human connection across cultures.

These are some of the texts we plan to use in our Reading/English/Language Arts program:

- SRA/McGraw-Hill: *SRA/REACH* (Grades 4 - 8).
- *SRA Reading Horizons* (K-4). (Developed and validated similarly to the REACH program.)
- Literature
- Fran Claggett, Louann Reid, and Ruth Vinz: *Daybooks*
- *AVKO Sequential Spelling* by Don McCabe
- Total Recall Computer Software
- Teacher generated materials

Science:

Younger students exhibit a remarkable ability to learn new languages. One could say that science has its own language, with a myriad of terms and technical definitions. Our goal in our science curriculum is to tap into students' potential for language acquisition while simultaneously emphasizing the conceptual foundations of science: science as exploration and experimentation, and the scientific method as a means of developing and advancing human knowledge.

Our curriculum will emphasize the exploration of science through the natural world. Outdoor activities, including field trips to nearby natural areas will be an integral part of our 2 day onsite program. Such activities will create an opportunity to directly explore concepts in biology, ecology, and earth science, and lay a foundation for connecting other areas of science to this more tangible knowledge.

Our 3 day onsite program will focus on teaching science topics and language that will then be needed to implement Project Based Learning and Service Learning science projects. Project based learning provides students with hands on activities to explore a field as well as to do field work in certain topics, such as native California horticulture. Service Learning provides students with the opportunity to make a difference in their community by contributing the knowledge that they have obtained to make a difference. One such opportunity could be making a school garden to maintain native Californian plants and insects.

Our Science program will focus on:

- Mastery of the California State Content Standards
- Using students' innate curiosity about the world around them as a resource for motivating the study of science.

- Emphasizing the role of science as a process of asking and answering questions about how the world works, and encouraging students to ask their own scientific questions.
- Making students more aware of the natural world and developing skills of identification and classification of the things around us.
- Connecting more abstract scientific concepts to tangible things that can be directly observed in one's daily life.
- Emphasizing ecological thinking and systems thinking as a way to understand complex systems.

These are some of the texts we plan to use in our science curriculum:

- Macmillan/McGraw-Hill Schools Division: *California Science*(K-5)
- Glencoe/McGraw-Hill *Focus on Science*(6-8)
- Edward Zaccaro's *The Ten Things All Future Mathematicians and Scientist Must Know*.
- Joy Hakim's *The Story of Science*
- David Macaulay's *The Way Things Work*
- Total Recall Computer Software
- Teacher created materials

History/Social Science:

History and Social Science is an integral part to understanding our own present perspectives in the world.

Students will learn about history and social science through an integrated understanding of what is happening during the time period. We believe that "why" is one of the most powerful questions to both ask and answer. Students will be encouraged to use the scientific method in their history and social science studies to inquire into the nature of global happenings.

In addition to students learning geography, we find that it is also important for students to understand the economic and agricultural resources available to different areas and how those resources shape the culture of said geographic location. Overall, our philosophy is that students should have a full understanding and appreciation of what is happening within a society to understand the history behind it.

Students will also participate in democratic decision making throughout the school year. Students will learn how to make and enforce rules that benefit our community. This will encourage them to be good citizens not only in the classroom but in the world.

Our History and Social Science program will focus on:

- Mastery of the California State Content Standards
- How ecology influences culture.
- Building civic mindedness.
- Encouraging students to question how cultures came to be.

- Making students aware of the many influences that shape history.
- Making connections between past and present events.
- Hypothesizing on the outcomes of theoretical historical changes.

These are some of the texts we plan to use in our history and social science curriculum:

- Macmillan/McGraw-Hill - *California Vistas* (K-6)
- Glencoe/McGraw-Hill - *Discovering Our Past* (Grades 6 - 8)
- Total Recall Computer Software
- Teacher created materials

Physical Education:

At Innovations Academy we believe that the brain is fully supported and ready to learn once the body is alert and focused. Through our Neurocognitive Curriculum students will participate in daily exercises to encourage cognitive functioning.

Students will also learn about not only how the body works and its parts, but also how the brain functions so that they understand our current understanding of optimal learning. This will also include teaching students about proper nutrition and health.

With a strong foundation in health and nutrition, students will be encouraged to make healthy choices for themselves on a daily basis. Physical education makes a profound impact on how we live out our daily lives which many people do not begin to appreciate until their health is failing. Our students will understand the complexities and importance of maintaining proper health and nutrition.

Our Physical Education program will focus on:

- Mastery of the California State Content Standards
- Body and brain awareness.
- Proper nutrition and health.
- Making healthy choices.
- Physical activity to stimulate optimal learning.

These are some of the texts we plan to use in our physical education curriculum:

- Denise Hornbeak's *The SuperConfitelligent Child: Loving to Learn through Movement and Play*
- BrainGym Materials
- YogaKids (see Neurocognitive Curriculum)
- Teacher created materials

Performing and Fine Arts:

We believe that performing arts, especially those involving cooperation and coordination with others, are an excellent medium in which to develop interpersonal skills as well as perseverance at learning new skills.

Our school will provide an environment where, at least once a week, students will have an opportunity to engage in a musical or performance art activity. The school will acquire musical instruments over a period of time, which the students will be encouraged to learn and play of their own initiative. Students will also participate in creating their own performances combining music and choreographed dance.

Our Monday, activities with Professional Experts will include musical performances by local artists, including composers, classical musicians including instrumentalists and vocalists, pop musical artists, and experimental musicians. Students will be encouraged to actively participate in music making. We will also have Professional Experts from dance and theatre backgrounds.

Students will also have opportunities to participate in Fine Arts. On Mondays, Professional Experts will join us to not only share their art with students but also to engage them in making their own creations. During our 3 day onsite program, students will incorporate fine arts into their project presentations.

Our Fine and Performing Arts program will focus on:

- Mastery of the California State Content Standards
- Exploration of various musical instruments and forms.
- Cultivating an appreciation for world music, dance, and theatrical forms.
- Creating student performances through group collaboration.
- Connecting the arts to world events, history, and other core curriculum areas.

These are some of the texts we plan to use in our physical education curriculum:

- Integrated arts and music throughout core curriculum projects and activities
- Use of technology in art and music, including open-source software for music composition and graphic design
- Teacher created materials

Please see Appendix C for an outline of how our curriculum aligns with the California State Content Standards.

B. Social Emotional Program

Wisdom tells us that since humans are social beings, we learn best in a supportive community. At Innovations Academy we offer a Social Emotional Program that teaches exceptional communication skills that facilitates the creation of said community. These skills also lead to success as a life long learner.

Our goal is to create a learning environment wherein everyone can cultivate the skills to approach one another with an intent to share knowledge and work together towards common goals by means of our diversity and shared resources.

The following modalities accomplish this goal:

Nonviolent Communication(sm) (NVC)- NVC is a powerful process to facilitate a focused attention wherein compassionate connection and action are possible. This tool can help prevent and resolve conflicts and facilitate communication that helps everyone get their needs met. It is a practical tool readily applicable in families and educational institutions for creating compassionate connections.

“The most powerful aspect of our training today is a paradigm shift to a new way of interacting with the world.” - Marshall B. Rosenberg

Dr. Marshall B. Rosenberg, PhD is founder and director of educational services for the Center for Nonviolent Communication (sm), an international non-profit organization. NVC is what Mr. Rosenberg emerged with after years of exploration and development for a model of communication that honors humans as peaceful beings. For the past 40 years he has provided training and mediation for peacemaking worldwide. He is also a recognized author of “Nonviolent Communication, A Language of Life.”

Hundreds of schools around the world have been introduced to NVC. In many of these schools, teachers, administrators, parents, and students have put it to practice with many of the following reported results²⁶:

- Fewer conflicts
- Increased skill in mediating conflicts that arise
- More listening to one another
- Mutual respect among all school members
- Students take responsibility for their learning
- More engaged learning
- Less resistance & more cooperation
- More fun for everyone
- Students and teachers feel safe at school

The training that will be offered to the participants of Innovations Academy will teach a language of honesty and empathy, emphasizing personal responsibility for

²⁶ [<http://www.cnvc.org/pedproj.html>] Sura Hart, "Nonviolent communication in schools", Center for Nonviolent Communication (May 2007)

our choices and fostering authentic expression motivated by compassion, rather than fear, guilt or shame.²⁷

All staff will be trained in NVC.

It will be a constant aspect of life at Innovations Academy.

Herein, are examples of how Innovations Academy will implement this practice.

Daily

Morning Check-In - Using the NVC model for compassionate communication teachers will guide the class in a group verbal share exploring personal, family, school and community living. It is by way of real-life examples that the practice of NVC can be taught and learned most effectively. This first hour of the day will be shared with our Neurocognitive Curriculum.

NVC Staff Member Facilitator - As communication is viewed as the lifeline for an optimal educational experience and maintenance of the school culture at Innovations Academy, a staff member will be trained in NVC facilitation to support the teachers, parents, students, and administration toward compassionate communication as needed.

Instructional Support - One of the directors is the Social Emotional Curriculum coach and is available to provide ongoing coaching and support as needed throughout the day.

Monthly

Nonviolent Communication(sm) practice groups will be lead by an NVC Certified Trainer wherein current issues, concerns and celebrations will be the basis for immersion in NVC as a personal practice and clarification of the model as it is most effectively used.

Staff NVC practice group-average 2 hours.

Parent NVC practice group-average 2 hours.

(See Appendix C)

Dynamic Facilitation - This offers a way for people skilled in areas of personal development, self-help, communication and social services, to facilitate groups in a creative and transformative process of generative dialogue. It is a distinctive approach to facilitation that can help groups arrive at creative, practical and elegant

²⁷ [http://www.nonviolentcommunication.com/community/community-pdf/Key_Facts_About_NVC.pdf] Key Facts about Nonviolent Communication, PuddleDancer Press (Sep. 2005)

solutions to challenging issues. It is an emergent process allowing everyone's intrinsic motivation to discover meaningful patterns, to make sense of conflicting information and to create new possibilities. The Facilitators role is to carefully listen to and keep record of each expression offered up in a lively forum wherein diversity embraced creates a group of trusting individuals.

“This is a totally different way of facilitating that is actually easier than traditional methods. It allows participants to reach levels of creativity that spark one another so the group finds incredible, effective solutions to any size problem.” - Linda Condon, Washington Dept. of Agriculture

At least one staff member of Innovations Academy will be fully trained as a Facilitator of Dynamic Facilitation and the process implemented as needed.

Alternatives to Violence Project - is a volunteer based organization of trained leaders who offer workshops to evolve and cultivate participants' ability to work together by agreement without coercion (whether physical or verbal). Workshops improve leadership skills and allow for the natural discovery of self and understanding of community members. Each workshop constitutes a palate of exercises designed to include a variety of simple materials, reflective dialogue, story, body movement, song, imagination and rhyming. The balance of play and introspective exploration, dialogue and relaxation are offered to complete this enthusiastic approach to peace as a process.

The Alternatives to Violence Project began in 1975. It is a non-profit educational corporation dedicated to reducing interpersonal violence in our society. It is funded entirely by private sources. It is a non-sectarian organization and among its supportive efforts are those with the American Youth Corps, and the Division for Youth institution for under-age offenders in New York. The San Diego group of AVP volunteers and workshop leaders is called Hands for Peace.

Innovations Academy will call upon the teams of Alternatives to Violence Project to lead workshops and trainings as a precursor to each school year commencement. And, as school participants request further assistance and particular training. At least one staff or family member will complete the AVP training program and the workshop experience will be offered yearly and as otherwise determined to meet the needs of the community.

8 to Great - For our middle school students, Innovations Academy has selected a special program targeted at this age group. The 8 to Great program is a proven process for success that helps middle school students make positive, healthy choices. The result is a decrease in addictive and destructive behaviors in At-Risk students as well as the achievement of new heights for students who are excelling. (please see Appendix C)

With the hundreds of scripted and interactive activities (20 minutes in length) from their program, Innovations Academy will use 8 to Great as part of:

- Our Social Emotional Curriculum
- Weekly Homeroom/advisory times
- Drug and Violence Prevention Programs
- Human Growth and Development Curriculum
- Faculty In-Services
- Outdoor Ed

8 to Great utilizes 8 Highway tracks to direct their social emotional curriculum.

1) Get the Picture

We "Get the Picture" when we practice visualizing the end result: We think it 'till we feel it. Students learn:

- A. How to get clear about what they want and focus on it
- B. How they've held themselves back and how to set higher goals
- C. The importance of recording what they want in words and pictures
- D. To distinguish between thoughts and beliefs as well as goals and dreams
- E. The power of and process for visualizing positive outcomes

2) Risk

We "Risk" when we "run to" (our dreams) rather than "run from" (our fears). Students learn:

- A. How to distinguish between risking (running to) and escaping (running from)
- B. To look back at risks they've taken and forward to risks they'd like to take
- C. To use the phrase "If I had no fear..." for making goal-focused decisions
- D. That the road to success is never a straight line and perseverance is essential
- E. How each one of us can face our fears and live more authentically

3) Full Responsibility

We take "Full Responsibility" when we realize we are not victims and stop blaming and complaining. Students learn:

- A. To replace BC (Blaming and Complaining) with AD (Acting and Dreaming)
- B. How to move from judgment of others to acceptance and understanding
- C. The power of acknowledging their part in the challenges they face
- D. That when they admit that they are the problem, they become the solution
- E. How to take charge of their lives and go for their dreams

4) Feeling All Our Feelings

We "Feel All Our Feelings" when we allow our "mads" and "sads" to help us take action and release the past. Students learn:

- A. How to deal with strong emotions in others without getting 'triggered'
- B. How grieving and allowing sorrow facilitates growth and prevents rage
- C. That healthy anger is energy for change or "angery"
- D. That we always feel Mad and Sad at the same time to the same degree
- E. A process for releasing rage and depression and returning to "feeling" good

5) Honest Communication

We "Honestly Communicate" when we authentically express who we are and allow others to do the same. Students learn:

- A. The 4-step process for asking for what they want effectively and responsibly
- B. How to disagree in a healthy manner through "I" rather than "You" messages
- C. A guaranteed process for ending gossip and third party communication
- D. How to listen to another's feelings without needing to fix them
- E. How to express their thoughts and feelings more clearly and effectively

The 8 to Great Positive Attitude Formula: Forgive, Gratitude, Hope (FGH)

6) FGH: Forgiveness of the Past

We "Forgive the Past" when we release the negative hold of bitterness and regret on the present. Students learn:

- A. The Forgiveness Formula for forgiving self and others
- B. The benefits of Forgiveness
- C. The three steps of Forgiveness
- D. The process of writing a Forgiveness letter

7) FGH: Gratitude for the Present

We are "Grateful for the Present" when we become aware and appreciative of the gifts of life. Students learn:

- A. A daily process for staying positive in the present moment
- B. The characteristics of the most grateful people
- C. The benefits of Gratitude
- D. The process of writing a Gratitude letter

8) FGH: Hope for the Future

We have "Hope for the Future" when we persevere despite roadblocks and uncertainties. Students learn:

- A. How to replace anxiety and worry with belief in the goal/dream
- B. That F.E.A.R. is simply False Evidence Appearing Real
- C. The benefits of optimism vs. pessimism
- D. The process of writing a Hope letter

According to a study, social and emotional skills training has been linked to fewer classroom disruptions, decreased absences, and higher grades among children (Shriver and Weissberg, 2005).²⁸

Psychologist Dr. Daniel Goleman (1995) has reported that children who are better able to manage their emotions can pay attention better and absorb and remember information better. Best of all, children's emotional intelligence will serve them long after they become adults.²⁹

(See Appendix C for 8 to Great samples)

Self Assessment Program - Goal setting and implementation is important to future successes. Our students will be supported to make goals and assess their progress on a daily basis. These goals will be both academic and personal.

Implementation of Program:

- Prior to Innovation Academy's first school year, all teachers, staff and families will participate in a series of training in Nonviolent Communication(sm).
- Before each school year a similar series of training sessions and practice groups will be offered. The sessions will be created to honor the learning needs at that time. The diverse involvement of families will enhance the cultivation of skills in Nonviolent Communication(sm) as each offers their unique response to group work, character and life experience. This training will serve the experience of self expression and compassionate connection.
- A staff member will be designated to be the Social Emotional Coordinator and will receive training in the 8 to Great and Nonviolent Communication (sm) programs. They will also be responsible for curriculum development in this area.
- The first hour of each school morning is designated to bridging Social Emotional activities into the class setting as well as integrated throughout the school day.
- Students will record their goals and progress over each school day. They will keep his in a record form so that over the course of the school year they can see their progress. These goals will also be used for descriptive grading purposes.

²⁸ Shriver, T. P. and Weissberg, R. P. "No Emotion Left Behind" [Op. Ed. article]. The New York Times. (2005, August 16).

²⁹ Goleman, D. (1995). Emotional Intelligence. New York: Bantam.

- Staff development will take place on a regular basis through weekly meetings and conference opportunities.

C. Neurocognitive Educational Curriculum

Neurocognitive education recognizes that the brain and the senses work together to input information and process it. The goal of this program is to support each student to optimize the learning process.

1. Nutrition

We believe that proper nutrition is a foundation to enhance learning.³⁰ A healthy, well-prepared brain is one of the first essentials for learning anything.³¹ Innovations Academy will invest the funds necessary to provide nutritious snacks to all children throughout the day. Our Student Support Program will provide information and workshops on how parents can support their children nutritionally. On Fridays, cooking/nutrition classes will expose students to different foods and making good nutritional decisions.

2. Movement

During the first hour of every school day, time will be provided for students to gear up their bodies and brains. Movement and exercises are important to our neurocognitive curriculum.

“There’s sort of no question about [exercise boosting brain function] now,” said Dr. John J. Ratey, a clinical associate professor of psychiatry at Harvard Medical School. “The exercise itself doesn’t make you smarter, but it puts the brain of the learners in the optimal position for them to learn.”³²

Three components of this curriculum will include Brain Gym³³, Rhythmic Exercises, Yogakids³⁴, and physical education. (See Appendix C)

BrainGym develops the brains neural pathways the way nature does - through

³⁰ [<http://www.yogakids.com/toolsforschools/articles/Nutrition,%20Physical%20Activity%20and%20Academic%20Achievement.pdf>] "The Role of Sound Nutrition and Physical Activity in Academic Achievement" Action for Healthy Kids (2004)

³¹ [<http://www.thelearningweb.net/diet-nutrition-education.html>] "Diet, nutrition, and education: The impact of diet on education - what research shows" The Learning Web (2005)

³² Debra Viadero, "Exercise Seen as Priming Pump for Students? Academic Strides", Education Week (Feb. 2008)

³³ [<http://www.yogakids.com/toolsforschools/docs/Educational%20Kinesiology%20-%20Research%20Summaries.pdf>]
BrainGym, The Educational Kinesiology Foundation

³⁴ [<http://www.yogakids.com/toolsforschools/goals.html>] Yogakids

movement. Innovations Academy will incorporate the 26 targeted activities that integrate body and mind, and improve concentration, memory, reading, writing, organizing, listening, and physical coordination.

Rhythmic exercises can be utilized to stimulate the cerebellum and the neocortex, especially the frontal lobes in order to improve attention and control of impulses. Through providing time in the morning to incorporate these exercises we will be giving our students a great foundation for learning throughout the day.

During the mornings, students will choose a physical activity to participate in such as running, yoga, juggling, or games to prepare their bodies for the day ahead.

3. Multi-sensory Approach

The curriculum of Innovations Academy allows children to approach the California State Standards in many different ways. This affords our student population multiple exposures to material, engagement with materials on different levels, and real life applications of the subject matter (for example, children are reading and following mathematical directions from a cookbook in class, discuss with a chef on our village day, creating and writing up their own invented recipe, and in the end they could create a recipe book that is sold in local book stores).

Learning Styles and Modalities

At Innovations Academy, learning styles and modalities will not only be tested for but implemented in our curriculum.

A community partnership with San Diego State University will give our first and second graders the option of participating in research studies that will look at cognitive abilities in student populations. With this data, we will adapt our Direct Instruction program to meet students' individual needs. Their scores will be taken into account in their classroom for teacher consideration in meeting students' needs.

Students will also take a survey from "Discover Your Child's Learning Style" by Mariaemma Willis, M.S. and Victoria Kindle Hodson, M.A. to assess their learning style. This information will be used by all teachers and staff to adapt curriculum and the Direct Instruction model to each students' needs.

Each student will have a personal portfolio that will inform all staff and teachers about best practices for individual children. This will also be an area to note if there are any particular methods that are working especially well for a student.

Professional development will take place through the year in consideration of learning styles and personal assessment. A staff member will be responsible for attending conferences and workshops for training in learning assessments and identification of learning styles.

Core curriculum from the California State Standards will be offered to students through a variety of learning styles and modalities.

Developmental Optometry is the study of vision in children. Besides making sure that their patients are healthy and see well, developmental optometrists are also concerned with how efficiently their patients' vision allows them to function. In addition to providing a standard eye exam, developmental optometrists run additional tests to determine if their patients have developed the visual skills they need to adequately perform tasks required in their daily lives, especially at work or school. At Innovations Academy we are collaborating with Developmental Optometrists, the Center for Behavioral Teratology at San Diego State University, and reading specialists to develop a program that identifies ways in which we support student learning through specific teaching methods.

F. Student Support Program

Our Student Support Program serves as our parent education tool. Once a month parents will come into an information session. The session will be based on a topic that will be covered over the month that is connected to a current theme at school. Such topics may include but are not limited to: curriculum, methods of instruction, our school's goals and mission, how to work with your children at home, nutrition, developmentally appropriate behavior, brain-based learning, rhythmic movement, etc.

Parents will also assist the school in one of three ways: fundraising, on campus support with the various curriculum, and off campus support through making connections and partnerships in the community.

Family Partnerships are also encouraged in the Innovations Academy community. These partnerships serve to bring different families together whether it be through car pooling, social engagements, or local park days. Innovations Academy will have a quarterly family exchange where families of different cultures will meet with each other outside of school. At Innovations Academy we will provide an inservice program on how families can connect and interact.

Instructional Methods

Curriculum and instruction at Innovations Academy are designed to assess and address the needs of individual diverse learners and foster the natural learner in every individual. Our multi-dimensional program provides personal attention to the student, the freedom to follow individual interests while evaluating their progress and mastering self-assessment techniques, and brings meaning to learning by engaging them in real-world projects.

Instructional methods in all courses:

- Allow students to inquire, research, explore and experiment to develop questions, hypotheses and explanations, (Mafune, n.d.);
- Encourage students to work individually and in groups in order to develop the personal and learning skills required in each, (UIUC, 2004, McLaughlin, 1996);
- Include student-centered projects and problem-based learning to develop real world connections, (PBL, 2003 and McLaughlin, 1996);
- Provide for structured, guided, and individual practice, (Bloom, 1987);
- Use multimedia as effective learning tools, (Grabe & Grabe, 2004);
- Provide individual mentoring time with professional experts from the community
- School Wide Direct Instruction for Basic Skills
- Project Based Learning will incorporate Service Learning
- Social Emotional Curriculum (reference)
- Neurocognitive Educational Curriculum (reference)
- Ongoing assessment of student performance through rubrics, checklists, writing samples, and surveys

Instructional Phase Plan

Phase I: Beginning of Year 1 (July 2008 - September 2008)

- Initial assessments of student needs
- School Culture Development
- Parent Workshop on the Personalized Education Program
- Parent Assistance Workshop and Recruitment
- Introduction to Community Mentored Instruction
- Technology-assisted instruction
- Assignment of Direct Instruction Conference Teams.
- Staff development on Social Emotional Curriculum, Neurocognitive Education Curriculum, Direct Instruction, Project Based Service Learning Curriculum, Technology-assisted instruction program, Reading Training for K-1 staff

Phase II: Year 1 (September 2008 -June 2009)

- Classroom instruction with improved, integrated and/or newly developed curricular materials
- Ongoing Staff development opportunities in all areas of curriculum
- Continued Student assessment
- Project Based Service Learning is presented to the school community.
- Ongoing Student Support Program

Curriculum and Scope and Sequence

All students at Innovations Academy will master the California State Standards in the following core subjects:

- Mathematics
- Science
- English/Language Arts
- History/Social Science
- Physical Education
- Fine and Performing Arts

(Please see Section V under Core Curriculum for further detail.)

At Innovations Academy:

- All core courses are designed beginning with the California State Standards;
- Student outcomes are specifically aligned with the California State Standards;
- Assessments are developed to align with the California State Standards;
- Curriculum is developed and compiled that has been shown to be effective with the target student population and aligned with California State Standards

Innovations Academy Schedule:

Innovations Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
9am - 10am	S.E & N.E	S.E & N.E	All School Meeting	S.E & N.E	S.E & N.E
10am - 12pm	Language Arts/ Humanities DIBS and Professional Experts	Language Arts/ Humanities DIBS and Project Based Service Learning	All Subject DIBS and Project Based Service Learning	Language Arts/ Humanities DIBS and Project Based Service Learning	Language Arts/ Humanities DIBS and Lab Time
12pm - 1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm - 3pm	Science/ Math DIBS and Professional Experts	Science/Math DIBS and Project Based Service Learning	Minimum Day Teacher/Staff Meetings	Science/Math DIBS and Project Based Service Learning	Science/Math DIBS and Lab Time
3pm - 4pm	S.E & N.E	S.E & N.E		S.E & N.E	S.E & N.E

*S.E & N.E = Social Emotional and Neurocognitive Education

**DIBS = Direct Instruction of Basic Skills program

VI. PLANS FOR ADDRESSING THE NEEDS OF ALL LEARNERS

Plan For Students Who Are Academically Low Achieving

At Innovations Academy, low achieving students are identified by their STAR CST scores (below basic and far below basic), their in house assessment, below average performance on basic skills tests, parent input, and teacher observations. Furthermore, low achieving students will be identified by a year or more below grade level on the WRAT and are not showing progress on a follow up test in the first quarter.

Low achieving students will be referred to the Student Success Team (SST) process. The School will set up a Student Success/Assistance Team (SST), which will be comprised of parents, teachers, administrators, and other school professionals. The school will also recognize the need for an SST in the event of a direct request from the parent. This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions. Before progressing to a full IEP evaluation, SST recommendations will be implemented for a month to note student academic progress. From there it will be noted if they need to have an IEP.

The structure of Innovations Academy supports low achieving students with:

- Small class sizes
- Direct Instruction Program
- Technology enhanced program that builds in review and reassessment such as the Total Recall software;
- Teacher and mentor availability for families through our Student Support Program
- Innovative scheduling that allows for individualized instructional support.

Response to the needs of low achieving students include:

- Innovative scheduling which allows for small group placement (DIBS program)
- Individual and small group attention that focuses on mastering the current learning;
- Technology assisted mastery of subject vocabulary and concepts through the Total Recall program.
- Special Education Parent Programs
- Staff development opportunities that address the needs of low achieving students, at a minimum, yearly;
- Scheduled parent notification and involvement;

In the event that a student is still not succeeding and to meet the needs of the target population the school will additionally provide:

- SST process; and
- Focus on key students during staff meetings.
- Community Partnerships for SPED support

Plan for Students Who Are Academically High Achieving

At Innovations Academy, high achieving students are identified by their STAR CST scores (Advanced), their course performance (A), teacher and parent observations. Additionally, parents can choose to have their child GATE tested at a private school session through the San Diego Unified School District.

Response to the needs of high achieving students include:

- In-depth development of projects based on individual interests
- Opportunities for leadership and acquisition of mentoring skills
- Assigned leadership positions such as
 - Student Committee Liaison
 - Media
 - Development of Club Captain positions (example Documentary Club)
- Flexible scheduling to allow for learning extensions outside the classroom;
- Individual and small group conferences that focus on extension activities through the school day, such as an advanced DIBS program.

Plan for English Learners

As part of the enrollment process at Innovations Academy, parents will fill out the Home Language Survey. The California English Language Development Tests (CELDT) will then be given to those students who have been identified as English Learners through the Home Language Survey. Within 30 days of enrollment, any student whose parent has indicated on the Home Language Survey that English is not the primary (first) language will be tested on their English language proficiency using the CELDT test. During initial enrollment only, students identified as English Learners are further tested in their primary language to determine proficiencies in listening, speaking, reading, and writing. The results of each student's assessments are sent to their parents or guardians in a language they understand. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report. Services are based on their CELDT scores.

As a hybrid model, Innovations Academy's families will have the choice to enroll in our full time traditional model or part time independent study model. Parents/guardians of

English Language Learners will be encouraged to participate in the full time model as to maximize English Language Learner onsite opportunities.

For those families who choose to enroll in our independent study model they will have access to English Language Learner materials to use at home as well as small group tutoring available on the days that they are not enrolled in the full time program.

The structure of Innovations Academy supports English Language Learners by:

- Less than or equal to 20 students per grade onsite (Khisty 2002; Garcia, 1993; Moschkovich, 2002; Celedon, 2004; Echevarria, 2000; and, CEMALA and TODOS organizations)
- Less than or equal to 180 students school wide the first year
- Using the Direct Instruction (DI) SRA/McGraw Hill program. Two longitudinal studies found strong and lasting effects of DI on the reading achievement of language-minority students. One was a follow-up of mostly Hispanic fifth and sixth graders in Texas who had experienced DI in Grades K–3 (Becker & Gersten, 1982). The other was a 2-year study of DI in a structured immersion program for Asian ELLs (Gersten, 1985). An adaptation of DI for use in small-group tutorials (one to three children) also found positive effects (Gunn et al., 2000).³⁵
- Providing a Language Rich Environment through Professional Experts and Project Based Service Learning.
- K-1 program is language rich and hands on giving benefit to English Language Learning
- Specific units will be taught in our Social Emotional Curriculum on multicultural-multilingual interaction
- Family Partnerships that pairs families from different cultural backgrounds to foster cultural awareness.
- Teachers will make effective use of their CLAD training.
- Project Presentations that foster multi-modalities

In addition, English Language Learners specifically:

- Acquisition of computer software to develop specific subject area language development such as Total Recall Learning for language and vocabulary development
- Small Pull Out Group Direct Instruction for English Language Learners for mastery of Basic Skills.
- Will be supported in professional expert demonstrations by a designated mentor to facilitate communication and language acquisition.
- English Language instruction will be taught on a pull out basis in our DIBS program.

³⁵ [http://www.bestevidence.org/_images/word_docs/ELL_fullreport.pdf] Cheung, Alan; Slavin, Robert E., "Effective Reading Programs for English Language Learners and Other Language-Minority Students", Bilingual Research Journal, Vol. 29, No. 2, pp. 241-267 (2005)

Innovations Academy will provide English Language Learners’ families with:

- Translated written communications
- Translators during parent conferences
- Translated parent communications
- Family Partnership Program that pairs families from different cultural backgrounds to foster cultural awareness.
- Student Support Program that gives access to English Language Development to family members
- Offer community resource information for English as a Second Language classes.

When Students will be Served (blue designates English Language Learner Blocks):

Innovations Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
9am - 10am	S.E & N.E	S.E & N.E	All School Meeting	S.E & N.E	S.E & N.E
10am - 12pm	Language Arts/ Humanities ELL DIBS and Mentored Professional Experts	Language Arts/ Humanities ELL DIBS and Project Based Service Learning	All Subject ELL DIBS and Project Based Service Learning	Language Arts/ Humanities ELL DIBS and Project Based Service Learning	Language Arts/ Humanities ELL DIBS and Lab Time
12pm - 1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1pm - 3pm	Science/ Math ELL DIBS and Mentored Professional Experts	Science/Math ELL DIBS and Project Based Service Learning	Minimum Day Teacher/Staff Meetings	Science/Math ELL DIBS and Project Based Service Learning	Science/Math ELL DIBS and Lab Time
3pm - 4pm	S.E & N.E	S.E & N.E		S.E & N.E	S.E & N.E

*S.E & N.E = Social Emotional Curriculum and Neurocognitive Education

**ELL DIBS = English Language Learners Direct Instruction of Basic Skills

During these times English Language Learners will be provided with small group pull out services to master English Language Learner skills. Sessions will be a minimum of a half our in length to provide a minimum of one our of small group instruction daily (with the exception of Wednesday as our minimum day).

How Students will be Monitored:

- CELDT testing at the beginning of each year
- Student Language Achievement Survey per ELL Student per quarter
- Staff Language Achievement Survey per ELL Student per quarter
- Assessment through English Language Learning software or online assessments such as the English Language Proficiency Assessment (ELPA).
- Students will be tested in listening, speaking, reading, writing skills, and comprehension twice per year at a minimum.
- Staff observations according to a rubric

All credentialed teachers will be trained and licensed in:

- Crosscultural Language and Academic Development (CLAD) or Bilingual Crosscultural Language and Academic Development (BCLAD)
- Ongoing staff development to address English Learner challenges

Staff Meetings:

- All staff meetings will immediately follow the lunch break on minimum days and will include discussions on English Language Development progress. Additionally staff will brainstorm students' needs and achievements.

Staff Development:

- One staff member will be designated as our English Language Learner Specialist. This individual will attend at least one professional development conference per school year.
- All staff will be trained by our English Language Learner Specialist.

Plan for Special Education Students

Innovations Academy complies with all State and Federal laws for special education. The School will also comply with Special Education Local Plan Area (SELPA) and District policies on special education. Innovations Academy will provide space at the school for Special Education purposes. In addition to other responsibilities that the District might place on the school, the charter school will have the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, to hold Individualized Education Plan (IEP) meetings at the site, to provide

space for the special education teacher to work with students, and to ensure that the general education teachers will carry out their responsibilities assigned in the IEP.

Innovations Academy will work with the San Diego Unified School District, to provide special education services for the School's identified special education students. The School will be a member of the San Diego Unified School District Special Education Local Plan Area (SELPA) initially. The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed.

The District will provide special education services for the School's special education pupils to the extent of the law. Specifically, the District will serve children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEIA 1413(a)(5)]. As long as the School is an arm of the District for special education purposes, the School will pay the District the District's special education encroachment for each student. Innovations Academy will have sole financial and programmatic responsibility for Section 504 of the Rehabilitation Act of 1973.

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District preceding such plans. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide services to all special education students. The School will develop a Memorandum of understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

The School will set up a Student Success/Assistance Team (SST), which will be comprised of parents, teachers, administrators, and other school professionals. The school recognizes that a parent can directly request a Special Education assessment. This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions.

Students may be referred for formal evaluation by the SST or by a parent. Once the referral is received, parents will be sent an assessment plan for their approval within 15 days. Once the consent by the parent is received the school will complete the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one of the 13 federally mandated eligibilities (autism, deaf-blind, deafness, emotional disturbance, hard of hearing,

mental retardation, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, and vision impairment), the team will make a determination of services that provide an education in the least restrictive environment. The IEP will be implemented immediately. Thereafter, the student will have an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that will include another round of assessments.

The Resource Specialist Program (RSP) teacher and other special education teachers and classroom teachers will work together to provide an education that meets student needs, insures that students' Individualized Educational Plans (IEP) are met and moves them to the goal of meeting the California State standards in all subjects.

The IEP team will be composed of the parent(s), school psychologist, the RSP teacher, other specialists as needed (such as speech and language or occupational therapist), a school administrator or designee, and the student's general education teachers. A special education student's general education teachers will work closely with the RSP teacher to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Students at Innovations Academy will have Direct Instruction materials that are specifically geared towards meeting and exceeding their IEP goals. Time will be given to the RSP teacher during the Direct Instruction Period.

Additionally, the school will serve its special education students by:

- Less than or equal to 20 students per grade (Khisty 2002; Garcia, 1993; Moschkovich, 2002; Celedon, 2004; Echevarria, 2000; and, CEMALA and TODOS organizations)
- Less than or equal to 180 students school wide
- Small Group Direct Instruction with no more than three students to teacher ratio
- Specific units will be taught in our Social Emotional Curriculum on learning challenges and disabilities.
- Accommodations for Project Presentations and Professional Experts (such as mentoring and assistance)
- Technology assisted learning;
- Accommodations provided in regular education classes;
- Annual in-service for teachers regarding the identification of students with disabilities and ways of providing education in the general classroom.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by the classroom teachers and will be reviewed annually.

VII. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA: (Element 2)

A. MEASURABLE STUDENT OUTCOMES

Innovations Academy students will attain the following broad goals:

Student Outcomes	Assessment	Performance Standard
<p>Students will achieve mastery of the California State Content Standards.</p>	<ul style="list-style-type: none"> • Student Academic Inventory • WRAT Testings • Student Writing Sample • Project Presentation Check List • API Scores • STAR Testing/CAT6/CAPA 	<ul style="list-style-type: none"> • Students will rate themselves at least 40% higher than at the end of the year than at the beginning. • Students will show a 10% improvement per semester. • Writing will 40% fewer errors in grammar content and form. • Students will score 40% higher on a checklist of identifiable vocabulary that is specific to each project. • Scores will be 10 points higher than comprable schools in San Diego Unified School District
<p>Innovations Academy will have active, monthly connection with families</p>	<ul style="list-style-type: none"> • Parent Participation Log • Attendance Reporting • Database of Parent Contacts 	<ul style="list-style-type: none"> • 95% of parents will assist during the school year • 95% student attendance rate • 100% monthly contact between parents and staff
<p>Students will make an impact in the community</p>	<ul style="list-style-type: none"> • Community Project • Community Letter Writing Campaign • Leadership Activities • Community Interviews 	<ul style="list-style-type: none"> • 100% of students will assist in a community project • Student involvement in ongoing letter writing campaigns quarterly • 100% Active involvement in school tutoring, cleaning, and set up of events as measure by sign in sheets • 100% of students will interview at least one community member per school year.

Student Outcomes	Assessment	Performance Standard
Students will be freely self-expressed	<ul style="list-style-type: none"> • Participation in Wednesday School Meeting (measured by hand raising, volunteer service, leadership) • Student Survey of comfort level and expression. • Student Feedback/ Requests 	<ul style="list-style-type: none"> • 80% of students will be willing to contribute to our Wednesday all school meeting. • Students will show improvement in their satisfaction and expression level by 20% quarterly. • Receiving written student feedback/ requests on a weekly basis from 40% of students.

Innovations Academy students will attain the following academic goals:

Student Outcome	Assessment	Performance Standard
Students will demonstrate the skills of literate, confident communicators.	Student Presentation Rubric	100% of students will willingly give oral presentations following each project to students, parents and staff showing improvement in at least 2 areas of the presentation rubric by the end of the year.
Students will read and understand grade-level-appropriate material.	WRAT DISTAR Evaluations STAR test	85% of students will score at grade level by the end of the first year on the WRAT. 85% of students will score at grade level by the end of the first year on the DISTAR placement test. By the end of the third year, 85% of students will score at or above proficient on the CST.
Students will read and respond to a variety of significant works of children's literature	Student Portfolio Checklist	100% of student portfolios will have entries relating to at least 3 different works of literature according to teacher maintained checklists.
Students will listen critically and respond appropriately to oral communication	Student Presentation Rubric Teacher Observation Checklist	Presentation Rubrics will show that 95% of students respond appropriately to questions fielded during presentations. Teacher observation checklists will show that 85% of students are demonstrating appropriate responses to teacher requests in the classroom.

<p>Student writing will demonstrate a command of language at grade level</p>	<p>Student Portfolio Rubrics</p> <p>Schoolwide Writing Assessment/ STAR 4th and 7th grade writing assessments</p>	<p>Teacher evaluations(using rubrics) of student portfolios will show that 85% of students demonstrate grade level appropriate writing at a proficient level.</p> <p>By the end of the third year, 85% of students will score at or above proficient on either the STAR writing assessment and the school writing assessment.</p>
<p>Students will demonstrate proficiency in computational and procedural mathematical skills at grade level.</p>	<p>WRAT</p> <p>DISTAR evaluations</p> <p>STAR Test</p>	<p>By the end of the first year, 85% of students will score at grade level on the WRAT.</p> <p>By the end of the first year, 85% of students will score at grade level on the DISTAR Arithmetic placement test.</p> <p>By the end of the third year, 85% of students will score at or above the proficient level on the CST.</p>
<p>Students will apply mathematical skills in real world settings</p>	<p>Student Project Presentation Rubric</p>	<p>100% of students will present a project from their project based learning that demonstrates the application of math within the project.</p>
<p>Students will develop historical knowledge and cultural understanding</p>	<p>Student Presentations</p>	<p>100% of student will give a presentation containing information regarding another culture.</p>
<p>Students will make a contribution in society through a service project.</p>	<p>Student Project Evaluations</p>	<p>90% of student project evaluation rubrics will reflect how a contribution was made in a specified community.</p>
<p>Students will develop their own questions and perform investigations in Science</p>	<p>Student Science Projects</p> <p>STAR Test</p>	<p>95% of student science fair project rubrics will show the formulation of questions and the performance of a scientific investigation.</p> <p>By the end of the second year, 85% of students will score at or above proficient on the CST.</p>
<p>Students will use technology for completing personal and academic tasks</p>	<p>School Created Survey</p> <p>Teacher/Parent Observation Checklist</p>	<p>90% of students will respond affirmatively to the use of technology in their lives on a questionnaire.</p> <p>90% of students will show a completion rate of 90% of technology tasks as assessed by teachers and parents using a checklist of technology skills based on the California State Standards.</p>

Students will show an understanding of the Scientific Method	Student Science Project Rubric	Student Science Fair projects will reflect appropriate use of the scientific method on Science Project Rubric
Students maintain a level of physical fitness to improve health and performance	Physical Fitness Assessment	75% of students will pass the school created physical fitness assessment.

B. ACADEMIC PERFORMANCE INDEX/ADEQUATE YEARLY PROGRESS

The primary school-wide accountability measures at Innovations Academy are the California Standards Tests included in the State Testing And Reporting (STAR) program. As required by federal and state law, the district will use the Academic Performance Index, as defined by California’s Public School Accountability Act 5, and the Adequate Yearly Progress measures, as defined through No Child Left Behind 6, as the performance indicators for the district accountability process. Each year, Innovations Academy will be classified in terms of our performance. The School will exceed the API of local schools as indicated by area code and meet or exceed the growth target each year.

The School will attain its growth target each year by doing the following:

- Perform an analysis of the previous year’s scores;
- Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas;
- Analyze standards cluster results in each subject and set targets to raise an area that lags;
- Align financial and staff development resources with established target areas;
- Monitor results on benchmark tests, especially those within the target areas;
- Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards;
- Focus on students who score BB and FBB and create goals to raise their scores by at least one level on the STAR test.

C. METHODS OF ASSESSMENT (Element 3)

Innovations Academy’s academic program is standards-based and data driven. “The method by which student progress in meeting those student outcomes is to be measured.”- California Education Code Section 47605(b)(5)(C). The California State content and performance standards and multiple sources of data form the basis of the

School's teachings. Performance assessments are evaluated with the use of in-common benchmarks and rubrics and are analyzed on a regular basis to help drive the School's educational program. The rubrics are used to inform students and parents about the standards for student work.

Innovations Academy plans to use the following assessment and reporting tools:

- We will achieve all AYP goals as specified by No Child Left Behind.
- Will fully participate in the STAR program including the The California Standards Tests (CST), California Alternate Performance Assessment (CAPA), and the California Achievement Tests 6th Edition (CAT/6) survey to measure academic achievement;
- Wide Ranging Achievement Test to measure reading recognition, spelling, and arithmetic computation for grade achievement.
- An ongoing school-wide performance accountability system (Ed Code, 47601) using school-created six-week benchmark assessments based on the California standards and blueprints for each academic subject
- Classroom assessments to measure achievement and confidence in the subject area
- Student journals
- An annual school-wide writing assessment on the STAR writing test for 4th and 7th graders;
- CELDT to measure progress for ELL students;
- Annual portfolios of student-selected work, reflections, and goals;
- School-created student questionnaires regarding attitudes, goals, and interests;
- DISTAR generated assessments.
- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects;
- School-maintained records of attendance and suspension

D. USE AND REPORTING OF DATA

Innovations Academy uses a computer based Student Information System (SIS) to track and maintain student data. To accommodate the District's needs Innovations Academy will use Zangle for data reporting to the District. Innovations Academy engages in periodic self-evaluation through third party review as required by the California Charter Schools Association. The School collects and analyzes data on student achievement on a regular basis and provides student achievement data to staff, parents and guardians, and the District in the following manner:

- School leadership, in collaboration with the teaching staff, will annually review the primary measures of school performance—the STAR results— in order to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels.
- Performance data is processed and provided to staff in a graphic or tabular format that is easily understood.

- Staff receives data on student achievement during staff meetings and uses this data to help monitor and improve the School's education program. A data plan will be developed with an annual timeline for gathering and analyzing various student achievement data including STAR results, classroom evaluations, the annual writing assessment for 4th and 7th graders, portfolios, and student questionnaires. The timeline will identify staff meetings in which teachers reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Additionally, the review of the performance of at-risk and low achieving students will be ongoing throughout the year. Using this data, a Student Success Team (SST) may be convened to provide support to these students by creating an assistance plan.
- Parents and guardians receive data on student achievement when they meet with their child's teacher at an annual parent conference and in writing every 3 months. Parents will receive reports on STAR testing by mail. The School Accountability Report Card (SARC) will be published annually prior to the April deadline.
- The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

VIII. GOVERNANCE AND CORPORATE STRUCTURE (Element 4)

The governance structure of Innovations Academy will be organized to meet the educational needs of all students, especially the target student populations. Each level will have as its purpose the supporting and advancing of the mission, vision, and stated goals of the charter.

A. LEGAL STATUS

Innovations Academy shall be a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the District. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School. Innovations Academy is in the process of obtaining a 501c3 number. As such, the School will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Consistent with the statutory intent of Education Code section 47604 (c), the San Diego

Unified School District shall not be liable for the debts or obligations of Innovations Academy Charter High School. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents. The District will not be liable for any actions taken by the School. Innovations Academy will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the School and the District and a copy of this policy will be available to the District upon request. Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

Innovations Academy further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget. We look forward to establishing appropriate Memoranda of Understanding with the District subsequent to charter approval to legally establish the specifics of our mutual relationship.

Innovations Academy will act as its own fiscal agent to the fullest extent of the law. The School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

B. CONFLICT OF INTEREST

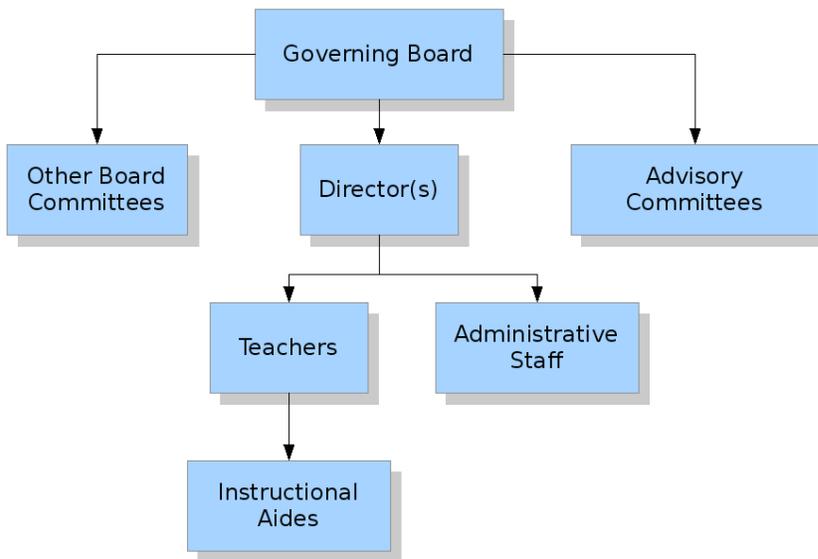
A Conflict of Interest policy has been developed by Innovations Academy that complies with nonprofit corporation law, which shall apply to all board members and employees. Board members shall reveal all conflicts of interest as they arise in the course of school

business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required. (Refer to Appendix E for Conflict of Interest policy.)

C. BOARD AND GOVERNANCE ORGANIZATION

Parent and community involvement in the governance of Innovations Academy is assured by virtue of their participation in the Board of Directors and School Advisory Committees. Innovations Academy will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws. Refer to Appendix F for Bylaws.

Organizational Chart:



Other Board Committees such as faculty review, curriculum development, fundraising, etc.

Advisory Committees such as finance, facilities, business development, etc.

Board of Directors

The Board of Directors of Innovations Academy shall be the School’s Governing Board and will include approximately three (3) to seventeen (17) voting board members. The Board of Directors will be selected to represent the community-at-

large, higher education, the business community, education, and families. One seat on the Board will be reserved for parents of students currently attending Innovations Academy. Board members will have a term of three years. A nominating committee, composed of parents, teachers, and administration, will be created to select new board members. All new members will be selected with a track record of success in their particular sectors and a commitment to the vision of the school. Recommendations by the nominating committee will be voted on by the Board. Refer to Appendices for the list of our five Founding Board Members.

Board Meetings

All meetings of the Innovations Academy Board of Directors shall comply with the Ralph M. Brown Act and shall take place at least quarterly, and shall be held at a location within San Diego Unified School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Innovations Academy files. These records will be accessible for public and District review upon request.

Board Delegation of Duties and Director Responsibilities

The first duty and responsibility of the Innovations Academy Board is to promote and uphold the mission and vision of Innovations Academy.

The Innovations Academy Board of Trustees shall exercise final authority on all matters concerning Innovations Academy. The Innovations Academy Board of Trustees' major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal and legal affairs, hiring and evaluating the Director, and ensuring the long-term viability of the School.

The Innovations Academy Director will have the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. The Director shall be responsible for insuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Director will report to the Board and attend Board meetings.

Board Training

- Individual board members attend leadership workshops and coach the board on best

practices

- The board is actively seeking to add board members who will broaden the expertise of the board: law, real estate, ethnic view points, fundraising, etc.
- A Board member representative will attend the California Charter Schools Association Conferences
- Board members receive training in the Brown Act yearly
- Board members receive training in educating the target student populations
- Board references legal counsel for guidelines yearly
- Board will establish committees to provide informational support.
- Board will receive regular budget and student performance reports from the director(s)
- Board will create a full set of policies to guide school personnel at the beginning of each school year.

Board Advisory Committees

The Innovations Academy Board shall establish a minimum of two School Advisory Committees and more if needed: Possibly staff, parent, student, and community advisory committees among others. The Advisory Committees will provide advice and input to the Board on general school issues, fundraisers, and other School interests and activities, and suggest policy to the board.

IX. MEMORANDUM OF UNDERSTANDING

The details of the working relationship between the District and the School will be delineated in a Memorandum Of Understanding (MOU). The School shall retain the right to separately purchase administrative or other services from the District or any other service. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of the School on the District.

ADMINISTRATIVE SERVICES

Where possible, and at a mutually agreed upon fee structure, the school does anticipate purchasing services from the District. Such services may include personnel review for credential and criminal clearance purposes, police services, food services or other services that shall be available to non-profit schools. The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the District provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and

audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified at law (Education Code section 47613) to compensate for such oversight services.

X. HUMAN RESOURCES

A. EMPLOYEE QUALIFICATIONS (Element 5)

The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities through advertisements on reputable career boards and referrals. The School believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will conduct background checks on employee candidates to provide for the health and safety of the School’s faculty, staff, and pupils and the academic success of the pupils. All staff will be required to have TB testing clearance.

Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and will satisfy the requirements for “highly qualified teachers” under the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in non-core and enrichment courses. The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. The director will check all credentials prior to hiring any certificated personnel. The director will annually check credentials and/or transcripts to ensure that they meet the requirements for “highly qualified teachers” under the No Child Left Behind Act for each course for which a teacher assigned.

Non-core teaching staff will need to provide a resume of solid experience in their subject area and of successful work with K-8 students. Such claims will be verified by letters of reference and/or phone calls to references by the director.

The School’s key staff members will meet the following qualifications:

Director Qualifications

The School’s Director will be the instructional leader at the School and will be responsible for promoting the vision of the charter and helping the School and students achieve the outcomes outlined in this charter petition.

The qualifications of the Director include, but are not limited to, the following:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- Entrepreneurial passion in carrying out the school's vision.
- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all "back office" operations.
- Sufficient understanding of charter school regulations to advise the governing board.
- The ability to use assessment data in analyzing school performance.
- The Director will have a minimum of two years of teaching experience.
- The ability to advise, support, and inspire teachers, staff, students and parents
- Promoting a noncompetitive environment.
- Create the opportunity for staff to express ideas.

Teacher Qualifications

Teacher qualifications include, but are not limited to, the following:

- Must hold a California Multiple-Subject Credential for the position applied for
- All teachers will be CLAD certified
- Must support the vision and educational program of the charter
- Must demonstrate the ability to work with the target populations
- Must be committed to student success and willing to take responsibility for student learning
- Must have an understanding of, and willingness to implement, standards-based instruction
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data
- Must be willing to work as a team member of a learning community
- Must be willing to support the school culture as defined by our Social Emotional curriculum.
- Must be willing to attend all mandatory professional development training

Office Manager Qualifications

The School's Office Manager will be responsible for overall front office activities, will report to the Director, and will work with students, parents, and outside parties. The Office Manager will have the following qualifications:

Office manager qualifications include, but are not limited to, the following:

- Strong organizational, time management, and multi-tasking skills

- Strong interpersonal and communication skills
- Willingness to support the goals of the charter
- Ability to work independently as well as with a team
- Fluency in Spanish is highly desirable
- A.A. degree or equivalent work experience
- 3 plus years experience in a fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with technology and software applications
- Ability to maintain accurate records on school databases

Instructional Aide Qualifications

Instructional aide qualifications include, but are not limited to, the following:

- Completed at least two years of study at an institution of higher education, or obtained an associate's (or higher) degree, or pass the Classroom Assistant Proficiency Exam -- knowledge of, and the ability to assist in instructing reading, writing, and mathematics (or readiness in those subject areas). The California State Board of Education has determined that, for purposes of these requirements, "two years of study" is defined as 48 semester units; that the type of coursework for completion of those units is determined locally; and that the development or selection of an assessment also is a local decision.
- Ability to do community college level work in English language arts
- Proficient in the use of technology.
- Ability to work independently (without continuous direction) as well as with the educational team
- Have a track record of dependability
- Have a strong connection to the vision of the school
- Fluency in Spanish is highly desirable

Each local educational agency shall also ensure that all paraprofessionals working in programs supported with Title I, Part A funds, regardless of their hiring date, have earned a secondary school diploma or its recognized equivalent.

B. COMPENSATION AND BENEFITS (Element 11)

All certificated staff members will participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) to the extent allowed by law. They shall retain all previous vested rights in STRS. This will include the Director, if certificated, and teachers. The Director will insure compliance with this provision.

All classified staff will participate in the federal social security program. The office manager and the Director, if classified, will also participate in the Public Employees

Retirement System (PERS). The Board of Trustees of the School may decide to include other classified employees including instructional aides, clerical aides, and security personnel in PERS or develop an alternative pension plan such as a 401k. All employees selected for PERS shall retain all previous vested rights. The Director will insure compliance with this provision.

The salary schedule for certificated personnel will be set up to attract highly qualified teachers, by providing salaries that are higher, at the entry level, than the majority of county districts including SDUSD (see Appendix), with guaranteed step increases during the first five years. Thereafter, the base pay will increase on multiyear increments (for example, every five years). A matrix of incentive pay will be added to the base pay that will increase as teachers gain more experience thereby providing the possibility of a steadily rising salary in order to retain highly qualified staff.

All full time staff will be eligible to receive a package of health and welfare benefits that are comparable to what other high performing charter schools receive.

C. EMPLOYEE REPRESENTATION (Element 15)

Innovations Academy shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (“EERA”). The charter school recognizes the employees’ rights under the EERA provisions to organize for collective bargaining. The Director is responsible for compliance.

D. EMPLOYEE RIGHTS (Element 13)

Any district employee who obtains employment with Innovations Academy will have the right of return to employment in the district as per district policy and the collective bargaining agreement. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

E. HEALTH AND SAFETY (Element 6)

In order to provide safety for all students and staff, the Charter School has full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts.

Procedures for Campus Visitors

No outsider shall enter or remain on schools grounds during school hours without having registered with the principals or designee, except to precede expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs. (Penal Code, sec. 627).

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have TB clearance. All volunteers will be supervised by a staff member.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

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

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis by a nurse contracted by the School. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

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

Facility Safety

The Charter School shall comply with Education Code Section 47610.5 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to

student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy, a draft of which is in the appendices.

F. DISPUTE RESOLUTION (Element 14)

The School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Director of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Innovations Academy Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Innovations Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Innovations Academy.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify Innovations Academy governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

The San Diego Unified School District may inspect or observe any part of the School at any time, but shall provide reasonable notice to the Director of Innovations Academy prior to any observation or inspection.

Innovations Academy may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the Charter School no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code.

Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the Charter School Director at which time the Charter School Director will satisfy the District as to the implementation of the necessary safety procedures.

G. STAFF RECRUITING AND PROFESSIONAL DEVELOPMENT

Regarding staff recruitment, Schwartz (2000) recommends “a strong principal and director, and competent teachers who all believe in students' ability to learn and are committed to removing educational inequities related to sex, race, ethnic background, and disability,” and that “staff members should be recruited from target populations so they can serve as role models, and they should introduce students to other role models of both sexes with backgrounds similar to theirs.”

Innovations Academy provides excellent salaries and benefits to attract highly qualified teachers. Innovations Academy makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, Peace Corps, Teach for America, and through the use of Ed-Join, an Internet based job posting.

Teacher quality is a major emphasis at Innovations Academy. All teachers are highly qualified as specified in the No Child Left Behind Act (single subject credential in their teaching area). Strong content knowledge, familiarity with the target populations, innovative and create thinkers, and willingness to support the goals of the charter are underscored in the hiring process. Our staff includes principal/staff director(s), one primary teacher per twenty students, and an administrative assistant.

On-going professional development has been shown to improve student learning. This will include:

- DISTAR Training
- Project Based Service Learning
- Service Learning
- Social Emotional Curriculum (8 to Great, Non-violent communication)
- Governance training
- Charter School development
- Neurocognitive Educational Curriculum

XI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES

A. STUDENT ADMISSION POLICIES AND PROCEDURES (Element 8)

The Innovations Academy admissions process will be designed to reach out to all families to enable the school to have a diverse student body. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. The School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

Prior to enrollment, families will be informed of our admissions process for the lottery, parents are encouraged to attend an information session which will be held a minimum of three different days and times to accommodate schedules during enrollment months

Lottery Guidelines:

1. District residency.
2. Innovations Academy may give admission preference to children of employees and founding members that will not exceed 10% of the student body.
3. Preference may be given to siblings of admitted students and to the target student population.
4. Innovations Academy will be open to all students including those with special education needs. The School will support the administration of special education services at the school site by the San Diego Unified School District and participate in the search child/find efforts of the SELPA.
5. Innovations Academy will not discriminate against any student.
6. Should Innovations Academy receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all applicable Federal and State laws, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:
 1. The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.

2. The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long.
7. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
8. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
9. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
10. All others in District.
11. The lottery shall draw names from pools of ballots differentiated by grade level.
12. Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.
13. The drawing shall continue until all names for that grade level are drawn.
14. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
15. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.
16. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

B. NON-DISCRIMINATION (Element 7)

Innovations Academy will strive to achieve a racial balance reflective of the District and the local community. All enrollment and lottery systems will be of a non-discriminatory nature.

Means to Achieve Racial/Ethnic Balance

Innovations Academy will make the following measurable recruitment efforts and outreach programs during the first year prior to opening. The recruitment and outreach efforts shall include:

- a. Innovations Academy will have community outreach through recreation centers and local community resources made and posted in adjacent communities having diverse populations.
 - b. Innovations Academy will advertise in the print and non-print media during the open enrollment periods, depending on availability of funds: La Prensa Newspaper, Union Tribune, Radio Latina, San Diego Family Magazine, Public Libraries, Neighborhood Community Centers, among others.
 - d. Innovations Academy will provide informational materials to the community and surrounding communities in both Spanish and English.
2. Innovations Academy will have an initial open enrollment period for the first year of at least 90 days.
 3. Innovations Academy will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school.
 4. Innovations Academy will engage in ongoing recruitment and outreach efforts annually which are comparable with the first year of the charter and will furnish the District annual documentation of ongoing recruitment and outreach efforts.

C. ATTENDANCE ALTERNATIVES (Element 12)

No student may be required to attend Innovations Academy. Students who reside within the District who choose not to attend Innovations Academy may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in Innovations Academy will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

D. SUSPENSION/EXPULSION PROCEDURES (Element 10)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Innovations Academy. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Innovations Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Innovations Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Innovations Academy Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Innovations Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Innovations Academy will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Innovations Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Within ten (10) school days, the school will assemble an IEP team to make a manifestation determination as to whether the disciplinary behavior was the result of the student's disability. Should the student remain on suspension for an extended period, the school would work with the district to provide an interim alternative educational setting. Innovations Academy shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

1. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Innovations Academy or at any other school or a Innovations Academy sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

2. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in or attempted to engage in hazing of another.

r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

s. Made terrorist threats against school officials and/or school property.

t. Committed sexual harassment.

u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Whether a student is given suspension or expulsion will be determined by prior record, intent and severity and determined by one of the directors. A Directors recommendation for expulsion will be taken to the Board for approval prior to the expulsion being levied.

3. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Who May Suspend

Only the Director (Principal) or the Director's designee may suspend a student.

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

c. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Authority to Expel

A student may be expelled either by the Innovations Academy Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

5. Expulsion Procedures

Only the Director (Principal) or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the School's disciplinary rules which relate to the alleged violation;

- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Innovations Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b. Innovations Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

g. If one or both of the support persons is also a witness, Innovations Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

7. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Independent study is an alternative to classroom instruction. Students who are excluded from class-room instruction in a school district—who have been suspended or expelled—are thereby excluded from independent study as well. No ADA credit may be claimed for either classroom attendance or independent study by suspended/expelled students during the duration of their suspensions/expulsions. Students whose expulsions are being held in abeyance pursuant to Education Code Section 48917 and who have been referred to specified settings in lieu of expulsion, pursuant to that section may generate ADA credit through independent study only if they are also given at least one classroom instruction option.

9. Written Notice to Expel

The Director or designee following a decision of the Innovations Academy Charter High School Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Innovations Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

10. Disciplinary Records

Innovations Academy shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

11. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Innovations Academy as the Charter School Board's decision to expel shall be final.

12. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

13. Rehabilitation Plans

Students who are expelled from Innovations Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one

year from the date of expulsion when the pupil may reapply to the School for readmission.

14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Innovations Academy Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Innovations Academy Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Innovations Academy's capacity at the time the student seeks readmission.

XII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

The Innovations Academy relies on State and Federal funding sources to support the basic program, instruction and curriculum. As a hybrid model, Innovations Academy recognizes that we will be going through the SB740 process. Additionally, grant money is used to enhance learning opportunities and provide extra activities and events. Innovations Academy teachers may participate on a Teacher Leadership Team to be trained in the financial planning, reporting and accountability necessary for charter school management.

(See Appendix G for information on the SB740 Process)

A. BUDGETS

The budgets reflect an initial proposal. Budget proposals will be updated in March and June with a final budget adopted in September. (Refer to Appendix G for Budget.)

B. FINANCIAL REPORTING

Innovations Academy plans to use ExED as the accounting system. All transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements, and transfers will be entered into the accounting system using SACS numbers to organize the reporting. The September 15 final un-audited report for the previous fiscal year will be prepared by the selected back-office agency from FIS or similar accounting

system. The final decision will be made prior to opening the school. (Please see Appendix D)

Innovations Academy will adhere to the district's reporting requirements.

1. Innovations Academy will provide the following reports as required by law:
 - a. CBEDS (California Basic Educational Data System).
 - b. ADA (Average Daily Attendance) reports J18/19.
 - c. SARC (School Accountability Report Card – charter schools may use their own formats).
 - d. Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the district utilizing the district's "Charter School Audit Guidelines" no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district J210 financial report for the charter school's fund.

The district shall use any financial information it obtains from the charter school, including, but not limited to the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

2. Innovations Academy will provide the following data and reports as required by the district:
 - a. If placed on the "Financial Watch List", monthly statements of accounts;
 - b. Test results for all state mandated assessments, which are:
 - i. STAR (Standardized Testing and Reporting).
 - ii. CELDT (California English Language Development Test).
 - iii. SABE/2 (Spanish Assessment of Basic Education).

Changes in reporting requirements may be incorporated by reference into the school's charter when the school and district update their MOU.

C. INSURANCE

Innovations Academy will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size.

Innovations Academy purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. Innovations Academy will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of

similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between Innovations Academy and the District and a copy of this policy will be available to the District upon request.

D. ADMINISTRATIVE SERVICES

Innovations Academy plans to employ the services of ExED, to provide business services.

Director and/or the Board of Trustees. Inventory, capital inventory accounts, attendance accounting, and budget development will be carried out at the school site. Payroll, retirement, employee benefits, purchasing, accounting, accounts payable and receivable, including the management of grant, categorical, and private donation funds, credential and background checks, and attendance reports (P-1, P-2, and Final) will be outsourced.

All financial transactions, except certain vendor credit cards held by the school (such as Home Depot or Smart & Final) will be handled off-site by the selected business office provider using normally accepted controls. Credit card use will be overseen by the Director and those accounts will be maintained and paid through the business office provider. The Director, or his/her designee, will sign off on all requisitions, reimbursements, and time sheets. The Director is the liaison for ExEd. No checks will be issued at the school site.

No cash, except for a small amount of petty cash to facilitate change, food service needs, or fund raising, will be kept by the school. Such petty cash, cash for food services, and money coming in from fund-raisers will be kept temporarily in the school safe and promptly deposited.

E. FACILITIES

Innovations Academy will be located in the San Diego Unified School District. The School's facilities will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file records documenting such compliance which are available for inspection.

Innovations Academy expects to need approximately 8,000 - 10,000 square feet of usable space for its 180 students the first year. The school is working with a local real estate broker and is currently in negotiations. The buildings which Innovations Academy have viewed, have adequate parking and off-street entrances for safe student drop-off. The space in these buildings will accommodate Innovations Academy.

The Kroc Center, located at 6753 University Ave, San Diego, CA 92115 has written a proposal for Innovations Academy to use its educational facility building. The Kroc

center offers Innovations Academy the opportunity to work with a community center. (please see Appendix D for their proposal)

The leases we have looked into range from \$1.50 - \$2.50 per square foot. The five year projected budget supports this and incorporates a plan to provide for more space in the 3rd year. Facilities percentage of the annual operating budget: 16.5%, the first year, a lower percentage following years (refer to Appendix A for Budget).

Innovations Academy has looked at the following sites (see Appendix D):

- 211 Maple Street, San Diego, CA
- 123 Camino dela Riena, San Diego, 92108
- 7880 Golfcrest, San Diego, CA
- 515 Hawthorn Street - Balboa City School (was a private school site)
- The Kroc Center on University Ave

F. TRANSPORTATION

Transportation will not be provided by Innovations Academy. Students beyond walking distance will be encouraged to use public transportation. The school may contract with public transit system for reduced fair bus passes for students and may provide passes to free and reduced qualified students who do not live within walking distance to school.

G. AUDITS (Element 9)

An annual fiscal audit of Innovations Academy, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The audit will be supervised by the Director. Innovations Academy will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. All exceptions and deficiencies and their remedies will be resolved to the District's standard. The Board of the School will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.

Every three years the school will hire an independent firm to audit the operational and educational performance of the school. The findings of this audit will be shared with the Innovations Academy Board of Trustees as well as the District's Charter School Office.

Innovations Academy will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will

negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not exceed one percent of the average daily attendance funds provided to Innovations Academy, or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.

The District agrees to allow Innovations Academy to separately purchase administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, Innovations Academy agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)

Innovations Academy shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education (“COE”), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:

- i. on or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
- ii. on or before December 15, an interim financial report. This report shall reflect changes through October 31.
- iii. on or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- iv. On or before September 15, a final un-audited report for the full prior year.

Innovations Academy shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)

Innovations Academy shall comply with all laws establishing minimum age for public school attendance.

Innovations Academy shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))

Innovations Academy will be a site-based school by SB740 standards but when independent study is provided, Innovations Academy will comply with all state laws relating to independent study as set forth in Education Code § 47612.5.

Innovations Academy offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

H. CLOSURE PROTOCOL (Element 16)

The following procedures shall apply in the event Innovations Academy closes. The following procedures apply regardless of the reason for closure.

Closure of Innovations Academy will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.

The Innovations Academy Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

As applicable, Innovations Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Innovations Academy will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

As soon as reasonably practical, Innovations Academy will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

On closure of Innovations Academy, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if

required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As Innovations Academy is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

XIII. IMPACT ON THE CHARTER AUTHORIZER

Innovations Academy will have negligible financial impact and most likely contribute positively to the San Diego Unified School District because:

Innovations Academy will be drawing its student population from independent study or students who are not currently enrolled in the district because they are homeschooled (filing a R-4 form with the County), independent study charters with other districts (Eagles Peak, Dehesa Charter School, etc.), or they are in private schools which do not contribute to the San Diego Unified School District.

Innovations Academy has a highly qualified and varied founding team which will lead to the success of the school.

Innovations Academy is a participant in the California Charter School Association's Charter Launch program to ensure the creation of a high quality charter school.

Innovations Academy is a non-profit corporation.

Innovations Academy will carry the appropriate insurance including liability, errors and omissions.

Innovations Academy recognizes the need for at least a District annual school visit and the designation of a District employee as liaison.

Innovations Academy will initially not request Proposition 39 facilities. But we do reserve the right to apply for Proposition 39 facilities in the future.

To Summarize the Impact on Charter Authorizer:

Innovations Academy is being started by professionals with many years experience and will not require services from the District other than those paid for by the school.

Innovations Academy will be a small school.

Innovations Academy is not requesting a school site at first but reserves the right to do so in the future.

Innovations Academy will provide a needed choice for students and families who want a flexible scheduling option and small class sizes.

Innovations Academy will matriculate students who are not currently enrolled in district schools.

XIV. Appendix

Appendix A: Founding Group, Letters of Recommendation, & Signatures

■ Founding Group:

DANIELLE STRACHMAN

Danielle@HeightenedLearning.com ~ 3804 La Jolla Village Drive ~ La Jolla, CA 92037 ~ 858.337.1977

Objective: To engage in opportunities that will further my knowledge and experience in the field of education and psychology.

Experience

2007-Present Innovations Academy San Diego, CA

Founder

- At Innovations Academy our mission is to inspire our students to powerfully create the lives that they want for themselves, through freedom, self-expression, and empowerment.
- Create a high quality charter school
- Grant and petition writing
- Curriculum Design
- Maintain the InnovationsAcademy.com website.

2003-Present Heightened Learning San Diego, CA

Educational Entrepreneur

- Enhance children's educational experiences through the use of brain based learning techniques.
- Tutor children in specific areas that need strengthening.
- Engage in activities that build self-esteem.
- Mentor gifted children who struggle with motivational issues.
- Design lessons and enrichment projects.
- Maintain the HeightenedLearning.com website.
- Publish articles at HeightenedLearning.blogspot.com

2001-2003 Beth Israel Deaconess Medical Center Boston, MA

Research Assistant and Psychometrist for Dr. Margaret O'Connor

- Gathered studies for literature reviews.
- Studied patients' memory functioning.
- Worked with adolescents and adults in a clinical setting.
- Used therapeutic techniques to make patients feel comfortable and at ease in a testing environment.
- Administered and scored neurological assessment tests.

1999-2003 Susan Senator Brookline, MA

Tutor and Respite Care Provider

- Taught an 11-year-old autistic child three days a week.

- Designed custom lesson plans.
- Created unique worksheets for mathematics, reading, and writing.
- Engaged in social skills training.
- Provide childcare for the family.

1999 Summer Susan Whalen Needham, MA
Tutor

- Taught an 11-year-old with special needs.
- Prepared him for reentrance into the public school system.
- Built his self-confidence through exercising his strengths.
- Created habits of learning so that he could apply to an elite private school.

1998-1999 Needham Public School Systems Needham, MA
Private Clarinet Instructor

- Taught clarinet to elementary school children.
- Prepared new lesson plans each week.
- Built excitement through jazzy ensemble work.

Education

1998-2002 Simmons College Boston, MA

- B.A., Psychology; B.A., Music.
- Concentration in Education.
- Graduated *cum laude* with departmental recognition for excellence in Psychology.

2002 Harvard University Cambridge, MA

- Undergraduate Neurobiology Class.

2006 – present Landmark Education San Diego, CA

- Continuing Education Units for course and seminar work.
- Advanced in business development, interpersonal skills, and student achievement.

Interest, Volunteer Work, and Awards

- 1998 – 2002. Personal Manager and Cofounder of the Colleges of the Fenway Orchestra.
- 1999 – 2002. President of the Art and Music Liaison.
- 1999. Political Campaigning in Massachusetts.
- 1999. Advanced to semi-finals at the University of Rhode Island Lincoln Douglas Debate Tournament.
- 1999. Competed in the National Lincoln Douglas Debate Tournament with the Simmons' Speech and Debate team.
- 2001 – 2003. Founder and manager of College Kid Care, a local babysitting service in Boston, MA.
- 2002- 2003. Project Manager for flamenco guitarist Juanito Pascual.

4050 Mississippi St.
San Diego, CA 92104

619-255-1719 home
619-379-9275 cell

Christine M. Kuglen

**Summary of
Qualifications
Experience**

I am a bilingual educator with a diverse background including international living, travel, community organizer, adviser, community outreach, internet marketing
1998–present

Homeschool Educator

- Created, selected and implemented appropriate learning experiences for four homeschooled children while living in the U.S.A. and Costa Rica(2.5 years).
- Evaluated latest educational materials and philosophies through regular attendance of support groups and conferences and through self-study
- Organized successful field trips and classes for local homeschool families
2003–present owner, founder San Diego, CA

San Diego Homeschool Resource Center (www.sdhomeschoolcenter.com)

- Developed effective informational website for local homeschool families
- Compiled and published monthly online ezine
- Created, organized and implemented a Homeschool Curriculum Fair
- Built a network of supportive homeschool families in San Diego County
- Established, selected teachers and curriculum content, promoted and sustained a homeschool co-op.

1994- 2003 La Leche League Southern California

La Leche League Leader

- Organized and conducted monthly support group meetings.
- Provided telephone support for breastfeeding mothers.
- Obtained Lactation Educator Certificate
- Attended education conferences, organized fundraisers and a local lending library

1986–1992 Elementary School Teacher

Public Elementary School Teacher

- 1986-87 San Diego Unified School District/Barnard Elementary-Spanish Basic Skills teacher K-6
- 1987-1989 Berkeley Unified School District/ Columbus Elementary-Bilingual Spanish/English Teacher grades 4-5
- 1990-1991 So. Bay Unified School District/Emory Elementary School-Bilingual Spanish/English grade 3
- 1991-1992 San Diego Unified School District/substitute teacher and Spanish Basic Skills teacher Spreckles Elementary School, K-6

Education

- Multiple Subject Clear Credential-University of San Diego
- California Bilingual Certificate of Competence: Spanish
- Bachelors of Arts: Sociology- University of California, Santa Barbara.
- Math Teacher Training, The Math Solution-Marilyn Burns Education Associates
- Science Teacher Training, University Research Expeditions Program
- Lactation Educator Certificate
- Educational Software Translation
- Children’s Language Video Production

Interests

Manager: Surveillance System Installation Company
Spanish Language and Latin Culture, my four children, the creation of something new and different in education, video production and other multi-media, alternative education and learning, neurobiology

Dana Dean, O.D.

3990 Old Town Avenue, Building A, Suite 211, San Diego, CA 92110
619-688-3937

Education

- | | |
|-----------------------|---|
| 2000 – Present | Continuing Optometric Education
Annual College of Optometrist in Vision Development Meetings
Dr. Wold Behavioral Optometry Seminar
Dr. Robert Sanet Courses |
| 2000 – 2001 | Center for Vision Development, San Diego, CA
Residency in Developmental Optometry Training |
| 1996 – 2001 | New England College of Optometry, Boston, MA
Degree in Optometry |
| 1990 – 1995 | San Diego State University, San Diego, CA
Bachelor of Science (BS) in Biology |

Professional Experience

- | | |
|-------------------------|--|
| 11/2006 – 2/2007 | Annual Comprehensive Developmental Vision Screenings, San Diego, CA
Francis Parker Lower School
Harborside School |
| 5/2003 – Present | Dana Dean Optometry, The Center for Vision Development, San Diego, CA
Developmental Optometrist specializing in Vision Therapy for both children and adults in a referral based private practice setting |
| 5/2004 | Lecturer: “Women in Private Practice” |
| 8/2000 – 4/2003 | Insight Vision Center, San Diego, CA
Associate Developmental Optometrist providing Vision Therapy for underserved population |
| 9/1999 – 5/2000 | Lens Crafters, Boston, MA
Optician, evaluating and performing a variety of measurements and adjustments on clients, and frame stylist |

Current Licensure

California State Board of Optometry, License number 11626T

Professional Organizations and Memberships

2002 – Present	Neuro-Optometric Rehabilitation Association (NORA)
2002 – Present	California Optometric Association (COA)
2002 – Present	San Diego County Optometric Association (SDCOA)
2001 – Present	Parents Active in Vision Development (PAVE)
2001 – Present	College of Optometrists in Vision Development (COVD)
2000 – Present	Optometric Extension Program (OEP)
1996 – Present	American Optometric Association (AOA)

Dr. Tim A. Becker
3158 W. Canyon Avenue
San Diego, CA USA 92123
858-349-2040, 858-569-7038 FAX
tabecker@adnc.com

Provides a unique blend of business-world experience with extensive academic work in the classroom, administration, academic governance, curriculum design and research. A summary of what I could provide includes ***a high degree of initiative and innovation, creativity, exceptional individual or group communication skills, services development-promotions-management, marketing, responsiveness, listening, significant business experience that would be productive in and around the university community and students.***

Professional Experience in Education

Teach and taught Fundamentals of Management and Organizational Behavior, Principles of Marketing, Principles of Business, Strategic Management, Professional Selling, Industrial Marketing, Consumer Behavior, Marketing Communication, Sales Management, Services Marketing, Advertising and Promotions, Public Relations, Strategic Planning, Project and Capstone, Global Management, Marketing Research, Entrepreneurship, International Business, Travel and Tourism, Decision Making, MBA Capstone at the graduate and the undergraduate level.

San Diego State University - Lecturer, 8/88 - 8/91, 8/98 - 5/03
University of San Diego - Instructor, 9/02 - Present
California State University-Fullerton - Lecturer, 1996-1997
University of Phoenix - Instructor, 9/91 - Present
Webster University - Instructor, 9/04 - Present
Point Loma Nazarene University - Instructor, 1/95 - 5/02
University of Redlands - Instructor, 1/92 - 12/97
United States International University - Instructor, 1/90 - 6/96
University of North Texas - Teaching Fellow, 8/86 - 8/88

Teach and taught Global Strategies, International Marketing and Competitive Success to business executives from Asia, Europe, Middle East and South America. San Diego State University - American Language Institute, Facilitator, 3 sessions annually since 1989

Managed the graduate curriculum at the San Diego campus of the University of Phoenix, 6/95 to 1998. Instituted the Annual Curriculum update and review day for all faculty since 1995. Appointed Graduate Area Chair overseeing the development, implementation of all graduate marketing courses as well as faculty training and monitoring.

Lead six teams of 4-5 faculty and participated as team member twice that either totally developed, designed or re-developed graduate courses and faculty instruction modules Fall 1995 through present. All these efforts were for system-wide implementation and included faculty from around the US. Courses covered Introduction to Management Systems, Change Management, Learning Organization, Planning the Organization's Future, Managing Money - The Bottom Line, Global Management.

Directed and coordinated the General Motors Marketing Internship at Point Loma Nazarene University and University of Phoenix (award winner), 1995, 1996, 1997.

Coordinated marketing and promotions campaigns for Flexivity (Ford), and San Diego Performing Arts League, Spring 2001, for SDSU and Pt. Loma Nazarene University marketing students respectively.

Designed and implement the annual Western Collegiate Sales Competition for students in Personal Selling classes (or marketing if they are so motivated), 1995 - present.

Professional Experience in Business

Total Recall Learning, Inc.® -- Co-owner and President, 4/97 - present. Responsible for marketing, business development, strategic planning, curriculum development. TRL provides custom and pre-developed corporate training and academic courses in computer-based, Internetable/online delivery format that guarantees up to 90% retention life long. TRL facilitates learning for adults in a highly interactive, multi-media format where results are real-time tracked and fully documented. Learning is done onsite or via distance learning. Responsibilities are fundraising, business development, company management.

Presently working on Top 30 Undergraduate courses, full RN training courses, CPA Review program, HAZMAT training, international business country overviews and phrase courses, US Navy and corporate clients such as Black & Decker and California Distance Learning Health Network. With the latter client, CDLHN, we won several innovation and quality awards.

Raised over \$300,000 startup capital. Managed all facets of strategy and operations of TRL with focus on business development, product development, and marketing B2B and B2C.

Becker Associates – This is a multi-functional, interdisciplinary marketing and management consulting and learning firm with a primary focus on facilitating firms to “get, serve and keep customers at a profit.” Assignments range from developing business and marketing plans, identifying new markets, developing new services or products and conducting proprietary and “for client” marketing research to providing seminars on competitive intelligence, marketing techniques and tactics and decision making to all levels of executives.

Our activities also include being part of a team that set up an airline in Australia, putting together a team of three companies that designed and developed a state-of-the-art in-flight research service. Further, we created and operated a unique tutoring referral service.

Conducted seminars on Decision Making, Marketing Tactics and Competitive Intelligence throughout U.S., Mexico, Venezuela and Colombia.

Clients include companies such as American Airlines, DEVCOR Software Design, Suntrust Properties, In-Flight Phone Company.

International Airline Passengers Association – Director of Marketing and Member Benefits, 6/85 - 6/86. Developed 5-media membership solicitation and use campaigns for over 100,000 members resulting in 105% increase in volume. Directed hotel and car rental program negotiations covering over 3,800 hotels and 4 major car rental companies. Increased membership by 14%. Implemented \$4 million travel

agency service to 30,000 U.S. members. Designed internal and external promotions and managed airline relations domestically.

Western Union Travel Industry Services -- Director of Marketing/Sales Planning, 1983-1984. Was part of a 4 person “start-up” team that developed and implemented a “One Call” computerized clearinghouse for travel industry service buyers and sellers (over 9,000 hotels, airlines, car rentals, bus companies and implementation. Identified and bought media, advertising and direct mail services. Developed support and fulfillment systems, conducted market research projects. Increased customer base netting in 65% of company’s revenue.

Great Western Sugar Company – Manager of Customer Service - National Accounts 1982-1983. Responsible for all sales support and customer services activities for 65 accounts netting 60% of company’s revenue. Directed re-design of order-entry system, and enhanced customer service program.

Braniff International Airlines – Director of Passenger Services, Administration and Training, 6/78 5/82. Directed over 215 employees in serving over 325,000 passengers monthly. Responsibilities included all facets of customer service, budgeting, staffing and contract administration. Developed and managed local advertising promotions increasing awareness over 41%. Established management development and training programs for 185 managers systemwide. Directed all (domestic and international) customer service and operational activities including the 747 fleet and improved reliability over 80% and customer satisfaction by 64%.

American Airlines – Sales and Service Supervisor, 10/71 - 6/78. Responsible for performance of 25 salespeople and 50 flight attendants. Responsibilities included motivation, attendance, counseling, training, evaluation and service design and development. Promotional and incentive campaigns were designed with increases in output of over 25-40%.

Academic Preparation

United States International University – San Diego, California. Doctor of Business Administration - marketing focus program completed July 1990. Dissertation – “Passenger Perceptions and the Marketing of Airline Safety.”

University of North Texas – Denton, Texas. August 1986 to August 1988. 90% coursework for Ph.D. in Marketing.

University of Dallas – Irving, Texas. Received MBA in May 1982.

UCLA – Los Angeles, California. Business courses from 1975 to 1978 for 33 hours.

Luther College – Decorah, Iowa. BA in May 1971, major in German, minors in political science, religion. Dean’s List 1970, 1971.

Honors and Accomplishments

Distinguished Professor/Instructor Award

University of Phoenix – 1995

San Diego State University – 1989, 1990, 1991

University of North Texas – 1988

Media Interviews

V-Mag Feature-Univ. of Phoenix – October 2006
FOX 6 “In the Morning – September 2006
San Diego Business Journal – November 1997, May 2007
Marketing News (AMA) – January 1997
National Public Radio – June 1996
Wall Street Journal – Fall 1996, 1990
Air Transport World – Fall 1996
Aviation Week and Space Technology – Fall 1996
Dallas Morning News – September 1991
KUSI TV – August 1991

Publications

“Street Talk” – July 2006
“Selling with Confidence” – January 2001
“Marketing Masterfully” – May 2000
“Flight Cache” – July 1997
“Challenge Givens – July 1996
“Decision Doctor 2E” – Summer 1997
“White Paper: Passenger Perceptions and the Marketing of Airline Safety” – Fall 1990

Articles

1998 “Decision Making Excellence – Getting and Making Effective Decisions,”
Personal Selling Power, 1994
Personal Selling Power quotes and “Sidebars”, 1996, 1997,
“Maslow Enhanced,” self-published, 1996
“Airline Safety Seen As New Marketing Issue,” Marketing News, 1991
“Segmentation by Airline Safety,” self-published, 1994
“Airlines Are Afraid of Marketing to Fearful of Flying,” San Diego Daily Transcript, 3/91
“Airline Safety Elasticity,” self-published, 1994
“Propshock,” Regional Airline Association, 1989
“Creative Differentiation,” San Diego Daily Transcript, 1991
“Open-Door Communication Is Two-Way,” San Diego Daily Transcript, 1991.
Semi-monthly article contributor to Bus Tours Magazine, 11 years

Miscellaneous

Scheduled to present at TechEd in Ontario, CA, April 12, 2008 about performance of students using retention-focused learning system in middle school and university settings.
Board member (At Large to Master Association of StoneCrest) Spring Canyon Homeowners Association 2008 (two year term)
Board member Innovations Academy Charter School 2007 (ongoing term)
“How to Get a Job-Marketing Yourself” October 2006
SDSU Career Center’s Hall of Fame member -- 2000
Reviewer of Travel and Tourism text for West Publications -- 1997, 1996
Reviewer of Personal Selling text for West Publications – 1992
Braniff International Distinguished Service Award – 1978

Valerie M. Hilberg
vhilberg28@yahoo.com
619-987-0733
11267 Ct. Playa Azteca
San Diego, CA 92124

Professional Overview:

Wide-ranging paralegal background in corporate, nonprofit and transactional law; seven years of management experience in the start-up environment; currently serving as the Operations Manager and Corporate Secretary for Vala Sciences Inc., a biotechnology company that develops software and reagent kits for automated cell-based analysis.

Education:

Bachelors of Arts Degree, History
California State University San Marcos, San Marcos, CA
May 24, 1997

Employment:

Operations Manager

Vala Sciences., La Jolla, CA 09/2004 - present.

Work closely with executive management to coordinate the day-to-day activities of a small biotechnology start-up company product development and manufacturing operation.

Responsibilities include resource planning, materials management, project scheduling and tracking, outsourcing, and other related activities.

Continually develop systems to improve efficiency and accuracy of operations.

Monitor the work flow to insure that schedules are met and bottlenecks are identified and corrected. Work with the staff to accept customer orders and schedule delivery. Hold project status meetings to identify problems and insure that schedules are met. Work with quality assurance to identify any product or system deficiencies and correct them quickly.

Leave of Absence 2/2004-8/2004 (Q3DM Inc. sold)

Marketing Communications/Project Manager/Patent Manager

Q3DM Inc., San Diego, CA 06/2000-01/2004.

Independently responsible for all marketing related projects and materials including: implementation and execution of web site, development of collateral materials, determining viable tradeshow and conference opportunities, drafting of customer service/warranties contracts, and maintaining communication with customers and independent sales representatives.

Manage Q3DM trademark and patent counsel, develop a basic understanding of the core technology and products, track activities and significant dates, provide regular reports on patent/trademark status and deadlines for Q3DM patents/trademarks

Therese FitzRandolph
3505 Camino del Rio South, Ste. 138
San Diego, CA 92108

Summary of Qualifications

Over 20 years experience teaching reading, spelling, writing, handwriting and basic math in a one-to-one and small group environment with students ages K - college.

Professional Accomplishments

- * Experienced Instructor: A solid history of success instructing students providing them with the basic skills necessary for all aspects of the reading process.
- * Creative Teaching Techniques: Experience writing and personalizing lessons and materials to address a student's specific needs. Designed instructional materials to aid both students and instructors; assisted in creating a workbook of lesson plans to help teachers in providing a well rounded program for each student.
- * Planning, Writing and Implementation: Supervised start-up of in-house literature based program to provide students with the necessary skills to read and retell stories and further develop their own story writing and critical thinking skills.
- * Effective Communicator: Successfully facilitated continuing communications between students, parents, and teachers. Record of follow-through with families after instruction is complete.

Employment Experience

Director/Owner, The Learning Convergence, San Diego, CA 2004 to current

Reading Therapist, Co-Owner, Atlantis Center for Educational Enrichment, San Diego, CA 1991-2004

Reading Instructor, Granger Jr. High, National City, CA 1991-1993

Vision Therapist, Dr. Phillip Smith, San Diego, CA 1992-1993

Reading Consultant/Clinician, Moyers Center for Learning, San Diego, CA 1987-1991

Education

Excelsior College, University of State of New York, Albany, NY. B.A. Liberal Arts

Additional Training and Certification

Currently qualify for Calif. Emergency Multiple Subjects Credential. Have passed

CBEST and have been fingerprinted. Credentialing program at Chapman Univ.

On Cloud Nine Training, June 2005

Seeing Stars Workshop (Lindamood-Bell International Conference), March 2004

LiPS Workshop (Lindamood Phonemic Segmentation Program), December 1986

Visualizing and Verbalizing for Language Comprehension, October 1987

Teaching Writing to Young Writers Workshop, July 1988

Advanced Visualizing and Verbalizing for Language Comprehension Workshop, May 1990

Vision Therapy Training/Internship, Completed June 1992

KOSTA NAUMOV

2400 6th Avenue, Apt 501
San Diego, CA 92101
Tel. (619)
501-8630

knaumov@aol.com

PROFESSIONAL PROFILE

A creative problem solver with over 23 years of broad "hands-on" business experience with an outstanding record of success. An intrinsic ability to understand complex business problems and talent for conceptualizing vision that combines business and technical ability in approach to analysis and design, leading to practical and effective solutions. Can communicate fluently with business users, technical engineers and management across the organization. A team player with demonstrated ability to manage group dynamics, facilitate effective team interaction and negotiate effectively in building consensus and gaining commitment at all levels. A fast learner that is open to new ideas and willing to learn new technologies and best practices. Highly motivated to improve business processes with the ability to work under tight deadlines.

SELECTED ACCOMPLISHMENTS

As the **Project Manager** for Global Concepts Charter School had overall responsibility for the completion of the Charter School Application. Successfully completed the school application under extremely tight schedule leading to the charter approval one year later.

Studied in detail NYS Charter School Requirements, the application process and successful applications.

Worked with the New York Charter School Resource Center throughout the application process seeking their advice and guidance.

Garnered community support. Worked with various organizations at the city, county and state level.

Defined School Governance.

Developed a school calendar. Researched and evaluated K-6 turnkey curriculum.

Completed start-up budget of \$500M, a first-year budget of 2MM and a five-year budget of 14.5MM.

Negotiated with Citibank NA necessary start-up financing.

Evaluated potential partnership with Charter School Management Companies.

Selected and evaluated two potential school sites. Negotiated initial purchase/lease agreements.

Identified, interviewed and selected Board of Trustee members.

As an **External Consultant at Fisher Price**, conducted a comprehensive study of early childhood development (ages 0 -6) as well as the "State of the Internet" and its' expected evolution for the next 5 to 10 years. Conceived and defined a new product concept that used the Internet at its' core with a potential US market size of over \$1B by the year 2010. Developed Business Plan with a comprehensive strategy for a phased-in development/implementation and defined detail Functional Specifications for each phase. Assisted Product Marketing in negotiating possible partnership opportunity with AOL.

As an **External Consultant for the Government of Republic Of Macedonia**, developed an innovative and cost-effective strategy for the implementation of computer laboratories and Internet access at each of over 400 primary and secondary school throughout the Republic of Macedonia. Developed a strategic plan for utilizing the Internet as a means to improve the supply of raw materials as well as the expansion of international market share via B2B Internet portal

As a **Project Manager/Senior Business Analyst at Citicorp**, completed comprehensive end-to-end analysis of the entire USD and FX payment products support infrastructure spanning across departments

located in Buffalo and Tampa as well 19 service centers located around the world, and a complex network of varied system platforms. Completed an in-depth analysis of client behavior and developed profiles for each client type. Identified exceptions in product features, client behavior, and support infrastructure including both operational procedures and systems applications. Conceived and presented to senior management solutions that resolved the problems and streamlined a very complex process rendering estimated annual savings approaching \$1MM. Developed Business and Functional Requirements for each phase of the reengineering effort.

TERESA GONCZY

4060 Huerfano Ave, Apt 106 • San Diego, CA 92117

Cell: (760) 214-1890 • Email: teresaeg@gmail.com

ENTREPRENEUR - BUSINESS CONSULTANT

Accomplished multiple business owner in service and retail industries. Extensive expertise in customer service, financial management, and business strategy. Experience with both starting & buying businesses, including conducting market research, writing business plans, negotiating leases, and obtaining appropriate licenses & permits. Fast learner & excellent problem-solver. Highly skilled at developing effective business systems and identifying key performance indicators (KPIs) for acquiring customers, retaining customers, improving staff, and controlling expenses.

BUSINESS HISTORY

Retail Store Owner & Manager, Applause Dancewear, Encinitas,

CA Feb 04-Dec 06

- Doubled sales (\$160k to >\$320k) and quintupled profits in less than 3 years
- Managed all store operations, from long-range planning to immediate "putting out fires"
- Worked the floor on a daily basis, and maintained personal relationships with customers, local dance studio owners & teachers, and vendor sales reps
- Created marketing plans, and implemented direct-mailing & advertising campaigns
- Hired, trained, and supervised over 20 employees: full-time, part-time, & seasonal
- Forecasted sales needs, selected merchandise, and managed inventory worth over \$120k
- Maintained all financial records, set expense budgets, and filed taxes

Independent Educational Consultant, San Diego, CA

Sep 04-Present

- Worked personally with over 25 families to identify specific educational needs, custom-tailor a program to meet those needs, and then implement that program through personal tutoring, mentoring, and/or childcare
- Assisted in the management of a tutoring center, including scheduling student & teacher appointments, billing clients & AR, creating PR materials, and ordering supplies

Independent Sales Representative, Avon, Encinitas, CA

Oct 01-Dec 02

- Prospected & serviced clients; maintained business records & taxes
- Created a record-keeping system to remind clients about reorders & sales on favorite items

EDUCATION

<i>California Institute of Technology, Pasadena, CA</i>	Sep
99-Dec 00	
<i>University of CA: San Diego, La Jolla, CA</i>	Jan
03-Sep 04	
*Bachelor of Arts in Cognitive Science – Sept 2004	

Amelia Roache

Amelia Roache
4963 Coronado Ave.
San Diego, CA. 92107
619-366-9125

Independent Contractor/NonviolentCommunication(sm) Trainer

Mediation/facilitation/training of weekly practice groups, specialized training, mediation and classes for schools, businesses, families, board meetings (and other).

Nonviolent Communication based Introductions and classes:

Project W.E.E.R. ("at risk" youth charter school): two classes, spring 2004 San Diego
Whole Being Weekend: September, 2004 Idelwild, CA.

Cardiff Library 11/16, 12/9/05

Family Immersion Workshop(s): May 27,28 and July 15,16 2006 Poway

Partners Engaged in Compassion June 3 '06 San Diego

"Clubhouse" (city mental health facility): January 2007 San Diego

Ocean Beach Teen Center/San Diego: Sept. 16, 30 '06 and ongoing NVC practice group facilitation Sept '06-April '07

"Metro" school Principle and staff (Juvenile Community Charter School) 11/06

Hosteling International managerial staff April '07

NVC Mediation includes for the residential staff of a private youth care program (Encinitas).

Independent Studies and/or participation include:

Nonviolent Communication:

- Participation in weekly ongoing practice groups lead by Marcelline Brogli Aug'01-March '03
- NVC workshop given by Marshall B. Rosenberg Santa Barbara May 1,2 '03
- 2-day intensive for teachers and by invitation at Grauer School (Encinitas, CA.), given by Marshall Rosenberg.
- June '03, follow-up introduction also given by Mr. Rosenberg for San Diego county teachers and administration.
- Day workshop given by Kelly Bryson (Los Angeles county July '03)
- (3)NVC practice groups lead by Kelly Bryson June/July '03
- International Intensive Training (IIT) (Corona, CA.) October 8-17 '04
- Santa Barbara introduction and full-day workshop given by Marshall Rosenberg Sept. '05
- Speaking Peace in a World of Conflict/Marshall Rosenberg Oceanside, CA. 10/29/05

Community volunteer work:

Alternatives to Violence Project, San Diego Permaculture Center,
Ocean Beach School Garden, the Che Café and Cross Cultural Center

(University of California San Diego) KSDS Radio, KUNM radio, the Clubhouse, CalEarth, Esquela de Esperanza, Women's Caucus for the Arts San Diego, New Mexico Research Education and Enrichment Foundation, Madrid Landowners Association

Formal and Institutional Education background:

Center for Nonviolent Communication -Nonviolent Communication(sm)

(Trainer Certification applicant)

Mesa College (24 units Early Childhood Development)

University of New Mexico (60 units) general and Fine Arts

Healing Touch International (course completion)

T'ai Chi Chih International (Certified Instructor-previous status)

Al Collins Graphic Design School (certification)

■ Letters of Recommendation:

November 15, 2007

To whom it may concern,

With great pleasure, I write this letter of support for The Innovations Academy being granted charter school status. The success of this new school will reflect an exciting and innovative model, with a vision of complete integration of academic excellence and practical experience.

I am confident Innovations Academy will be successful. So many 'innovative' elements will be in place: integrated learning based in the community, a process that is enjoyable and empowering, strong parental involvement, and discover processes for the 'whole child'.

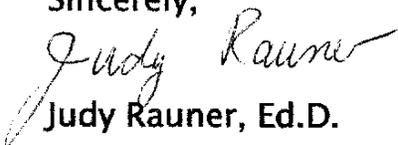
The curriculum is solid with a high expectation push for Honors and AP outcomes. The teachers meet and exceed NCLB highly qualified requirements. Administration is excellent and committed to seeing that the needs of students are met.

The founders of Innovations Academy are experienced educators with a deep understanding of community based learning. They walk the talk of leadership in effective governance, practice sound fiscal management, exhibit competence in teaching and learning, and have a special passion to see each child enrolled be successful.

Before my over twenty years of work with service learning in K-12 and higher education, as founding Director of the University of San Diego Office for Community Service Learning, I initiated and managed community based programs. Innovations Academy is the first model I've known that centers around Project Based Service Learning and so completely integrates learning in the community.

Thank you for your support of this worthy project. I look forward to watching the process and success of Innovations Academy.

Sincerely,


Judy Rauner, Ed.D.

Nov. 16, 2007

To Whom it May Concern,

I am writing this letter to recommend Danielle Strachman as an educator with specialized abilities to design, administer, and teach within a charter school setting.

Danielle has worked weekly with my family for nearly 6 years as an in home tutor. I have six children whom I have homeschooled at times, now ranging in ages from five years to nineteen, all of whom have learned with Danielle as their tutor. Danielle easily moves from high school level teaching to preschool level because she adapts her approach to each student in a flexible and developmentally knowledgeable manner.

I initially hired Danielle to work with my middle daughter who, though gifted, was also struggling with neurological challenges related to sensory integration, ocd, and social anxiety. I had been unable to make progress with my daughter in math. Danielle took over in this arena with an intuitive, but also well educated and thoughtful approach. She helped my daughter to learn and thrive in a difficult subject area. Danielle uses imagination and innovation to move beyond conventional approaches to learning, so as to gain trust with and motivate a student who has learning differences. In my daughter's case we were faced with a very cautious and anxious learner yet Danielle won her over with a non-confrontational encouraging style.

Danielle adapts her teaching approach to work with strengths in order to maximize a student's potential and confidence. Yet she also suggests goals and applies therapeutic strategies to help with a student's difficulties as well. She consults closely and respectfully with a parent to better understand these concerns.. This same approach helped my oldest daughter to complete an entire highschool geometry text in a relatively short time, and to prepare for and score very well on her SAT's. Danielle has also worked with my younger son who would become blocked due to anxiety, yet with Danielle he did not experience any feelings of embarrassment or failure to further stall his progress. Danielle has worked with my two youngest children as well, and knows how to keep a young child interested in learning as a fun and exciting endeavor.

I have observed that Danielle does not just act as teacher, but if the student is open to it, she acts as mentor as well, working on either academic or personal goals for each student, and as a personal cheerleader too. This has been particularly helpful to my older girls who struggle with anxiety in daily life.

In visiting Danielle's website and in speaking with her, I've learned that she gathers information from a variety of educational sources and theory to inform her teaching style. This devotion to self educating in varied principles of learning, and applying that knowledge in real life, combined with Danielle's own intuitive ability to gain insight

regarding each individual child, gives Danielle an outstanding profile as a teacher and great potential as an educational designer and administrator.

In short Danielle's attention to the detail and organization necessary to work with many students in variable settings; her resourcefulness in keeping abreast of theories in learning and cognitive development, and even nutrition and health which support learning; and her application of that knowledge in real life; while gathering together a team and delegating jobs to implement a charter school contract, means she is well prepared to design and administer a new school. I'm confident that Danielle will produce a well functioning and innovative school, one which parents will be thrilled to find as they struggle with children who may not find a fit within more conventional settings.

Nancy Linnen, Poway
858-592-0255

■ Teacher Signature Page

Teacher Signatures

Innovations Academy Teachers

Petition for the Establishment of Innovations Academy

The petitioners listed below certify that they are Teachers meaningfully interested in teaching at Innovations Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the San Diego Unified School District to grant approval of the charter pursuant to Education Code 47600 et. Seq. The petitioners authorize the Development Team to negotiate any amendments to the charter necessary to secure approval by the District Board.

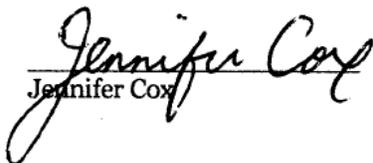
I understand that by signing below I affirm my interest in supporting the charter of Innovations Academy and plan to teach there when it opens.

I agree to be contacted by the San Diego Unified School District to confirm my interest.



Linda Paulson

11274 Pabellon Court
San Diego, CA 92124
858.576.6807


Jennifer Cox

4732 Idaho St.
San Diego, CA 92116
310-740-1508


Margie Glickman Jones

4026 Mt. Acadia Blvd.
San Diego, CA 92111
(858) 245-1519

■ Parent Petition Signatures

Appendix B - Educational Philosophy and Program

■ Assessment Measures

(Piers Harris Children's Self-Concept Scale)

Piers Harris Children's Self-Concept Scale, Second Edition (Piers-Harris 2)

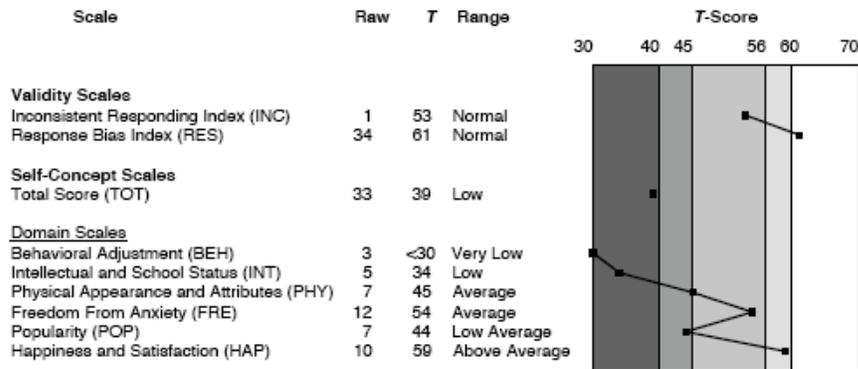
WPS TEST REPORT
 Copyright © 2002 by Western Psychological Services
 12031 Wilshire Blvd., Los Angeles, California 90025-1251
 Version 1.110

ID Number: 111
Age: 12
Gender: Male
Grade: 6
Ethnicity: Hispanic
Name: SAMPLE

Administration Date: 12/28/01
Processing Date: 12/28/01
Examiner ID Number: 999
Examiner Name: SAMPLE

Users of this WPS TEST REPORT should be familiar with the information in the Piers-Harris 2 Manual (WPS Product No. W-388B). The interpretations provided in this report are hypotheses about the client that must be verified against informed clinical judgment.

Summary of Scores



Validity Considerations

The Piers-Harris 2 includes measures that are sensitive to validity concerns such as exaggeration, response bias, and random responding. None of these indices raised any concerns about response validity for this child.

Self-Concept Scales

The self-concept scales include the Total (TOT) score and the six domain scales. The six domain scales measure specific aspects of self-concept. They can also be used to assess strengths and weaknesses in self-image.

On all scales, higher scores indicate favorable self-concept (i.e., high degree of self-esteem or self-regard), whereas lower scores are associated with more negative self-concept.

Total Score (TOT)

The TOT score is a measure of general self-concept. It is based on responses to all 60 Piers-Harris 2 items. This child's TOT score of 39T is in the Low range. He expressed serious doubts about his own self-worth. He likely has negative self-appraisals in several specific areas of functioning, which can be clarified by examining the domain scale scores and item responses. TOT scores in this range are frequently associated with disturbances in mood and behavior that may require therapeutic intervention.

Behavioral Adjustment (BEH)

The BEH scale measures admission or denial of problematic behaviors in home and school settings. This child's BEH score of 29T is in the Very Low range. He endorsed pervasive negative feelings about his own behavior. He is likely to feel that he frequently causes trouble, acts aggressively, and is unable to comply with the standards of conduct set by his parents and/or teachers. Very low BEH scores can be associated with a variety of psychological syndromes, especially disruptive behavior disorders such as conduct disorder, oppositional defiant disorder, and attention-deficit/hyperactivity disorder.

Intellectual and School Status (INT)

The INT scale represents a youngster's self-assessment of intellectual abilities and academic performance. The items also cover general satisfaction with school and future expectations about achievement. This child's INT score of 34T is in the Low range. He acknowledged numerous perceived difficulties in school-related tasks. Depending on the item responses, these problems may be academic and/or behavioral in nature. He may have a general sense that he does not fit in well at school and does not have the necessary "smarts" to succeed in his schoolwork. A low INT score may have varying significance depending on the child's prior history of academic achievement. In youngsters with a record of high achievement, a low INT score may indicate unrealistically high expectations from themselves or their parents. In youngsters with a record of low academic achievement or a history of learning or behavioral problems in school, a low INT score may reflect an internalization of the disappointment of parents, teachers, and other authority figures. Screening for learning disability and/or attention-deficit/hyperactivity disorder should be considered for this child.

Physical Appearance and Attributes (PHY)

The PHY scale measures a youngster's appraisal of his or her physical appearance, as well as attributes such as leadership and the ability to express ideas. This child's PHY score of 45T is in the Average range. He seems to have relatively balanced feelings about his physical appearance and strength. His specific positive and negative self-appraisals can be discerned by examining the item responses. This pattern of responses is similar to that of the typical student in the Piers-Harris 2 standardization sample.

Freedom From Anxiety (FRE)

The FRE scale assesses anxiety and dysphoric mood. Individual items tap a variety of specific emotions, including worry, nervousness, shyness, sadness, and fear. This child's FRE score of 54T is in the Average range. He endorsed mostly positive mood states,

but acknowledged a few negative feelings as well. These specific aspects of his emotional experience can be discerned by examining the item responses. This pattern of responses is similar to that of the typical student in the Piers-Harris 2 standardization sample.

Popularity (POP)

The POP scale represents a youngster's evaluation of his or her social functioning. The items tap perceived popularity, ability to make friends, and inclusion in activities such as games and sports. This child's POP score of 44T is in the Low Average range. He endorsed a mixture of positive and negative feelings with regard to his peer relationships. Although his score is

considered to be within normal limits, he acknowledged more interpersonal difficulties than the typical student in the Piers-Harris 2 standardization sample. The nature of these concerns can be clarified by examining the item responses.

Happiness and Satisfaction (HAP)

The HAP scale assesses general feelings of happiness and satisfaction with life. This child's HAP score of 59T is in the Above Average range. He evaluated himself and his life circumstances in a generally positive way. He reported an overall sense of well being. He would tend to describe himself as cheerful, satisfied, lucky, and able to get along well with others.

Negative Self-Concept Item Responses

Listed below are the items that this child endorsed in the direction of negative self-concept. The items are listed by domain scale. The response choice (Y = *yes*, N = *no*) is provided in parentheses following each item. Provided in brackets is the percentage of respondents in the standardization sample who gave the same response as this child.

Behavioral Adjustment (BEH)

- 12. I am well behaved in school. (N) [16%]
- 13. It is usually my fault when something goes wrong. (Y) [21%]
- 18. I am good in my schoolwork. (N) [18%]
- 19. I do many bad things. (Y) [18%]
- 20. I behave badly at home. (Y) [13%]
- 27. I often get into trouble. (Y) [22%]
- 30. My parents expect too much of me. (Y) [42%]
- 36. I hate school. (Y) [33%]
- 38. I am often mean to other people. (Y) [15%]
- 45. I get into a lot of fights. (Y) [17%]
- 58. I think bad thoughts. (Y) [25%]

Intellectual and School Status (INT)

- 5. I am smart. (N) [12%]
- 12. I am well behaved in school. (N) [16%]
- 18. I am good in my schoolwork. (N) [18%]
- 21. I am slow in finishing my schoolwork. (Y) [26%]
- 24. I can give a good report in front of the class. (N) [33%]
- 25. In school I am a dreamer. (Y) [41%]
- 34. I often volunteer in school. (N) [45%]
- 39. My classmates in school think I have good ideas. (N) [30%]
- 43. I am dumb about most things. (Y) [17%]

52. I forget what I learn. (Y) [31%]

55. I am a good reader. (N) [21%]

Physical Appearance and Attributes (PHY)

5. I am smart. (N) [12%]

33. I have nice hair. (N) [25%]

39. My classmates in school think I have good ideas. (N) [30%]

54. I am popular with girls. (N) [33%]

Freedom From Anxiety (FRE)

10. I get worried when we have tests in school. (Y) [48%]

17. I give up easily. (Y) [19%]

Popularity (POP)

1. My classmates make fun of me. (Y) [21%]

39. My classmates in school think I have good ideas. (N) [30%]

47. People pick on me. (Y) [26%]

54. I am popular with girls. (N) [33%]

57. I am different from other people. (Y) [73%]

Inconsistent Responding Pairs

The Inconsistent Responding (INC) index is a measure of random response tendencies. Listed below are the item pairs for which this child produced inconsistent answers. Please see the "Validity Considerations" section of this report to determine the interpretive significance of these responses.

14. I cause trouble to my family. (N)

20. I behave badly at home. (Y)

Item Responses:

1. Y	11. N	21. Y	31. Y	41. Y	51. N
2. Y	12. N	22. Y	32. N	42. Y	52. Y
3. N	13. Y	23. N	33. N	43. Y	53. Y
4. N	14. N	24. N	34. N	44. Y	54. N
5. N	15. Y	25. Y	35. N	45. Y	55. N
6. N	16. Y	26. Y	36. Y	46. Y	56. N
7. N	17. Y	27. Y	37. N	47. Y	57. Y
8. N	18. N	28. Y	38. Y	48. N	58. Y
9. Y	19. Y	29. N	39. N	49. Y	59. N
10. Y	20. Y	30. Y	40. N	50. Y	60. Y

Response Key

- Y Yes
- N No
- Missing Response

Number of Missing Responses: 0

This report was generated based on WPS TEST REPORT Microcomputer Data Entry.

END OF REPORT

Assessment Measure (Wide Ranging Achievement Test)

F.L.O. Educational Assessment & Testing Service

Student Name: John Doe Jr. (2/7/1990)

Tested On

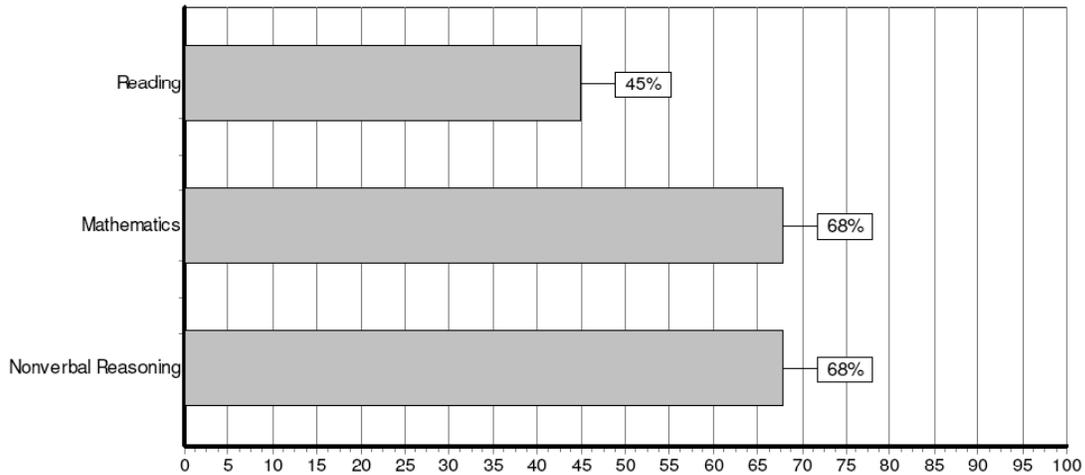
Test Used: Wide Range Achievement Test, Expanded Group Edition, Grade 10

11/30/2006

52293

7375

National Percentile Ranking



Score Summary

Subject	Raw Score	Answers Marked	Number of Questions	Percentile Ranking	Stanine	Grade Equiv.	Standard Score
Reading	28	40	45	45%	5	10.3	98
Mathematics	25	38	40	68%	6	>12.9	107
Nonverbal Reasoning	24	29	35	68%	6	None	107

Content Skills Performance Levels

Subject	Content Area	Performance Level	Raw	Marked	Max
Reading	Literal Comprehension	Above Average	8	8	9
Reading	Inferential Comprehension	Average	16	20	22
Reading	Word Meaning in Context	Below Average	4	12	14
Mathematics	Concepts	Above Average	9	13	13
Mathematics	Problem Solving	Above Average	13	17	17
Mathematics	Operations/Numerations	Average	3	8	10
Nonverbal Reasoning	<Not Given>	<Not Given>	24	29	35

Appendix C - Curriculum and Instructional Design

■ Attendance Model for Personalized Education Plan students (Independent Study)

<p><u>Enclosed Work Samples:</u></p> <p>Math _____</p> <p>Language Arts _____</p> <p>Science _____</p> <p>Social Studies _____</p> <p>Phys. Ed. _____</p> <p>Elective(s) _____</p>	<h3>2008-2009 STUDENT LOG & ATTENDANCE SUMMARY</h3> <p>Student Name: _____ Student Number: _____</p> <p>EF Name: _____ EF Number: _____</p> <p>Assignment Period: _____ Attendance Days Possible: _____ Grade: _____</p>
--	--

Date: _____ Subject: _____ Concept: _____				
Date: _____ Subject: _____ Concept: _____				
Date: _____ Subject: _____ Concept: _____				
Date: _____ Subject: _____ Concept: _____				

Attendance Codes: "NE"=Not Enrolled, "A"=Absent, "HOL"=Holiday, Blank=In Attendance

In my professional judgment, the student has completed work that has a value of _____ days.

Educational Facilitator Signature *Date*
(Note: Work value may not exceed the number of attendance days possible.)

As the adult responsible for the daily monitoring/ verification of subjects studied, this log accurately documents daily work completed by this student.

Parent/Legal Guardian Signature *Date*

■ Attendance Model for full time traditional model students

Innovations Academy
Attendance Accounting Report

Reporting Period:		Reporting Period Dates: / / thru / /																				TOTALS								
Instructor Name:		Week 1					Week 2					Week 3					Week 4					BRL	5th	6th	7th	8th				
Date		M	T	W	Th	F	SS	M	T	W	Th	F	SS	M	T	W	Th	F	SS	M	T	W	Th	F	SS					
Hour																														
Student Name:	1st																													
	2nd																													
I.D. Number:	3rd																													
Grade:	4th																													
	5th																													
Mandatory Expulsion																														
<input type="checkbox"/>	6th																													
Other <input type="checkbox"/>	7th																													
	8th																													
Hourly Total																														
Total Regular ADA (Days)																														
Total 5th Hour																														
Total 6th Hour																														
Total 7th Hour																														
Total 8th Hour																														
Student Name:	1st																													
	2nd																													
I.D. Number:	3rd																													
Grade:	4th																													
	5th																													
Mandatory Expulsion																														
<input type="checkbox"/>	6th																													
Other <input type="checkbox"/>	7th																													
	8th																													
Hourly Total																														
Total Regular ADA (Days)																														
Total 5th Hour																														
Total 6th Hour																														
Total 7th Hour																														
Total 8th Hour																														
Total 8th Hour																														
Total 8th Hour																														

Certificated Staff				Page Totals	
Signature:		Date:		Combined Tot. (last pg)	
Legend: (0) no attendance	(/) unexcused	(/) tardy	(E) enrollment day	(D) dropped/returned to district	
(1) attendance (hourly/daily)	(X) excused	(/) excused tardy	(R) re-enrollment day	(T) transferred	

■ Master Agreement form for Personalized Education Plan students (Independent Study)

**Innovations Academy Charter School
Master Agreement for Charter School Independent Study**

Student: _____ Student Number: _____
 EF: _____ Homeroom: _____ Grade: _____
 Start Date: _____ End Date: _____
 Semester: *(circle)* _____
 Contract Term: One Semester *one) Fall / Spring* Fall / Spring Year: _____

We, the undersigned, voluntarily agree to the following terms and conditions of this independent study agreement:

Assignments:

Policy requires no more than 30 calendar days to lapse between each teacher meeting. All work assigned in relation to this independent study agreement are detailed in the Student Assignment Sheet at the beginning of each learning period and shall be completed and turned in to the assigning teacher as follows:

Due Date						
Time						
Location						

Objectives

Learning objectives, based on California State Content and Performance Standards, are outlined in the attached Personalized Learning Plan. The Personalized Learning Plan will include for elementary grades measures of academic accomplishment appropriate to the agreement.

Methods of Study

Methods of study for this student will include:

independent reading problem solving experiential learning opportunities
 study projects drill and practice other methods as noted below

Resources:

The school will provide appropriate services and resources to enable students to complete the assigned work in accordance with Education Code Section 51746. **Specific resources to be made available include:**

textbooks projects internet activities
 workbooks literature-based projects on-line curriculum
 essays experiential projects CD-Roms
 other methods noted below learning center classes

Methods of Evaluation

Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work. Indicate at least 3 primary methods of evaluation.

teacher made tests observations chapter/unit tests
 student conferences work samples portfolios
 other methods noted below

Our signatures below indicate that we voluntarily participated in the establishment of this agreement and that we understand and accept our responsibilities in relation to this agreement as detailed above and on the back of this form.

Student: _____ Date: _____

Parent / Legal Guardian: _____ Date: _____

Teacher: _____ Date: _____

Optional Educational Alternative

Enrollment in charter school independent study is an educational alternative chosen by the family. Regular classroom instruction is available through the student's local district or Innovations Academy full time program.

Student's Agreement:

- I voluntarily request participation in this independent study agreement and have read and understand the terms of this agreement.
- I will complete all assignments given to me during the time that this agreement is in effect by the due date stated on the face of this agreement and as found on the Student Assignment Sheet. Furthermore, I will work each day on a minimum of one assignment.
- I agree to meet on a scheduled basis with my Educational Facilitator no less than one time per assignment period.
- Assignments will be created and agreed upon by the Teacher, Parent, and Student and will be completed during the duration of this agreement that is comparable (but not necessarily identical) to that which would be covered in the regular classroom.
- I understand that I must complete a minimum of 80% of the assignments given to me during a prescribed learning period. Failure to accomplish, at least, this minimum goal will result in the following actions:
 1. First occurrence: documented conference with the Independent Study Teacher, parent/legal guardian and student to discuss concerns and plan for improvement.
 2. Second occurrence: letter of warning from Program Director.
 3. Third occurrence: possible dismissal from the charter school.
- I understand that plagiarism is illegal and can result in immediate dismissal from the charter school.

Parent/ Legal Guardian Agreement

I understand and agree to the above conditions listed under the Student's Agreement and I agree that:

- I am responsible for the daily monitoring/verification of subjects studied with scheduled monitoring by the Teacher.
- The student learning log will be updated on a daily basis.
- I agree to meet on a scheduled basis with the Independent Study Teacher no less than one time per assignment period.
- I am liable for the cost of replacement or repair for willfully damaged, lost or destroyed books, computers, software and other school property loaned to my child.
- I acknowledge that all learning resources used, print, non-print, technology, etc., is property of the school and all material must be returned to the school upon proper notice.
- If I become aware that special or extenuating circumstances will prohibit my student from turning in the assigned work by the due date, I will contact the Teacher **prior to the due date** to make alternative arrangements. **If not contacted within 5 days of scheduled meeting date, I understand that the student (s) will be withdrawn from the School.**
- I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location reflected on the face of this agreement.
- I have the right to appeal any decision about my child's placement in accordance with the district's policies and procedures.
- Assignments will be created and agreed upon by the Teacher, Parent, and Student and will be completed during the duration of this agreement that is comparable (but not necessarily identical) to that which would be covered in the regular classroom.
- I understand that it is illegal for my student to be enrolled in more than one public school. While I am enrolled in Innovations Academy Charter School, my student will not be enrolled in any other public school.

Schools Agreement

- Assignments will be created and agreed upon by the Teacher, Parent, and Student and will be completed during the duration of this agreement that is comparable (but not necessarily identical) to that which would be covered in the regular classroom.
- The Teacher will evaluate completed work in a timely manner.
- The Teacher will notify the student and parent/legal guardian of the academic credit granted for the work completed.
- School will provide reasonable access to and loan as appropriate learning resources needed to complete assignments which directly relate to the goals outlined in the Personalized Learning Plan.

■ Curriculum/Coursework Alignment with the California State Standards

SRA/McGraw Hill Texts

CALIFORNIA CONTENT STANDARDS		READING MASTERY VI OBJECTIVES	
READING			
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT			
READ ALOUD NARRATIVE AND EXPOSITORY TEXT FLUENTLY AND ACCURATELY AND WITH APPROPRIATE PACING, INTONATION, AND EXPRESSION.	When presented with a reading selection, the student is able to read the selection aloud with a minimum of decoding errors.	1-120	Literature Lessons
	When presented with a list of regularly spelled words, the student is able to read the list without error.	1-120	
	When presented with a list of irregularly spelled words, the student is able to read the list without error.	1-120	
	When presented with a reading selection, the student is able to read the selection silently.	1-120	Literature Lessons
	When presented with different types of literature, the student is able to read them.		
	fantasy	5-13,29-34,73-75	
	short stories	1-3,14-34,50-57,73-75	
	novels	5-13,36-49,59-70, 91-120	
	biographies	76-82	
	poetry	35,36,58,59,71-73, 86,87	
plays	83-85		
When presented with an informational passage, the student is able to read it.	1,4,21,24,27,36,56,60, 71,73,76,87-90,92, 106,113		
This standard is addressed as students participate in activities in the Literature Lessons.		Literature Lessons	
This standard is addressed as students participate in Novel Studies.		Novel Studies	
IDENTIFY AND INTERPRET FIGURATIVE LANGUAGE AND WORDS WITH MULTIPLE MEANINGS.	When presented with a vocabulary word, the student is able to use the word correctly within a sentence.	1-120	
	When presented with a crossword puzzle employing vocabulary words, the student is able to	21,28,36,51,60,71,	
	complete the puzzle.	81,91,120	
	When presented with a sentence containing a vocabulary word, the student is able to use context to predict the meaning of the vocabulary word.	3-120	
RECOGNIZE THE ORIGINS AND MEANINGS OF FREQUENTLY USED FOREIGN WORDS IN ENGLISH AND USE THESE WORDS ACCURATELY IN SPEAKING AND WRITING.	This standard is not addressed in this level of Reading Mastery.		
MONITOR EXPOSITORY TEXT FOR UNKNOWN WORDS OR WORDS WITH NOVEL MEANINGS BY USING WORD, SENTENCE, AND PARAGRAPH CLUES TO DETERMINE MEANING.	When presented with a sentence containing a vocabulary word, the student is able to use context to predict the meaning of the vocabulary word.	3-120	
	When presented with a sentence that omits words, the student is able to identify the omitted words.	69-73, 89	
UNDERSTAND AND EXPLAIN "SHADES OF MEANING" IN RELATED WORDS.	When presented with a vocabulary word, the student is able to use the word correctly within a sentence.	1-120	
	When presented with a crossword puzzle employing vocabulary words, the student is able to complete the puzzle.	21,28,36,51,60,71, 81,91,120	
	When presented with a sentence containing a vocabulary word, the student is able to use context to predict the meaning of the vocabulary word.	3-120	
	When presented with a metaphor, the student is able to explain what the metaphor means.	49-60,67,77,107	
	When presented with sarcasm, the student is able to explain what the sarcasm means.	59-62,71,88	
	When presented with a common word or phrase, the student is able to explain what it means.	1-120	
READING COMPREHENSION			
IDENTIFY THE STRUCTURAL FEATURES OF POPULAR MEDIA AND USE THE FEATURES TO OBTAIN INFORMATION.	When presented with the need for a reference source, the student is able to identify which reference source to consult.	85-90, 94	
ANALYZE TEXT THAT USES THE COMPARE-AND-CONTRAST ORGANIZATIONAL PATTERN.	When presented with literal questions about a reading selection, the student is able to answer the questions.	1-120	Literature Lessons
	When presented with a graph, the student is able to interpret it correctly.	92-97,100,101,105,115	
	After reading a selection, the student is able to evaluate problems and solutions within	1-120	

	the selection.		
	When presented with facts and evidence, the student is able to determine which evidence is relevant to each fact and which evidence is irrelevant.	21-31,33,37,42,47,61,74	
CONNECT AND CLARIFY MAIN IDEAS BY IDENTIFYING THEIR RELATIONSHIPS TO OTHER SOURCES AND RELATED TOPICS.	When presented with a variety of sources, the student is able to make comparisons based on the sources.	1-120	
CLARIFY AN UNDERSTANDING OF TEXTS BY CREATING OUTLINES, LOGICAL NOTES, SUMMARIES, OR REPORTS.	When presented with a passage containing two or more paragraphs, the student is able to outline the passage by specifying the main ideas and their supporting details.	80-84, 116, 120	
FOLLOW MULTIPLE-STEP INSTRUCTIONS FOR PREPARING APPLICATIONS.	When presented with a blank form, the student is able to fill it out correctly.	81-84,87,103,114	
	When presented with written directions, the student is able to follow the directions.	1-120	
DETERMINE THE ADEQUACY AND APPROPRIATENESS OF THE EVIDENCE FOR AN AUTHOR'S CONCLUSIONS.	When presented with facts and evidence, the student is able to determine which evidence is relevant to each fact and which evidence is irrelevant.	21-31, 33, 37, 42, 47, 61, 74	
	After reading a selection, the student is able to evaluate problems and solutions within the selection.	1-120 Literature Lessons	
	After reading a selection, the student is able to draw conclusions based on evidence from the selection.	1-120 Literature Lessons	
	When presented with a text containing contradictory sentences, the student is able to identify the contradictory sentences.	32-42,45,65,72,85,106	
MAKE REASONABLE ASSERTIONS ABOUT A TEXT THROUGH ACCURATE, SUPPORTING CITATIONS.	While reading a story, the student is able to predict a possible story outcome.	1-120 Literature Lessons	
	After reading a selection, the student is able to infer causes and effects within the selection.	1-120 Literature Lessons	
	After reading a selection, the student is able to draw conclusions based on evidence from the selection.	1-120 Literature Lessons	
	When presented with a text containing contradictory sentences, the student is able to identify the contradictory sentences.	32-42,45,65,72,85,106	
	When presented with the major and minor premises of a formal written deduction, the student is able to complete the deduction by drawing a conclusion.	54-59, 61-64, 97	

	While reading a story, the student is able to predict the actions of a story character.	1-120 Literature Lessons	
	After reading a selection, the student is able to identify literal causes and effects within the selection.	1-120 Literature Lessons	
	After reading a selection, the student is able to recall details and events from the selection.	1-120 Literature Lessons	
	After reading a story, the student is able to put events from the story in correct order.	1-120 Literature Lessons	
	After reading a selection, the student is able to infer details and events within the selection.	1-120	
MAKE REASONABLE ASSERTIONS ABOUT A TEXT THROUGH ACCURATE, SUPPORTING CITATIONS (continued).	When presented with a paragraph, the student is able to infer the main idea of the paragraph.	15-20, 23, 24, 27, 28, 32, 35, 41, 49, 64	
	When presented with a paragraph and its main idea, the student is able to infer details relevant to the main idea.	15-28, 30, 31, 34, 38, 46, 58, 69	
	After reading a story, the student is able to infer the point of view of a story character.	1-120 Literature Lessons	
	After reading a story, the student is able to interpret a character's feelings.	1-120 Literature Lessons	
	After reading a story, the student is able to play the role of a story character.	1-120 Literature Lessons	
	After reading a story, the student is able to interpret the motives of a story character.	1-120 Literature Lessons	
NOTE INSTANCES OF UNSUPPORTED INFERENCES, FALLACIOUS REASONING, PERSUASION, AND PROPAGANDA IN TEXT.	When presented with a text containing a logical fallacy, the student is able to identify and explain the fallacy.	94-120	
	When presented with facts and evidence, the student is able to determine which evidence is relevant to each fact and which evidence is irrelevant.	21-31,33,37,42,47,61,74	
	When presented with a text containing contradictory sentences, the student is able to identify the contradictory sentences.	32-42,45,65,72,85,106	

	When presented with the major and minor premisses of a formal written deduction, the student is able to complete the deduction by drawing a conclusion.	54-59,61-64,97	
	When presented with an exaggeration, the student is able to explain what the exaggeration means.	45-60,69,88,108	
LITERARY RESPONSE AND ANALYSIS			
IDENTIFY THE FORMS OF FICTION AND DESCRIBE THE MAJOR CHARACTERISTICS OF EACH FORM.	When presented with different types of literature, the student is able to read them. fantasy short stories novels	5-13,29-34,73-75 1-3,14-34,50-57,73-75 5-13,36-49,59-70, 91-120	
	This standard is addressed as students participate in activities in the Literature Lessons.	Literature Lessons	
	This standard is addressed as students participate in activities in the Novel Studies.	Novel Studies	
ANALYZE THE EFFECT OF THE QUALITIES OF THE CHARACTER ON THE PLOT AND THE RESOLUTION OF THE CONFLICT.	After reading a story, the student is able to identify the important traits of each story character.	1-120	
	After reading a story, the student is able to infer the point of view of a story character.	1-120 Literature Lessons	
	After reading a story, the student is able to interpret a character's feelings.	1-120 Literature Lessons	
	After reading a story, the student is able to play the role of a story character.	1-120 Literature Lessons	
	After reading a story, the student is able to interpret the motives of a story character.	1-120 Literature Lessons	
	While reading a story, the student is able to predict the actions of a story character.	1-120 Literature Lessons	
	This standard is addressed as students participate in activities in the Novel Studies.	Novel Studies	
ANALYZE THE INFLUENCE OF SETTING ON THE PROBLEM AND ITS RESOLUTION.	After reading a story, the student is able to identify the important features of each story setting.	1-120 Literature Lessons Novel Studies	

DEFINE HOW TONE OR MEANING IS CONVEYED IN POETRY THROUGH WORD CHOICE, FIGURATIVE LANGUAGE, SENTENCE STRUCTURE, LINE LENGTH, PUNCTUATION, RHYTHM, REPETITION, AND RHYME.	When presented with different types of literature, the student is able to read them. poetry	35,36,58,59,71-73, 86,87	
IDENTIFY THE SPEAKER AND RECOGNIZE THE DIFFERENCE BETWEEN FIRST-AND THIRD-PERSON NARRATION.	When presented with a lengthy dialogue in which the speakers are not always identified, the student is able to identify who says what.	61-67,79,110	
IDENTIFY AND ANALYZE FEATURES OF THEMES CONVEYED THROUGH CHARACTERS, ACTIONS AND IMAGES.	After reading a story, the student is able to identify the important traits of each story character. After reading a story, the student is able to infer the point of view of a story character. After reading a story, the student is able to interpret the motives of a story character. While reading a story, the student is able to predict the actions of a story character.	1-120 1-120 1-120 1-120 Literature Lessons Literature Lessons Literature Lessons	
	This standard is addressed as students participate in activities in the Novel Studies.	Novel Studies	
EXPLAIN THE EFFECTS OF COMMON LITERARY DEVICES IN A VARIETY OF FICTIONAL AND NONFICTIONAL TEXTS.	When presented with a simile, the student is able to explain what the simile means. When presented with an exaggeration, the student is able to explain what the exaggeration means. When presented with a metaphor, the student is able to explain what the metaphor means. When presented with sarcasm, the student is able to explain what the sarcasm means. After reading a story, the student is able to identify and explain ironic situations in the story.	39-96 45-108 49-107 59-62, 71, 88 88-111	
CRITIQUE THE CREDIBILITY OF CHARACTERIZATION AND THE DEGREE TO WHICH A PLOT IS CONTRIVED OR REALISTIC.	After reading a selection, the student is able to draw conclusions based on evidence from the selection.	1-120 Literature Lessons Novel Studies	
WRITING			
WRITING STRATEGIES			

CHOOSE THE FORM OF WRITING THAT BEST SUITS THE INTENDED PURPOSE.	When presented with a specific writing assignment, the student is able to complete the assignment by writing a complete paragraph.	1-120	
CREATE MULTIPLE-PARAGRAPH EXPOSITORY COMPOSITIONS.	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 4,6,11,25,30,37,	
USE A VARIETY OF EFFECTIVE AND COHERENT ORGANIZATIONAL PATTERNS, INCLUDING COMPARISON AND CONTRAST, ORGANIZATION BY CATEGORIES, AND ARRANGEMENT BY SPATIAL ORDER, ORDER OF IMPORTANCE, OR CLIMACTIC ORDER.	This standard is addressed through activities in the Projects Across the Curriculum.	Projects	
USE ORGANIZATIONAL FEATURES OF ELECTRONIC TEXT TO LOCATE INFORMATION.	This standard is not addressed in this level of Reading Mastery.		
COMPOSE DOCUMENTS WITH APPROPRIATE FORMATTING BY USING WORD-PROCESSING SKILLS AND PRINCIPLES OF DESIGN.	This standard is not addressed in this level of Reading Mastery.		
REVISE WRITING TO IMPROVE THE ORGANIZATION AND CONSISTENCY OF IDEAS WITHIN AND BETWEEN PARAGRAPHS.	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 4,6,11,25,30,37,	
WRITING APPLICATIONS			
WRITE NARRATIVES.	When presented with a specific writing assignment, the student is able to complete the assignment by writing a complete paragraph.	1-120	
	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 4,30	
WRITE EXPOSITORY COMPOSITIONS.	When presented with a specific writing assignment, the student is able to complete the assignment by writing a complete paragraph.	1-120	
	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 6	
WRITE RESEARCH REPORTS.	When presented with a specific writing assignment, the student is able to complete the assignment by writing a complete paragraph.	1-120	

	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 11,25,40	
WRITE RESPONSES TO LITERATURE.	When presented with a specific writing assignment, the student is able to complete the assignment by writing a complete paragraph.	1-120	
WRITE PERSUASIVE COMPOSITIONS.	When presented with a specific writing assignment, the student is able to complete the assignment by writing a complete paragraph.	1-120	
	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 37	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS			
USE SIMPLE, COMPOUND, AND COMPOUND-COMPLEX SENTENCES, USE EFFECTIVE COORDINATION AND SUBORDINATION OF IDEAS TO EXPRESS COMPLETE THOUGHTS.	When presented with a specific writing assignment, the student is able to complete the assignment by writing a complete paragraph.	1-120	
	When presented with a sentence that omits words, the student is able to identify the omitted words.	69-73,89	
	When presented with a sentence containing an appositive, the student is able to recognize the appositive and explain its meaning.	74-83,86,91,104	
IDENTIFY AND PROPERLY USE INDEFINITE PRONOUNS AND PRESENT PERFECT, PAST PERFECT, AND FUTURE PERFECT VERB TENSES; ENSURE THAT VERBS AGREE WITH COMPOUND SUBJECTS.	When presented with a sentence containing pronouns or other referents, the student is able to explain the meaning of each pronoun or referent.	66-101	
	When presented with a specific writing assignment, the student is able to complete the assignment by writing a complete paragraph.	1-120	
	When presented with a sentence that omits words, the student is able to identify the omitted words.	69-73,89	
	When presented with a sentence containing an appositive, the student is able to recognize the appositive and explain its meaning.	74-83,86,91,104	

USE COLONS AFTER THE SALUTATION IN BUSINESS LETTERS, SEMICOLONS TO CONNECT INDEPENDENT CLAUSES, AND COMMAS WHEN LINKING TWO CLAUSES WITH A CONJUNCTION IN COMPOUND SENTENCES.	This standard is not addressed in this level of Reading Mastery.		
USE CORRECT CAPITALIZATION.	This standard is not addressed in this level of Reading Mastery.		
SPELL FREQUENTLY MISPELLED WORDS CORRECTLY.	This standard is not addressed in this level of Reading Mastery.		
LISTENING AND SPEAKING			
LISTENING AND SPEAKING STRATEGIES			
RELATE THE SPEAKER'S VERBAL COMMUNICATION TO THE NONVERBAL MESSAGE.	This standard is addressed as students participate in the oral activities in each lesson.	1-120	
IDENTIFY THE TONE, MOOD, AND EMOTION CONVEYED IN THE ORAL COMMUNICATION.	When presented with a lengthy dialogue in which the speakers are not always identified, the student is able to identify who says what.	61-110	
RESTATE AND EXECUTE MULTIPLE-STEP ORAL INSTRUCTIONS AND DIRECTIONS.	When given oral directions, the student is able to follow them.	1-120	
SELECT A FOCUS, AN ORGANIZATIONAL STRUCTURE, AND A POINT OF VIEW, MATCHING THE PURPOSE, MESSAGE, OCCASION, AND VOCAL MODULATION TO THE AUDIENCE.	This standard is not addressed in this level of Reading Mastery.		
EMPHASIZE SALIENT POINTS TO ASSIST THE LISTENER IN FOLLOWING THE MAIN IDEAS AND CONCEPTS.	This standard is addressed as students participate in the oral activities in each lesson.	1-120	
SUPPORT OPINIONS WITH DETAILED EVIDENCE AND WITH VISUAL OR MEDIA DISPLAY THAT USE APPROPRIATE TECHNOLOGY.	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 16,31,38	
USE EFFECTIVE RATE, VOLUME, PITCH, AND TONE AND ALIGN NONVERBAL	This standard is not addressed in this level of Reading Mastery.		

ELEMENTS TO SUSTAIN AUDIENCE INTEREST AND ATTENTION.			
ANALYZE THE USE OF RHETORICAL DEVICES FOR INTENT AND EFFECT.	This standard is not addressed in this level of Reading Mastery.		
IDENTIFY PERSUASIVE AND PROPAGANDA TECHNIQUES USED IN TELEVISION AND IDENTIFY FALSE AND MISLEADING INFORMATION.	This standard is not addressed in this level of Reading Mastery.		
SPEAKING APPLICATIONS			
DELIVER NARRATIVE PRESENTATIONS.	This standard is not addressed in this level of Reading Mastery.		
DELIVER INFORMATIVE PRESENTATIONS.	This standard is not addressed in this level of Reading Mastery.		
DELIVER ORAL RESPONSES TO LITERATURE.	This standard is not addressed in this level of Reading Mastery.		
DELIVER PERSUASIVE PRESENTATIONS.	This standard is not addressed in this level of Reading Mastery.		
DELIVER PRESENTATIONS ON PROBLEMS AND SOLUTIONS.	This standard is not addressed in this level of Reading Mastery.		

CALIFORNIA CONTENT STANDARDS*		READING MASTERY FC OBJECTIVES
READING		
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT		
MATCH ORAL WORDS TO PRINTED WORDS	When the teacher tells what word to look for, the student is able to identify the correct word.	26-42
	When given a column of sounds or words in a column, the student is able to match each one to the same sound or word in another column.	10-59
IDENTIFY THE TITLE AND AUTHOR OF A READING SELECTION.	When given the title of a story, the student is able to tell what the story is about.	57-99 Literature Lessons
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170 Literature Lessons
IDENTIFY, LETTERS, WORDS, AND SENTENCES.	When given a printed symbol, the student is able to recognize and produce the sound represented by the symbol.	1-89
	When given lowercase vowels, the student is able to identify each letter name.	90-117
	When given lowercase consonants, the student is able to identify each letter by name.	114-117
	When given all of the alphabet, the student is able to say the names of the letters in order.	114-117
	When given capital letters, the student is able to identify each letter by name.	118-125
	When given a word, the student is able to say the word at a normal rate without sounding it out first.	27-170
IDENTIFY, LETTERS, WORDS, AND SENTENCES (continued).	When a column of words is presented, the student is able to spell each word in the column by letter names and then read each word in the column.	117-170
	When a word is presented, the student is able to spell the word by letter names and then	119-170

	read the word.	
	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	121-170
	When the teacher tells what word to look for, the student is able to identify the correct word.	26-42
	When given a circle or a box or both, the student is able to mark in, under, over, or next to the figure according to written instructions.	83-144
	When given a sentence in a box, the student is able to mark the sentence according to written instructions.	97-144
DISTINGUISH INITIAL, MEDIAL, AND FINAL SOUNDS IN SINGLE SYLLABLE WORDS.	When given a sound orally, the student is able to pronounce the sound.	1-21
	When the teacher says a word slowly, the student is able to say the word at a normal rate.	1-6
DISTINGUISH LONG- AND SHORT-VOWEL SOUNDS IN ORALLY STATED SINGLE-SYLLABLE WORDS.	When given a sound orally, the student is able to pronounce the sound.	1-21
	When the teacher says a word slowly, the student is able to say the word at a normal rate.	1-6
	When given a word, the student is able to read part of the word and then read the whole word.	112-170
	When the final e rule has been presented, the student is able to recognize and read a long-vowel word with a final e.	97-111
	When given a vowel pair the student is able to discriminate between the long-vowel and short-vowel sounds and read the pair of words.	97-111
CREATE AND STATE A SERIES OF RHYMING WORDS, INCLUDING CONSONANT BLENDS.	When the teacher orally presents a word that has two parts—a beginning sound and an ending—the student is able to say the word parts slowly and then say the word fast.	3-7
	When the teacher orally presents a word ending, the student is able to produce a rhyming word by blending a specified initial sound with the ending.	8-15
	When given two or more rhyming words, the student is able to read the words by blending each initial sound with the ending.	15-80
	When given a word that begins with a stop sound, the student is able to use rhyming skills to decode the word.	29-42

ADD, DELETE, OR CHANGE TARGET SOUNDS TO CHANGE WORDS.	When the teacher orally presents a word that has two parts-a beginning sound and an ending-the student is able to say the word parts slowly and then say the word fast.	3-7	
	When the teacher orally presents a word ending, the student is able to produce a rhyming word by blending a specified initial sound with the ending.	8-15	
	When given two or more rhyming words, the student is able to read the words by blending each initial sound with the ending.	15-80	
	When given a word that begins with a stop sound, the student is able to use rhyming skills to decode the word.	29-42	
BLEND TWO TO FOUR PHONEMES INTO RECOGNIZABLE WORDS.	The student is able to say a word slowly, one sound at a time, without pausing between sounds.	1-2	
	When the teacher says a word slowly, the student is able to say the word at a normal rate.	1-6	
	When the teacher says a word slowly, the student is able to repeat the word slowly and then say it fast.	1-16	
	When presented with a single or repeated symbol of a sound, the student is able to say the sound slowly and then say it fast.	2-8	
SEGMENT SINGLE SYLLABLE WORDS INTO THEIR COMPONENTS.	When the teacher says a word slowly, the student is able to repeat the word slowly and then say it fast.	1-16	
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.	When given a sound combination, the student is able to say the sound represented by the letters and to read words that contain the sound combination.	81-170	
	When given two or three letters that had previously been joined, the student is able to say the sound represented by the letters and to read words that contain the letters.	107-170	
	When presented with two sounds written on an arrow, the student is able to say the sounds from left to right, slowly blending the sounds without pausing.	4-12	
	When given a word, the student is able to sound out the word and then say it at a normal rate.	10-113	
	The student is first able to sound out a regular word that begins with a continuous sound and then say the word at a normal rate.	10-170	
	When given a word that begins with two consonants, the student is able first to blend the beginning sound with the rest of the word; then to sound out the whole word; and finally to	62-80	
	say the whole word fast.		
	When given a word beginning with a consonant blend, the student is able to blend the beginning sound with the rest of the word and then to say the word the fast way.	81-170	
	When given a two-part word, the student is able to read the first part while the last part is covered and then to read the entire word.	87-170	
	When given a word, the student is able to read part of the word and then read the whole word.	112-170	
	When given an unfinished picture, the student is able to trace the dotted line that completes the picture.	1-16	
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 (continued).	When given a pattern of a picture and a sound symbol, the student is able to recognize the pattern.	5-71	
	When given a pattern of two sound symbols, the student is able to recognize the pattern.	17-71	
	When given a word, the student is able to touch under and sound out the word and then say it at a normal rate.	13-16	
READ COMMON, IRREGULAR SIGHT WORDS.	When given an irregular word, the student is able to sound out the word and then say it as it is usually said.	43-170	
USE KNOWLEDGE OF VOWEL DIGRAPHS AND R-CONTROLLED LETTER-SOUND ASSOCIATIONS TO READ WORDS.	When given a sound combination, the student is able to say the sound represented by the letters and to read words that contain the sound combination.	81-170	
	When given a word, the student is able to sound out the word and then say it at a normal rate.	10-113	
READ COMPOUND WORDS AND CONTRACTIONS.	The student is able to read some familiar words without sounding them out first.	31-170	
	The student is able to read most words, new and old, without sounding out first.	15-80	
	When given a word, the student is able to read part of the word and then read the whole word.	112-170	
READ INFLECTIONAL FORMS AND ROOT WORDS.	When given a word that ends in ed, ing, or er, the student is able to identify the word, identify the ending, and then read the whole word.	66-80	
READ COMMON WORD FAMILIES.	When given two or more rhyming words, the student is able to read the words by blending	15-80	

	each initial sound with the ending.		
	When given a word that begins with a stop sound, the student is able to use rhyming skills to decode the word.	29-42	
READ ALOUD WITH FLUENCY IN A MANNER THAT SOUNDS LIKE NATURAL SPEECH.	The student is first able to sound out a regular word that begins with a continuous sound and then say the word at a normal rate.	10-170	
	The student is able to read some familiar words without sounding them out first.	31-170	
	The student is able to read most words, new and old, without sounding out first.	15-80	
	When given a word beginning with a consonant blend, the student is able to blend the beginning sound with the rest of the word and then to say the word the fast way.	81-170	
	When given a story, the student is able to sound out and then say fast each word in the story.	17-53 Literature Lessons	
	When asked to read a story, the student is able to read the words at a normal rate, sounding out unknown words only.	36-170	
	When given a story, the student is able to read it aloud the fast way.	81-170 Literature Lessons	
	The student reads a previously read selection in a specified period of time with an error limit.	54-170	
	When given a word, the student is able to touch under and sound out the word and then say it at a normal rate.	13-16 Literature Lessons	
	When given a reading passage of a story or factual information, the student is able to read the passage silently and do written exercises relating to it.	120-160 Literature Lessons	
CLASSIFY GRADE-APPROPRIATE CATEGORIES OF WORDS.	This standard is not addressed in this level of Reading Mastery.		

READING COMPREHENSION			
IDENTIFY TEXT THAT USES SEQUENCE OR OTHER LOGICAL ORDER.	When shown an action sequence pictured on an arrow, the student is able to perform the pictured actions in order.	1-3	
	When given the direction "first" or "next" for an action sequence, the student is able to respond with the appropriate action.	2-3	
RESPOND TO WHO, WHAT, WHEN, WHERE, AND HOW QUESTIONS.	When given a picture that goes with a story, the student is able to answer questions directly related to the picture.	17-170	
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170	
	When given a question or incomplete item on a story previously read, the student is able to do the exercise by remembering or rereading the story.	67-170 Literature Lessons	
	When given a reading passage of a story or factual information, the student is able to read the passage silently and do written exercises relating to it.	120-160 Literature Lessons	
FOLLOW ONE-STEP WRITTEN INSTRUCTIONS.	When given written instructions, the student is able to read the instructions and perform the specified response to the teacher's action or words.	76-125	
USE CONTEXT TO RESOLVE AMBIGUITIES ABOUT WORD AND SENTENCE MEANINGS.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170 Literature Lessons	
CONFIRM PREDICTIONS ABOUT WHAT WILL HAPPEN NEXT IN A TEXT BY IDENTIFYING KEY WORDS.	After reading a story, the student is able to predict what will be seen in a related picture.	17-170	
	When given a word and various pictures, the student is able to recognize which pictures correspond with it.	34-71	
	When given a picture and various words, the student is able to read the words and recognize which ones correspond with the picture.	57-71	
CONFIRM PREDICTIONS ABOUT WHAT WILL HAPPEN NEXT IN A TEXT BY IDENTIFYING KEY WORDS (continued).	When given sentences and pictures, the student is able to read each sentence and recognize the corresponding picture.	60-71	
	When given two complete sentences and the same two sentences with words missing, the student is able to complete the unfinished sentences.	120-160	
	When given a picture and two incomplete sentences that describe the picture, the student is able to complete the sentences.	120-160	

RELATE PRIOR KNOWLEDGE TO CONTEXTUAL INFORMATION.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170 Literature Lessons	
	When given a written rule, the student is able to read it and select pictures to which the rule applies.	126-157	
	When given a written question or an incomplete item on a story that has been read in an earlier lesson, the student is able to do exercises by remembering the story.	127-157	
	When given a written rule, the student is able to read it and apply it.	147-170	
RETELL THE CENTRAL IDEAS OF SIMPLE EXPOSITORY OR NARRATIVE PASSAGES.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170 Literature Lessons	
LITERARY RESPONSE AND 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.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170 Literature Lessons	
DESCRIBE THE ROLES OF AUTHORS AND ILLUSTRATORS AND THEIR CONTRIBUTIONS TO PRINT MATERIALS.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170 Literature Lessons	
RECOLLECT, TALK, AND WRITE ABOUT BOOKS READ DURING THE SCHOOL YEAR.	When given the title of a story, the student is able to tell what the story is about.	57-99 Literature Lessons	
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170 Literature Lessons	
WRITING			
WRITING STRATEGIES			
SELECT A FOCUS WHEN WRITING.	This standard is not addressed in this level of Reading Mastery.		
USE DESCRIPTIVE WORDS WHEN WRITING.	This standard is not addressed in this level of Reading Mastery.		
PRINT LEGIBLY AND SPACE LETTERS, WORDS, AND SENTENCES APPROPRIATELY.	When given a printed symbol previously introduced in Sound Recognition, the student is able to trace the symbol.	1-83	

	When given a printed symbol previously introduced and traced, the student is able to print the symbol freehand.	6-83	
	When given an unfinished picture, the student is able to trace the dotted line that completes the picture.	1-16	
	After tracing a dotted version of a word, phrase, or sentence from a story, the student is able to print freehand.	17-97	
WRITING APPLICATIONS			
WRITE BRIEF NARRATIVES DESCRIBING AN EXPERIENCE.	This standard is not addressed in this level of Reading Mastery.		
WRITE BRIEF EXPOSITORY DESCRIPTIONS OF A REAL OBJECT, PERSON, PLACE, OR EVENT, USING SENSORY DETAILS.	When given a question or incomplete item on a story previously read, the student is able to do the exercise by remembering or rereading the story.	67-170	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS			
WRITE AND SPEAK IN COMPLETE, COHERENT SENTENCES.	After reading a sentence word by word, the student is able to repeat the sentence from memory at a normal speaking rate with an inflection that conveys meaning.	43-53	
IDENTIFY AND CORRECTLY USE SINGULAR AND PLURAL NOUNS.	This standard is not addressed in this level of Reading Mastery.		
IDENTIFY AND CORRECTLY USE CONTRACTIONS AND SINGULAR POSSESSIVE PRONOUNS IN WRITING AND SPEAKING.	This standard is not addressed in this level of Reading Mastery.		
DISTINGUISH BETWEEN DECLARATIVE, EXCLAMATORY, AND INTERROGATIVE SENTENCES.	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	50-79	
USE A PERIOD, EXCLAMATION POINT, OR QUESTION MARK AT THE END OF SENTENCES.	When shown the beginning of a sentence, the student is able to find the period that ends the sentence.	43-99	
	When given a written question, the student is able to recognize that the sentence asks a question.	48-50	

	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	50-79	
USE KNOWLEDGE OF THE BASIC RULES OF PUNCTUATION AND CAPITALIZATION WHEN WRITING.	When given a quotation, the student is able to recognize that the quotation marks designate spoken words and to say quotation.	46-53	
	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	50-79	
CAPITALIZE THE FIRST WORD OF A SENTENCE, NAMES OF PEOPLE, AND THE PRONOUN I.	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	50-79	
SPELL THREE- AND FOUR-LETTER SHORT-VOWEL WORDS AND GRADE-LEVEL-APPROPRIATE SIGHT WORDS CORRECTLY.	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	121-170	
	When the teacher says one or more sounds or sound combinations, the student is able to repeat and write the sound or sounds.	2-76	
	When a word is presented, the student is able to write the sounds in the word.	1-79	
	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	50-79	
LISTENING AND SPEAKING			
LISTEN ATTENTIVELY.	This standard is addressed as students participate in the oral components of each lesson.	1-170	
ASK QUESTIONS FOR CLARIFICATION AND UNDERSTANDING.	This standard is addressed as students participate in the oral components of each lesson.	1-170	
GIVE, RESTATE, AND FOLLOW SIMPLE TWO-STEP DIRECTIONS.	This standard is addressed as students participate in the oral components of each lesson.	1-170	
STAY ON THE TOPIC WHEN SPEAKING.	This standard is addressed as students participate in the oral components of each lesson.	1-170	
USE DESCRIPTIVE WORDS WHEN SPEAKING ABOUT PEOPLE, PLACES, THINGS, AND EVENTS.	This standard is addressed as students participate in the oral components of each lesson.	1-170	
SPEAKING APPLICATIONS			
RECITE POEMS, RHYMES, SONGS, AND STORIES.	This standard is not addressed in this level of Reading Mastery.		

RETELL STORIES USING BASIC STORY GRAMMAR AND RELATING THE SEQUENCE OF STORY EVENTS BY ANSWERING WHO, WHAT, WHEN, WHERE, WHY, AND HOW QUESTIONS.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170	Literature Lessons
RELATE AN IMPORTANT LIFE EVENT OR PERSONAL EXPERIENCE IN A SIMPLE SEQUENCE.	This standard is not addressed in this level of Reading Mastery.		
PROVIDE DESCRIPTIONS WITH CAREFUL ATTENTION TO SENSORY DETAIL.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170	Literature Lessons

CALIFORNIA CONTENT STANDARDS*		READING MASTERY FC OBJECTIVES	
READING			
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT			
RECOGNIZE AND USE KNOWLEDGE OF SPELLING PATTERNS WHEN READING.	When given a printed symbol, the student is able to recognize and produce the sound represented by the symbol.	1-89	
	When given a sound combination, the student is able to say the sound represented by the letters and to read words that contain the sound combination.	81-170	
	When given two or three letters that had previously been joined, the student is able to say the sound represented by the letters and to read words that contain the letters.	107-170	
	When the teacher orally presents a word that has two parts—a beginning sound and an ending—the student is able to say the word parts slowly and then say the word fast.	3-7	
	When given a word, the student is able to sound out the word and then say it at a normal rate.	10-113	
	When given two or more rhyming words, the student is able to read the words by blending each initial sound with the ending.	15-80	
	When given a word that begins with a stop sound, the student is able to use rhyming skills to decode the word.	29-42	
	When given a word beginning with a consonant blend, the student is able to blend the beginning sound with the rest of the word and then to say the word the fast way.	81-170	
	When given a word, the student is able to read part of the word and then read the whole word.	112-170	
	When the final e rule has been presented, the student is able to recognize and read a long-vowel word with a final e.	97-111	
RECOGNIZE AND USE KNOWLEDGE OF SPELLING PATTERNS WHEN READING (continued).	When given a vowel pair the student is able to discriminate between the long-vowel and short-vowel sounds and read the pair of words.	97-111	
	When a column of words is presented, the student is able to spell each word in the	117-170	

	column by letter names and then read each word in the column.		
	When a word is presented, the student is able to spell the word by letter names and then read the word.	119-170	
	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	121-170	
	When the teacher says a word slowly, the student is able to say the word at a normal rate.	1-6	
	When given a pattern of a picture and a sound symbol, the student is able to recognize the pattern.	5-71	
	When given a pattern of two sound symbols, the student is able to recognize the pattern.	17-71	
	When given a column of sounds or words in a column, the student is able to match each one to the same sound or word in another column.	10-59	
	When given a word, the student is able to touch under and sound out the word and then say it at a normal rate.	13-16	
APPLY KNOWLEDGE OF BASIC SYLLABICATION RULES WHEN READING.	When the teacher orally presents a word that has two parts-a beginning sound and an ending-the student is able to say the word parts slowly and then say the word fast.	3-7	
	When given a word, the student is able to sound out the word and then say it at a normal rate.	10-113	
DECODE TWO-SYLLABLE NONSENSE WORDS AND REGULAR MULTISYLLABLE WORDS.	When given a two-part word, the student is able to read the first part while the last part is covered and then to read the entire word.	87-170	
DECODE TWO-SYLLABLE NONSENSE WORDS AND REGULAR MULTISYLLABLE WORDS (continued).	When given a word, the student is able to read part of the word and then read the whole word.	112-170	
	When the teacher says a word slowly, the student is able to say the word at a normal rate.	1-6	
	When given a word, the student is able to touch under and sound out the word and then say it at a normal rate.	13-16	
RECOGNIZE COMMON ABBREVIATIONS.	This standard is not addressed at this level of Reading Mastery.		
IDENTIFY AND CORRECTLY USE REGULAR PLURALS AND IRREGULAR PLURALS	When given a word, the student is able to read part of the word and then read the whole word.	112-170	

READ ALOUD FLUENTLY AND ACCURATELY AND WITH APPROPRIATE INTONATION AND EXPRESSION.	When the teacher says a word slowly, the student is able to say the word at a normal rate.	1-6	
	When the teacher says a word slowly, the student is able to repeat the word slowly and then say it fast.	1-16	
	When presented with a single or repeated symbol of a sound, the student is able to say the sound slowly and then say it fast.	2-8	
	When the teacher orally presents a word that has two parts-a beginning sound and an ending-the student is able to say the word parts slowly and then say the word fast.	3-7	
	When presented with two sounds written on an arrow, the student is able to say the sounds from left to right, slowly blending the sounds without pausing.	4-12	
	When given a word, the student is able to sound out the word and then say it at a normal rate.	10-113	
	When given a word, the student is able to say the word at a normal rate without sounding it out first.	27-170	
	The student is first able to sound out a regular word that begins with a continuous sound and then say the word at a normal rate.	10-170	
READ ALOUD FLUENTLY AND ACCURATELY AND WITH APPROPRIATE INTONATION AND EXPRESSION (continued).	The student is able to read some familiar words without sounding them out first.	31-170	
	The student is able to read most words, new and old, without sounding out first.	15-80	
	When given a word that ends in ed, ing, or er, the student is able to identify the word, identify the ending, and then read the whole word.	66-80	
	When given a word that begins with two consonants, the student is able first to blend the beginning sound with the rest of the word; then to sound out the whole word; and finally to say the whole word fast.	62-80	
	When given a word beginning with a consonant blend, the student is able to blend the beginning sound with the rest of the word and then to say the word the fast way.	81-170	
	When given a two-part word, the student is able to read the first part while the last part is covered and then to read the entire word.	87-170	
	When given a word, the student is able to read part of the word and then read the whole word.	112-170	

	When the final e rule has been presented, the student is able to recognize and read a long-vowel word with a final e.	97-111	
	When given a vowel pair the student is able to discriminate between the long-vowel and short-vowel sounds and read the pair of words.	97-111	
	When a column of words is presented, the student is able to spell each word in the column by letter names and then read each word in the column.	117-170	
	When a word is presented, the student is able to spell the word by letter names and then read the word.	119-170	
	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	121-170	
READ ALOUD FLUENTLY AND ACCURATELY AND WITH APPROPRIATE INTONATION AND EXPRESSION (continued).	When given a story, the student is able to sound out and then say fast each word in the story.	17-53	
	When asked to read a story, the student is able to read the words at a normal rate, sounding out unknown words only.	36-170	
	When given a story, the student is able to read it aloud the fast way.	81-170	
	The student reads a previously read selection in a specified period of time with an error limit.	54-170	
	When given a word, the student is able to touch under and sound out the word and then say it at a normal rate.	13-16	
	When given a reading passage of a story or factual information, the student is able to read the passage silently and do written exercises relating to it.	120-160	
	When a word is presented, the student is able to write the sounds in the word.	1-79	
UNDERSTAND AND EXPLAIN COMMON ANTONYMS AND SYNONYMS.	This standard is not addressed at this level of Reading Mastery.		
USE KNOWLEDGE OF INDIVIDUAL WORDS IN UNKNOWN COMPOUND WORDS TO PREDICT THEIR MEANING.	This standard is not addressed at this level of Reading Mastery.		
KNOW THE MEANING OF SIMPLE PREFIXES AND SUFFIXES.	When given a word that ends in ed, ing, or er, the student is able to identify the word, identify the ending, and then read the whole word.	66-80	
IDENTIFY SIMPLE MULTIPLE-MEANING WORDS.	This standard is not addressed at this level of Reading Mastery.		
ADDITIONAL READING OBJECTIVES ADDRESSED IN THIS LEVEL OF READING MASTERY			
	When given lowercase vowels, the student is able to identify each letter name.	90-117	
	When given lowercase consonants, the student is able to identify each letter by name.	114-117	
	When given all of the alphabet, the student is able to say the names of the letters in order.	114-117	
	When given capital letters, the student is able to identify each letter by name.	118-125	
	When given a sound orally, the student is able to pronounce the sound.	1-21	
	The student is able to say a word slowly, one sound at a time, without pausing between sounds.	1-2	
	When the teacher orally presents a word ending, the student is able to produce a rhyming word by blending a specified initial sound with the ending.	8-15	
	When given an irregular word, the student is able to sound out the word and then say it as it is usually said.	43-170	
	When the teacher tells what word to look for, the student is able to identify the correct word.	26-42	
READING COMPREHENSION			
USES TITLES, TABLES OF CONTENTS, AND CHAPTER HEADINGS TO LOCATE INFORMATION IN EXPOSITORY TEXT.	When given the title of a story, the student is able to tell what the story is about.	57-99	Literature Lessons
STATE THE PURPOSE IN READING.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170	Literature Lessons

USE KNOWLEDGE OF THE AUTHOR'S PURPOSE(S) TO COMPREHEND INFORMATIONAL TEXT.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170 Literature Lessons	
ASK CLARIFYING QUESTIONS ABOUT ESSENTIAL TEXTUAL ELEMENTS OF EXPOSITION.	This standard is addressed as the student participates in activities in the Literature Lessons.	Literature Lessons	
RESTATE FACTS AND DETAILS IN THE TEXT TO CLARIFY AND ORGANIZE IDEAS.	When given a picture that goes with a story, the student is able to answer questions directly related to the picture.	17-170	
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170	
	When asked about a rule from an earlier story, the student is able to repeat that rule.	157-170	
	When given a written rule, the student is able to read it and apply it.	147-170	
RECOGNIZE CAUSE-AND-EFFECT RELATIONSHIPS IN A TEXT.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170	
INTERPRET INFORMATION FROM DIAGRAMS, CHARTS, AND GRAPHS.	This standard is not addressed at this level of Reading Mastery.		
FOLLOW TWO-STEP WRITTEN INSTRUCTIONS.	When given a question or incomplete item on a story previously read, the student is able to do the exercise by remembering or rereading the story.	67-170	
	When given written instructions, the student is able to read the instructions and perform the specified response to the teacher's action or words.	76-125	
	When given a reading passage of a story or factual information, the student is able to read the passage silently and do written exercises relating to it.	120-160	
FOLLOW TWO-STEP WRITTEN INSTRUCTIONS (continued).	When given a circle or a box or both, the student is able to mark in, under, over, or next to the figure according to written instructions.	83-144	
	When given a sentence in a box, the student is able to mark the sentence according to written instructions.	97-144	
	When given a written question or an incomplete item on a story that has been read in an earlier lesson, the student is able to do exercises by remembering the story.	127-157	

ADDITIONAL READING COMPREHENSION OBJECTIVES IN THIS LEVEL OF READING MASTERY			
	When shown an action sequence pictured on an arrow, the student is able to perform the pictured actions in order.	1-3	
	When given the direction "first" or "next" for an action sequence, the student is able to respond with the appropriate action.	2-3	
	After reading a story, the student is able to predict what will be seen in a related picture.	17-170	
	When given incomplete items that go with a picture, the student is able to read and complete the items by looking at the picture.	72-83	
	When given a word and various pictures, the student is able to recognize which pictures correspond with it.	34-71	
	When given a picture and various words, the student is able to read the words and recognize which ones correspond with the picture.	57-71	
	When given sentences and pictures, the student is able to read each sentence and recognize the corresponding picture.	60-71	
	When given two complete sentences and the same two sentences with words missing, the student is able to complete the unfinished sentences.	120-160	
ADDITIONAL OBJECTIVES (continued)			
	When given a picture and two incomplete sentences that describe the picture, the student is able to complete the sentences.	120-160	
	When given incomplete items that go with a picture, the student is able to read and complete the items by looking at the picture.	72-83	
	When given a story picture in the storybook, the student is able to read and answer questions about the picture.	107-125 Literature Lessons	
	When given a written rule, the student is able to read it and select pictures to which the rule applies.	126-157	
	When given a written question or an incomplete item on a story that has been read in an earlier lesson, the student is able to do exercises by remembering the story.	127-157	

LITERARY RESPONSE AND ANALYSIS			
COMPARE AND CONTRAST PLOTS, SETTINGS, AND CHARACTERS PRESENTED BY DIFFERENT AUTHORS.	This objective is addressed as students participate in activities in the Literature Lessons.	Literature Lessons	
GENERATE ALTERNATIVE ENDINGS TO PLOTS AND IDENTIFY THE REASON OR REASONS FOR, AND THE IMPACT OF ALTERNATIVES.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	36-170	
COMPARE AND CONTRAST DIFFERENT VERSIONS OF THE SAME STORIES THAT REFLECT DIFFERENT CULTURES.	This standard is not addressed at this level of Reading Mastery.		
IDENTIFY THE USE OF RHYTHM, RHYME, AND ALTERATION IN POETRY.	This standard is not addressed at this level of Reading Mastery.		
WRITING			
WRITING STRATEGIES			
GROUP RELATED IDEAS AND MAINTAIN A CONSISTENT FOCUS.	This standard is not addressed at this level of Reading Mastery.		
CREATE READABLE DOCUMENTS WITH LEGIBLE HANDWRITING	When given an unfinished picture, the student is able to trace the dotted line that completes the picture.	1-16	
	After tracing a dotted version of a word, phrase, or sentence from a story, the student is able to print freehand.	17-97	
UNDERSTAND THE PURPOSES OF VARIOUS REFERENCE MATERIALS.	This standard is not addressed at this level of Reading Mastery.		
REVISE ORIGINAL DRAFTS TO IMPROVE SEQUENCE AND PROVIDE MORE DESCRIPTIVE DETAIL.	This standard is not addressed at this level of Reading Mastery.		

WRITING APPLICATIONS			
WRITE BRIEF NARRATIVES BASED ON THEIR EXPERIENCES.	This standard is not addressed at this level of Reading Mastery.		
WRITE A FRIENDLY LETTER COMPLETE WITH THE DATE, SALUTATION, BODY, CLOSING, AND SIGNATURE.	This standard is not addressed at this level of Reading Mastery.		
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS			
DISTINGUISH BETWEEN COMPLETE AND INCOMPLETE SENTENCES.	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	50-79	
RECOGNIZE AND USE THE CORRECT WORD ORDER IN WRITTEN SENTENCES.	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	50-79	
IDENTIFY AND CORRECTLY USE VARIOUS PARTS OF SPEECH, INCLUDING NOUNS AND VERBS, IN WRITING AND SPEAKING.	This standard is not addressed at this level of Reading Mastery.		
USE COMMAS IN THE GREETING AND CLOSURE OF A LETTER AND WITH DATES AND ITEMS IN A SERIES.	This standard is not addressed at this level of Reading Mastery.		
USE QUOTATION MARKS CORRECTLY.	When given a quotation, the student is able to recognize that the quotation marks designate spoken words and to say quotation.	46-53	
CAPITALIZE ALL PROPER NOUNS, WORDS AT THE BEGINNING OF SENTENCES AND GREETINGS, MONTH AND DAYS OF THE WEEK, AND TITLES AND INITIALS OF PEOPLE.	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	50-79	
SPELL FREQUENTLY USED, IRREGULAR WORDS CORRECTLY.	When a word is presented, the student is able to write the sounds in the word.	Spelling Lessons 1-79	
SPELL BASIC SHORT-VOWEL, LONG-VOWEL, R-CONTROLLED, AND CONSONANT-BLEND	When a column of words is presented, the student is able to spell each word in the column by letter names and then read each word in the column.	117-170	

PATTERNS CORRECTLY.	When a word is presented, the student is able to spell the word by letter names and then read the word.	119-170	
SPELL BASIC SHORT-VOWEL, LONG-VOWEL, R-CONTROLLED, AND CONSONANT-BLEND PATTERNS CORRECTLY (continued).	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	121-170	
	When the teacher says one or more sounds or sound combinations, the student is able to repeat and write the sound or sounds.	Spelling Lessons 2-76	
ADDITIONAL WRITING OBJECTIVES IN THIS LEVEL OF READING MASTERY			
	When shown the beginning of a sentence, the student is able to find the period that ends the sentence.	43-99	
	When given a written question, the student is able to recognize that the sentence asks a question.	48-50	
	When given a printed symbol previously introduced in Sound Recognition, the student is able to trace the symbol.	1-83	
	When given a printed symbol previously introduced and traced, the student is able to print the symbol freehand.	6-83	
LISTENING AND SPEAKING			
LISTENING AND SPEAKING STRATEGIES			
DETERMINE THE PURPOSE OR PURPOSES OF LISTENING.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
ASK FOR CLARIFICATION AND EXPLANATION OF STORIES AND IDEAS.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
PARAPHRASE INFORMATION THAT HAS BEEN SHARED ORALLY BY OTHERS.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
GIVE AND FOLLOW THREE- AND FOUR-STEP ORAL DIRECTIONS.	This standard is addressed as students participate in the oral activities in each lesson.	1-170	
ORGANIZE PRESENTATIONS TO MAINTAIN A	This standard is not addressed in this level of Reading Mastery.		
CLEAR FOCUS.			
SPEAK CLEARLY AND AT AN APPROPRIATE PACE FOR THE TYPE OF COMMUNICATION.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
RECOUNT EXPERIENCES IN A LOGICAL SEQUENCE.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
RETELL STORIES, INCLUDING CHARACTERS, SETTING, AND PLOT.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
REPORT ON A TOPIC WITH SUPPORTIVE FACTS AND DETAILS.	This standard is not addressed in this level of Reading Mastery.		
SPEAKING APPLICATIONS			
RECOUNT EXPERIENCES OR PRESENT STORIES.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
REPORT ON A TOPIC WITH FACTS AND DETAILS, DRAWING FROM SEVERAL SOURCES OF INFORMATION.	This standard is not addressed in this level of Reading Mastery.		

CALIFORNIA CONTENT STANDARDS		READING MASTERY I OBJECTIVES
READING		
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT		
MATCH ORAL WORDS TO PRINTED WORDS	When the teacher tells what word to look for, the student is able to identify the correct word.	57-86
	When given a column of sounds or words in a column, the student is able to match each one to the same sound or word in another column.	29-119
IDENTIFY THE TITLE AND AUTHOR OF A READING SELECTION.	When given the title of a story, the student is able to tell what the story is about.	115-118 Literature Lessons
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons
IDENTIFY, LETTERS, WORDS, AND SENTENCES.	When given a printed symbol, the student is able to recognize and produce the sound represented by the symbol.	1-160
	When the teacher tells what word to look for, the student is able to identify the correct word.	57-86
DISTINGUISH INITIAL, MEDIAL, AND FINAL SOUNDS IN SINGLE SYLLABLE WORDS.	When given a sound orally, the student is able to pronounce the sound.	1-48
	When the teacher says a word slowly, the student is able to say the word at normal rate.	1-24
DISTINGUISH LONG- AND SHORT-VOWEL SOUNDS IN ORALLY STATED SINGLE-SYLLABLE WORDS.	When given a sound orally, the student is able to pronounce the sound.	1-48
	When the teacher says a word slowly, the student is able to say the word at normal rate.	1-24
CREATE AND STATE A SERIES OF RHYMING WORDS, INCLUDING CONSONANT BLENDS.	When the teacher orally presents a word that has two parts—a beginning sound and an ending—the student is able to say the word parts slowly and then say the word fast.	16-25
CREATE AND STATE A SERIES OF RHYMING WORDS, INCLUDING CONSONANT BLENDS (continued).	When the teacher orally presents a word ending, the student is able to produce a rhyming word by blending a specified initial sound with the ending.	26-38
	When given two or more rhyming words, the student is able to read the words by blending each initial sound with the ending.	37-160
	When given a word that begins with a stop sound, the student is able to use rhyming skills to decode the word.	63-160
ADD, DELETE, OR CHANGE TARGET SOUNDS TO CHANGE WORDS.	When the teacher orally presents a word that has two parts—a beginning sound and an ending—the student is able to say the word parts slowly and then say the word fast.	16-25
	When the teacher orally presents a word ending, the student is able to produce a rhyming word by blending a specified initial sound with the ending.	26-38
	When given two or more rhyming words, the student is able to read the words by blending each initial sound with the ending.	37-160
	When given a word that begins with a stop sound, the student is able to use rhyming skills to decode the word.	63-160
BLEND TWO TO FOUR PHONEMES INTO RECOGNIZABLE WORDS.	When the teacher says a word slowly, the student is able to say the word at normal rate.	1-24
	The student is able to say a word slowly, one sound at a time, without pausing between the sounds.	6-14
	When the teacher says a word slowly, the student is able to repeat the word slowly and then say it fast.	8-40
	When presented with a single or repeated symbol of a sound, the student is able to say the sound slowly and then say it fast.	13-26
SEGMENT SINGLE SYLLABLE WORDS INTO THEIR COMPONENTS.	When the teacher says a word slowly, the student is able to repeat the word slowly and then say it fast.	8-40
	When presented with a single or repeated symbol of a sound, the student is able to say the sound slowly and then say it fast.	13-26
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.	When presented with two sounds written on an arrow, the student is able to say the sounds from left to right, slowly blending the sounds without pausing.	18-33
	The student is able first to sound out a regular word that begins with a continuous sound and then say the word at a normal rate.	28-160

	When given a word that begins with two consonants, the student is able first to blend the beginning sound with the rest of the word; then to sound out the whole word; and finally to say the whole word fast.	125-160	
	When given a pattern of a picture and a sound symbol, the student is able to recognize the pattern.	21-143	
	When given a pattern of two sound symbols, the students able to recognize the pattern.	40-143	
READ COMMON, IRREGULAR SIGHT WORDS.	When given an irregular word, the student is able to sound out the word and then say it as it is usually said.	89-160	
USE KNOWLEDGE OF VOWEL DIGRAPHS AND R-CONTROLLED LETTER-SOUND ASSOCIATIONS TO READ WORDS.	The student is able to say a word slowly, one sound at a time, without pausing between the sounds.	6-14	
	When the teacher says a word slowly, the student is able to repeat the word slowly and then say it fast.	8-40	
READ COMPOUND WORDS AND CONTRACTIONS.	The student is able to read some familiar words without sounding them out first.	65-160	
	The student is able to read most words, new and old, without sounding out first.	96-160	
READ INFLECTIONAL FORMS AND ROOT WORDS.	When given a word with an ending, the student is able to identify the word, identify the ending, and then read the whole word.	124-160	
READ COMMON WORD FAMILIES.	When given two or more rhyming words, the student is able to read the words by blending each initial sound with the ending.	37-160	
	When given a word that begins with a stop sound, the student is able to use rhyming skills to decode the word.	63-160	
READ ALOUD WITH FLUENCY IN A MANNER THAT SOUNDS LIKE NATURAL SPEECH.	The student is able first to sound out a regular word that begins with a continuous sound and then say the word at a normal rate.	28-160	
	The student is able to read some familiar words without sounding them out first.	65-160	
	The student is able to read most words, new and old, without sounding out first.	96-160	
	When given a story, the student is able to sound out and then say fast each word in the story.	40-106	
	When asked to read a story, the student is able to read the words at a normal rate.	75-160	

	sounding out unknown words only.	Literature Lessons	
	The student reads a previously-read selection in a specified period of time with no more than three errors.	108-160	
CLASSIFY GRADE-APPROPRIATE CATEGORIES OF WORDS.	This standard is not addressed at this level of Reading Mastery.		
READING COMPREHENSION			
IDENTIFY TEXT THAT USES SEQUENCE OR OTHER LOGICAL ORDER.	When shown an action sequence pictured on an arrow, the student is able to perform the pictured actions in order.	1-17	
IDENTIFY TEXT THAT USES SEQUENCE OR OTHER LOGICAL ORDER (continued).	When given the direction "first" or "next" for an action sequence, the student is able to respond with the appropriate action.	13-17	
RESPOND TO WHO, WHAT, WHEN, WHERE, AND HOW QUESTIONS.	When given a picture that goes with a story, the student is able to answer questions directly related to the picture.	40-160 Literature Lessons	
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	
FOLLOW ONE-STEP WRITTEN INSTRUCTIONS.	When given written instructions, the student is able to read the instructions and perform the specified response to the teacher's action words.	151-160	
USE CONTEXT TO RESOLVE AMBIGUITIES ABOUT WORD AND SENTENCE MEANINGS.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	
CONFIRM PREDICTIONS ABOUT WHAT WILL HAPPEN NEXT IN A TEXT BY IDENTIFYING KEY WORDS.	After reading a story, the student is able to predict what will be seen in a related picture.	40-160	
	When given a word and various pictures, the student is able to read the word and recognize which pictures correspond with it.	70-143	
	When given a picture and various words, the student is able to read the words and recognize which ones correspond with the picture.	114-143	
	When given sentences and pictures, the student is able to read each sentence and recognize the corresponding picture.	120-143	
RELATE PRIOR KNOWLEDGE TO CONTEXTUAL INFORMATION.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	

RETELL THE CENTRAL IDEAS OF SIMPLE EXPOSITORY OR NARRATIVE PASSAGES.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	
	When given two complete sentences and the same two sentences with words missing, the student is able to complete the unfinished sentences.	120-160	
RETELL THE CENTRAL IDEAS OF SIMPLE EXPOSITORY OR NARRATIVE PASSAGES (continued).	When given a picture and two incomplete sentences that describe the picture, the student is able to complete the sentences.	144-160	
LITERARY RESPONSE AND 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.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	
DESCRIBE THE ROLES OF AUTHORS AND ILLUSTRATORS AND THEIR CONTRIBUTIONS TO PRINT MATERIALS.	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	
RECOLLECT, TALK, AND WRITE ABOUT BOOKS READ DURING THE SCHOOL YEAR.	When given the title of a story, the student is able to tell what the story is about.	115-118 Literature Lessons	
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	
WRITING			
WRITING STRATEGIES			
SELECT A FOCUS WHEN WRITING.	This standard is not addressed at this level of Reading Mastery.		
USE DESCRIPTIVE WORDS WHEN WRITING.	This standard is not addressed at this level of Reading Mastery.		
PRINT LEGIBLY AND SPACE LETTERS, WORDS, AND SENTENCES APPROPRIATELY.	When given a printed symbol previously introduced in Sound Recognition, the student is able to trace the symbol.	1-160	
	When given a printed symbol previously introduced and traced, the student is able to print the symbol freehand.	21-160	

PRINT LEGIBLY AND SPACE LETTERS, WORDS, AND SENTENCES APPROPRIATELY (continued).	When shown a specific sound symbol or word, the student is able to identify the same symbol word wherever it appears in the exercise.	1-130	
	When given an unfinished picture, the student is able to trace the dotted line that completes the picture.	1-39	
	After tracing a dotted version of a word, phrase, or sentence from a story, the student is able to print it freehand.	40-160	
WRITING APPLICATIONS			
WRITE BRIEF NARRATIVES DESCRIBING AN EXPERIENCE.	This standard is not addressed at this level of Reading Mastery.		
WRITE BRIEF EXPOSITORY DESCRIPTIONS OF A REAL OBJECT, PERSON, PLACE, OR EVENT, USING SENSORY DETAILS.	When given a question or an incomplete item on a story previously read, the student is able to do the exercise by remembering or rereading the story.	131-160	
WRITTEN AND ORAL ENGLISH			
LANGUAGE CONVENTIONS			
WRITE AND SPEAK IN COMPLETE, COHERENT SENTENCES.	After reading a sentence word by word, the student is able to repeat the sentence from memory at a normal speaking rate with an inflection that conveys meaning.	87-106	
IDENTIFY AND CORRECTLY USE SINGULAR AND PLURAL NOUNS.	This standard is not addressed at this level of Reading Mastery.		
IDENTIFY AND CORRECTLY USE CONTRACTIONS AND SINGULAR POSSESSIVE PRONOUNS IN WRITING AND SPEAKING.	This standard is not addressed at this level of Reading Mastery.		
DISTINGUISH BETWEEN DECLARATIVE, EXCLAMATORY, AND INTERROGATIVE SENTENCES.	When given a written question, the student is able to recognize that the sentence asks a question.	98-103	
USE A PERIOD, EXCLAMATION POINT, OR QUESTION MARK AT THE END OF SENTENCES.	When shown the beginning of a sentence, the student is able to find the period that ends the sentence.	87-90	
	When given a written question, the student is able to recognize that the sentence asks a question.	98-103	
	When the teacher says a sentence, the student is able to repeat the sentence slowly and then write the sentence with each word spelled correctly and with a period at the end.	82-111	

USE KNOWLEDGE OF THE BASIC RULES OF PUNCTUATION AND CAPITALIZATION WHEN WRITING.	When given a quotation, the student is able to recognize that the quotation marks designate spoken words and to say the quotation.	94-106	
	When the teacher says a sentence, the student is able to repeat the sentence slowly and then write the sentence with each word spelled correctly and with a period at the end.	82-111	
CAPITALIZE THE FIRST WORD OF A SENTENCE, NAMES OF PEOPLE, AND THE PRONOUN I.	When the teacher says a sentence, the student is able to repeat the sentence slowly and then write the sentence with each word spelled correctly and with a period at the end.	82-111	
SPELL THREE- AND FOUR-LETTER SHORT-VOWEL WORDS AND GRADE-LEVEL-APPROPRIATE SIGHT WORDS CORRECTLY.	When the teacher says one or more sounds, the student is able to repeat and write the sound or sounds.	Spelling Lessons 1-108	
	When the teacher says a word, the student is able to spell the word by saying the sounds in the word and then writing the word.	Spelling Lessons 9-111	
	When the teacher says a sentence, the student is able to repeat the sentence slowly and then write the sentence with each word spelled correctly and with a period at the end.	Spelling Lessons 82-111	
LISTENING AND SPEAKING			
LISTENING AND SPEAKING STRATEGIES			
LISTEN ATTENTIVELY.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
ASK QUESTIONS FOR CLARIFICATION AND UNDERSTANDING.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
GIVE, RESTATE, AND FOLLOW SIMPLE TWO-STEP DIRECTIONS.	This standard is addressed as students participate in the oral activities in each lesson.	1-170	
STAY ON THE TOPIC WHEN SPEAKING.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
USE DESCRIPTIVE WORDS WHEN SPEAKING ABOUT PEOPLE, PLACES, THINGS, AND EVENTS.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
SPEAKING APPLICATIONS			
RECITE POEMS, RHYMES, SONGS, AND	This standard is not addressed at this level of Reading Mastery.		

STORIES.			
RETELL STORIES USING BASIC STORY GRAMMAR AND RELATING THE SEQUENCE OF STORY EVENTS BY ANSWERING WHO, WHAT, WHEN, WHERE, WHY, AND HOW QUESTIONS.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	
RELATE AN IMPORTANT LIFE EVENT OR PERSONAL EXPERIENCE IN A SIMPLE SEQUENCE.	This standard is not addressed at this level of Reading Mastery.		
PROVIDE DESCRIPTIONS WITH CAREFUL ATTENTION TO SENSORY DETAIL.	This standard is addressed as students participate in the oral activities in each lesson.	1-170 Literature Lessons	
	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	75-160 Literature Lessons	

CALIFORNIA CONTENT STANDARDS		READING MASTERY II OBJECTIVES
READING		
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT		
RECOGNIZE AND USE KNOWLEDGE OF SPELLING PATTERNS WHEN READING.	When given a printed symbol, the student is able to recognize and produce the sound represented by the symbol.	1-39
	When given a sound combination, the student is able to say the sound represented by the letters and to read words that contain the sound combination.	1-160
	When given two or three letters that had previously been joined, the student is able to say the sound represented by the letters and to read words that contain the letters.	67-160
	When given a word, the student is able to sound out the word and then say it at a normal rate.	1-82
	When given a word beginning with a consonant blend, the student is able to blend the beginning sound with the rest of the word and then to say it the fast way.	10-160
	When given a word, the student is able to read part of the word and then read the whole word.	81-160
	When an irregular word is presented, the student is able both to sound out the word as it is spelled and to pronounce the word as it is said.	10-80
	When the final e rule has been presented, the student is able to recognize and read a long-vowel word with a final e.	48-80
	When given a vowel pair the student is able to discriminate between the long-vowel and short-vowel sounds and read the pair of words.	48-80
RECOGNIZE AND USE KNOWLEDGE OF SPELLING PATTERNS WHEN READING (continued).	When a column of words is presented, the student is able to spell each word in the column by letter names and then read each word in the column.	86-160
	When a word is presented, the student is able to spell the word by letter names and then read the word.	88-160

	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	91-160
	When the teacher writes a sound combination on the board, the student is able to say the sound and write the letters that represent the sound.	11-79
APPLY KNOWLEDGE OF BASIC SYLLABICATION RULES WHEN READING.	When given a word, the student is able to sound out the word and then say it at a normal rate.	1-82
	When an irregular word is presented, the student is able both to sound out the word as it is spelled and to pronounce the word as it is said.	10-80
DECODE TWO-SYLLABLE NONSENSE WORDS AND REGULAR MULTISYLLABLE WORDS.	When given a two-part word, the student is able to read the first part while the last part is covered and then to read the entire word.	36-160
	When given a word, the student is able to read part of the word and then read the whole word.	81-160
	When an irregular word is presented, the student is able both to sound out the word as it is spelled and to pronounce the word as it is said.	10-80
RECOGNIZE COMMON ABBREVIATIONS.	This standard is not addressed at this level of Reading Mastery.	
IDENTIFY AND CORRECTLY USE REGULAR PLURALS AND IRREGULAR PLURALS	When given a word, the student is able to read part of the word and then read the whole word.	81-160
IDENTIFY AND CORRECTLY USE REGULAR PLURALS AND IRREGULAR PLURALS (continued).	When an irregular word is presented, the student is able both to sound out the word as it is spelled and to pronounce the word as it is said.	10-80
READ ALOUD FLUENTLY AND ACCURATELY AND WITH APPROPRIATE INTONATION AND EXPRESSION.	When given a word, the student is able to sound out the word and then say it at a normal rate.	1-82
	When given a word, the student is able to say the word at a normal rate without sounding it out first.	1-160
	When given a word beginning with a consonant blend, the student is able to blend the beginning sound with the rest of the word and then to say it the fast way.	10-160
	When given a word, the student is able to read part of the word and then read the whole word.	81-160
	When a list of hard words is presented, the student is able to read the words the fast way.	3-47

	When an irregular word is presented, the student is able both to sound out the word as it is spelled and to pronounce the word as it is said.	10-80	
	When the final e rule has been presented, the student is able to recognize and read a long-vowel word with a final e.	48-80	
	When given a vowel pair the student is able to discriminate between the long-vowel and short-vowel sounds and read the pair of words.	48-80	
	When a column of words is presented, the student is able to spell each word in the column by letter names and then read each word in the column.	86-160	
	When a word is presented, the student is able to spell the word by letter names and then read the word.	88-160	
READ ALOUD FLUENTLY AND ACCURATELY AND WITH APPROPRIATE INTONATION AND EXPRESSION (continued).	When given a story, the student is able to read it aloud the fast way.	1-160	Literature Lessons
	The student reads a previously read selection in a specified period of time with an error limit.	5-160	
	When given a reading passage of a story or factual information, the student is able to read the passage silently and do written exercises relating to it.	8-160	
	When the teacher writes a sound combination on the board, the student is able to say the sound and write the letters that represent the sound.	11-79	
	When a word is presented, the student is able to write the sounds in the word.	Spelling Lessons	1-79
UNDERSTAND AND EXPLAIN COMMON ANTONYMS AND SYNONYMS.	This standard is not addressed at this level of Reading Mastery.		
USE KNOWLEDGE OF INDIVIDUAL WORDS IN UNKNOWN COMPOUND WORDS TO PREDICT THEIR MEANING.	<i>Underlined parts:</i> When given a word (a compound word, a word with a sound combination, a word with an ending, or a word that follows the long-vowel rule with endings), the student is able to read part of the word and then read the whole word.	81-160	
	<i>Two-part words:</i> When given a two-part word, the student is able to read the first part while the last part is covered and then to read the entire word.	36-160	
KNOW THE MEANING OF SIMPLE PREFIXES AND SUFFIXES.	<i>Underlined parts:</i> When given a word (a compound word, a word with a sound combination, a word with an ending, or a word that follows the long-vowel rule with endings), the student	81-160	

	is able to read part of the word and then read the whole word.		
	<i>Two-part words:</i> When given a two-part word, the student is able to read the first part while the last part is covered and then to read the entire word.	36-160	
IDENTIFY SIMPLE MULTIPLE-MEANING WORDS.	This standard is not addressed at this level of Reading Mastery.		
	ADDITIONAL READING OBJECTIVES ADDRESSED IN THIS LEVEL OF READING MASTERY		
	When given lowercase vowels, the student is able to identify each letter by name.	40-86	
	When given lowercase consonants, the student is able to identify each letter by name.	83-86	
	When given all of the alphabet, the student is able to say the names of the letters in order.	83-86	
	When given capital letters, the student is able to identify each letter by name.	87-94	
READING COMPREHENSION			
USES TITLES, TABLES OF CONTENTS, AND CHAPTER HEADINGS TO LOCATE INFORMATION IN EXPOSITORY TEXT.	When reading or re-reading a story, the student is able to answer comprehension questions interjected by the teacher.	1-160	Literature Lessons
STATE THE PURPOSE IN READING.	When reading or re-reading a story, the student is able to answer comprehension questions interjected by the teacher.	1-160	Literature Lessons
USE KNOWLEDGE OF THE AUTHOR'S PURPOSE(S) TO COMPREHEND INFORMATIONAL TEXT.	When reading or re-reading a story, the student is able to answer comprehension questions interjected by the teacher.	1-160	Literature Lessons
ASK CLARIFYING QUESTIONS ABOUT ESSENTIAL TEXTUAL ELEMENTS OF EXPOSITION.	When reading or re-reading a story, the student is able to answer comprehension questions interjected by the teacher.	1-160	Literature Lessons
RESTATE FACTS AND DETAILS IN THE TEXT TO CLARIFY AND ORGANIZE IDEAS.	When reading or re-reading a story, the student is able to answer comprehension questions interjected by the teacher.	1-160	Literature Lessons
	When asked about a rule from an earlier story, the student is able to repeat that rule.	147-160	
RECOGNIZE CAUSE-AND-EFFECT RELATIONSHIPS IN A TEXT.	When reading or re-reading a story, the student is able to answer comprehension questions interjected by the teacher.	1-160	Literature Lessons

WRITE A FRIENDLY LETTER COMPLETE WITH THE DATE, SALUTATION, BODY, CLOSING, AND SIGNATURE.	This standard is not addressed at this level of Reading Mastery.		
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS			
DISTINGUISH BETWEEN COMPLETE AND INCOMPLETE SENTENCES.	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	Spelling Lessons 21-79	
RECOGNIZE AND USE THE CORRECT WORD ORDER IN WRITTEN SENTENCES.	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	Spelling Lessons 21-79	
IDENTIFY AND CORRECTLY USE VARIOUS PARTS OF SPEECH, INCLUDING NOUNS AND VERBS, IN WRITING AND SPEAKING.	This standard is not addressed at this level of Reading Mastery.		
USE COMMAS IN THE GREETING AND CLOSURE OF A LETTER AND WITH DATES AND ITEMS IN A SERIES.	This standard is not addressed at this level of Reading Mastery.		
USE QUOTATION MARKS CORRECTLY.	This standard is addressed in Reading Mastery I and Fast Cycle.		
CAPITALIZE ALL PROPER NOUNS, WORDS AT THE BEGINNING OF SENTENCES AND GREETINGS, MONTH AND DAYS OF THE WEEK, AND TITLES AND INITIALS OF PEOPLE.	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	Spelling Lessons 21-79	
SPELL FREQUENTLY USED, IRREGULAR WORDS CORRECTLY.	When a word is presented, the student is able to write the sounds in the word.	Spelling Lessons 1-79	
SPELL BASIC SHORT-VOWEL, LONG-VOWEL, R-CONTROLLED, AND CONSONANT-BLEND PATTERNS CORRECTLY.	When a column of words is presented, the student is able to spell each word in the column by letter names and then read each word in the column.	86-160	
	When a word is presented, the student is able to spell the word by letter names and then read the word.	88-160	
	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	91-160	
	When the teacher says one or more sounds, the student is able to repeat and write the sound or sounds.	Spelling Lessons 1-79	

SPELL BASIC SHORT-VOWEL, LONG-VOWEL, R-CONTROLLED, AND CONSONANT-BLEND PATTERNS CORRECTLY (continued).	When the teacher writes a sound combination on the board, the student is able to say the sound and write the letters that represent the sound.	Spelling Lessons 11-79	
	When the teacher says a sound combination, the student is able to say the sound and write the letters that represent the sound.	Spelling Lessons 14-79	
LISTENING AND SPEAKING			
LISTENING AND SPEAKING STRATEGIES			
DETERMINE THE PURPOSE OR PURPOSES OF LISTENING.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	
ASK FOR CLARIFICATION AND EXPLANATION OF STORIES AND IDEAS.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	
PARAPHRASE INFORMATION THAT HAS BEEN SHARED ORALLY BY OTHERS.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	
GIVE AND FOLLOW THREE- AND FOUR-STEP ORAL DIRECTIONS.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	
ORGANIZE PRESENTATIONS TO MAINTAIN A CLEAR FOCUS.	This standard is not addressed in this level of Reading Mastery.		
SPEAK CLEARLY AND AT AN APPROPRIATE PACE FOR THE TYPE OF COMMUNICATION.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	
RECOUNT EXPERIENCES IN A LOGICAL SEQUENCE.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	
RETELL STORIES, INCLUDING CHARACTERS, SETTING, AND PLOT.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	
REPORT ON A TOPIC WITH SUPPORTIVE FACTS AND DETAILS.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	
SPEAKING APPLICATIONS			
RECOUNT EXPERIENCES OR PRESENT STORIES.	This standard is addressed as students participate in the oral activities in each lesson.	1-160 Literature Lessons	

REPORT ON A TOPIC WITH FACTS AND DETAILS, DRAWING FROM SEVERAL SOURCES OF INFORMATION.	This standard is not addressed in this level of Reading Mastery.		
	ADDITIONAL LISTENING AND SPEAKING OBJECTIVES ADDRESSED IN THIS LEVEL OF READING MASTERY		
	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	91-160	
	When the teacher says one or more sounds, the student is able to repeat and write the sound or sounds.	Spelling Lessons 1-79	
	When the teacher says a sound combination, the student is able to say the sound and write the letters that represent the sound.	Spelling Lessons 14-79	
	When a word is presented, the student is able to write the sounds in the word.	Spelling Lessons 1-79	
	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	Spelling Lessons 21-79	

CALIFORNIA CONTENT STANDARDS		READING MASTERY III OBJECTIVES	
READING			
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT			
KNOW AND USE COMPLEX WORD FAMILIES WHEN READING TO DECODE UNFAMILIAR WORDS.	When presented with a list of irregularly spelled words, the student is able to read it without error.	1-140	
DECODE REGULAR MULTISYLLABIC WORDS.	When presented with a list of regularly spelled words, the student is able to read it without error.	1-140	
	When presented with a list of words, the student is able to read it without error.	1-140	
READ ALOUD NARRATIVE AND EXPOSITORY TEXT FLUENTLY AND ACCURATELY AND WITH APPROPRIATE PACING, INTONATION, AND EXPRESSION.	When presented with a reading selection, the student is able to read it aloud with a minimum of decoding errors.	1-140 Literature Lessons	
	When presented with a passage, the student is able to read it aloud within a specific time and decoding error limit.	5-140	
USE KNOWLEDGE OF ANTONYMS, SYNONYMS, HOMOPHONES, AND HOMOGRAPHS TO DETERMINE THE MEANING OF WORDS.	When presented with a word that has homonyms or homographs, the student is able to identify them.	77-83, 87, 90, 91, 96, 100, 105, 115, 116, 125, 127	
DEMONSTRATE KNOWLEDGE OF LEVELS OF SPECIFICITY AMONG GRADE-APPROPRIATE WORDS AND EXPLAIN THE IMPORTANCE OF THESE RELATIONS.	When presented with a definition of a vocabulary word, the student is able to comprehend the definition.	2-140	
	When presented with a vocabulary word, the student is able to use the word correctly in a sentence.	2-140	
USE SENTENCE AND WORD CONTEXT TO FIND THE MEANING OF UNKNOWN WORDS.	When presented with a common word or phrase, the student is able to explain what it means.	1-140	
	When presented with a definition of a vocabulary word, the student is able to comprehend	2-140	

WRITE LEGIBLY IN CURSIVE OR JOINED ITALIC, ALLOWING MARGINS AND CORRECT SPACING BETWEEN LETTERS IN A WORD AND WORDS IN A SENTENCE.	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 1,2,3,8,10,11,13,21, 24,25,27,28,32	
UNDERSTAND THE STRUCTURE AND ORGANIZATION OF VARIOUS REFERENCE MATERIALS.	When presented with a map, the student is able to interpret it.	8-140	
	When presented with a standard measurement, the student is able to identify the proper use of the measurement.	11-140	
	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 9,12,14,15,17,28,29	
REVISE DRAFTS TO IMPROVE THE COHERENCE AND LOGICAL PROGRESSION OF IDEAS BY USING AN ESTABLISHED RUBRIC.	This standard is not addressed in this level of Reading Mastery.		
WRITING APPLICATION			
WRITE NARRATIVES	This standard is addressed through activities in the Projects Across the Curriculum.	35	
WRITE DESCRIPTIONS THAT USE CONCRETE SENSORY DETAILS TO PRESENT AND SUPPORT UNIFIED IMPRESSIONS OF PEOPLE, PLACES, THINGS, OR EXPERIENCES.	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 1,2,3,7,8,10,11,21,24, 25,26,30,31,32	
WRITE PERSONAL AND FORMAL LETTERS, THANK-YOU NOTES, AND INVITATIONS.	This standard is not addressed in this level of Reading Mastery.		
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS			
UNDERSTAND AND BE ABLE TO USE COMPLETE AND CORRECT DECLARATIVE, INTERROGATIVE, IMPERATIVE, AND EXCLAMATORY SENTENCES IN WRITING AND SPEAKING.	This standard is addressed as students participate in the oral activities in each lesson.	1-140	
	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 8,10,11,21,32,	

IDENTIFY SUBJECTS AND VERBS THAT ARE IN AGREEMENT AND IDENTIFY AND USE PRONOUNS, ADJECTIVES, COMPOUND WORDS, AND ARTICLES CORRECTLY IN WRITING AND SPEAKING.	This standard is addressed as students participate in the oral activities in each lesson.	1-140	
	This standard is addressed through activities in the Projects Across the Curriculum.	5,26,27	
IDENTIFY AND USE PAST, PRESENT, AND FUTURE VERB TENSES PROPERLY IN WRITING AND SPEAKING.	This standard is addressed as students participate in the oral activities in each lesson.	1-140	
	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 8,10,11,21,32,	
IDENTIFY AND USE SUBJECTS AND VERBS CORRECTLY IN SPEAKING AND WRITING SIMPLE SENTENCES.	This standard is addressed as students participate in the oral activities in each lesson.	1-140	
	This standard is addressed through activities in the Projects Across the Curriculum.	Projects 8,10,11,21,32	
PUNCTUATE DATES, CITY AND STATE, AND TITLES OF BOOKS CORRECTLY.	This standard is not addressed in this level of Reading Mastery.		
USE COMMAS IN DATES, LOCATIONS, AND ADDRESSES AND FOR ITEMS IN A SERIES.	This standard is not addressed in this level of Reading Mastery.		
CAPITALIZE GEOGRAPHICAL NAMES, HOLIDAYS, HISTORICAL PERIODS, AND SPECIAL EVENTS CORRECTLY.	This standard is not addressed in this level of Reading Mastery.		
SPELL CORRECTLY ONE-SYLLABLE WORDS THAT HAVE BLENDS, CONTRACTIONS, COMPOUNDS, ORTHOGRAPHIC PATTERNS, AND COMMON HOMOPHONES.	After reading a difficult word, the student is able to spell the word.	A-D, 1-140	
	When presented with a contraction, the student is able to identify the words that make up the contraction.	81-84, 87, 89, 92, 93, 99, 100, 114, 115, 123, 124	
ARRANGE WORDS IN ALPHABETIC ORDER.	This standard is not addressed in this level of Reading Mastery.		
ADDITIONAL WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS ADDRESSED IN THIS LEVEL OF READING MASTERY			
	When presented with a vocabulary word, the student is able to use the word correctly in a sentence.	2-140	
	When presented with a classification rule, the student is able to use it to classify objects.	A-D, 1-140	

CALIFORNIA CONTENT STANDARDS		READING MASTERY IV OBJECTIVES
READING		
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT.		
READ NARRATIVE AND EXPOSITORY TEXT ALOUD WITH GRADE-APPROPRIATE FLUENCY AND ACCURACY AND WITH APPROPRIATE PACING, INTONATION, AND EXPRESSION.	When presented with a reading selection, the student is able to read it aloud with a minimum of decoding errors.	1-140 Literature Lessons
	When presented with a passage, the student is able to read it aloud within a specific time and decoding error limit.	11-136
	When presented with realistic fiction, the student is able to read it.	11-23, 26-55, 73-92, 97-102
	When presented with fantasy, the student is able to read it.	1-10, 57-70, 103-140
	When presented with non-fiction, the student is able to read it.	1-9, 12-14, 15, 17, 19, 22, 23, 27, 35, 37, 39, 56-58, 60, 63, 72, 73, 75, 76, 88, 93-96, 98, 134, 138
	When presented with a reading selection, the student is able to read it silently.	1-140 Literature Lessons
	This standard is addressed as students participate in activities in the Novel Studies.	Novel Studies
APPLY KNOWLEDGE OF WORD ORIGINS, DERIVATIONS, SYNONYMS, ANTONYMS, AND IDIOMS TO DETERMINE THE MEANING OF WORDS AND PHRASES.		
	When presented with a common word or phrase, the student is able to explain what it means.	1-140
	When presented with a list of regularly spelled words, the student is able to read it without	1-140
	error.	
	When presented with a list of irregularly spelled words, the student is able to read it without error.	1-140
	When presented with a list of words, the student is able to read it without error.	1-140
USE KNOWLEDGE OF ROOT WORDS TO DETERMINE THE MEANING OF UNKNOWN WORDS WITHIN A PASSAGE.	When presented with a common word or phrase, the student is able to explain what it means.	1-140
	When presented with a list of regularly spelled words, the student is able to read it without error.	1-140
	When presented with a list of irregularly spelled words, the student is able to read it without error.	1-140
	When presented with a list of words, the student is able to read it without error.	1-140
KNOW COMMON ROOTS AND AFFIXES DERIVED FROM GREEK AND LATIN AND USE THIS KNOWLEDGE TO ANALYZE THE MEANING OF COMPLEX WORDS.	When presented with a common word or phrase, the student is able to explain what it means.	1-140
	When presented with a written definition of a vocabulary word, the student is able to comprehend the definition.	1-140
USE A THESAURUS TO DETERMINE RELATED WORDS AND CONCEPTS.	This standard is not addressed at this level of Reading Mastery.	
DISTINGUISH AND INTERPRET WORDS WITH MULTIPLE MEANINGS.		
	When presented with a common word or phrase, the student is able to explain what it means.	1-140
	When presented with a vocabulary word, the student will use it correctly in a sentence.	1-140
	When presented with a written definition of a vocabulary word, the student is able to comprehend the definition.	1-140
READING COMPREHENSION		
IDENTIFY STRUCTURAL PATTERNS FOUND	After reading a story, the student is able to put events from the story in the correct order.	6-135

IN INFORMATIONAL TEXT TO STRENGTHEN COMPREHENSION.	After reading a selection, the student is able to infer causes and effects within the selection.	1-140	
	When presented with a time line, the student is able to interpret it.	58-61, 71, 86	
	When presented with facts and rules, the student is able to memorize them.	1-140	
	When presented with a picture, the student is able to respond to tasks based on it.	1-140	
	When presented with an informational passage, the student is able to read it.	1-138	
	When presented with a map, the student is able to interpret it.	1-140	
	When presented with a standard measurement, the student is able to identify the proper use of the measurement.	3-140	
	When presented with a diagram, the student is able to interpret it.	5-140	
USE APPROPRIATE STRATEGIES WHEN READING FOR DIFFERENT PURPOSES.	When presented with a written definition of a vocabulary word, the student is able to comprehend the definition.	1-140	
	After reading a selection, the student is able to infer details and events within the selection.	1-140	
	When presented with a paragraph, the student is able to infer the main idea and the supporting details.	26-136	
	After reading a selection, the student is able to draw conclusions based on evidence from the selection.	1-140	
	After reading a selection, the student is able to evaluate problems and solutions within the selection.	39-140	
	After reading a story, the student is able to identify the main features of each story setting.	7-140	
	When presented with a map, the student is able to interpret it.	1-140	
	When presented with a standard measurement, the student is able to identify the proper	3-140	

	use of the measurement.		
	When presented with a diagram, the student is able to interpret it.	5-140	
	When presented with a picture, the student is able to respond to tasks based on it.	1-140	
	When presented with literal questions about a reading selection, the student is able to answer the questions.	1-140	Literature Lessons
	After reading a selection, the student is able to identify literal causes and effects within the selection.	1-140	Literature Lessons
	After reading a selection, the student is able to recall details and events from the selection.	1-140	Literature Lessons
USE APPROPRIATE STRATEGIES WHEN READING FOR DIFFERENT PURPOSES (continued).	When presented with written directions, the student is able to follow the directions.	1-140	
	This standard is addressed as students participate in activities in the Novel Studies.		Novel Studies
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.	While reading a story, the student is able to predict a possible story outcome.	1-140	
	When presented with a story title, the student is able to predict the content of the story.	1-140	
	When presented with a predictive rule, the student is able to predict outcomes by using the rule.	12-140	
	While reading a story, the student is able to predict the actions of a story character.	6-140	
EVALUATE NEW INFORMATION ON THE SAME TOPIC AFTER READING SEVERAL PASSAGES OR ARTICLES.	When presented with a classification rule, the student is able to classify objects by using it.	1-140	
	When presented with a variety of sources, the student is able to make comparisons based on those sources.	1-140	
DISTINGUISH BETWEEN CAUSE AND EFFECT AND BETWEEN FACT AND OPINION IN EXPOSITORY TEXT.	When presented with a variety of sources, the student is able to make comparisons based on those sources.	1-140	
	After reading a selection, the student is able to identify literal causes and effects within the selection.	1-140	Literature Lessons
	After reading a selection, the student is able to infer causes and effects within the selection.	1-140	Literature Lessons
FOLLOW MULTIPLE-STEP INSTRUCTIONS	This standard is not addressed in this level of Reading Mastery.		

LOCATE INFORMATION IN REFERENCE TEXTS BY USING ORGANIZATIONAL FEATURES.	When working on a research project, the student is able to use an encyclopedia to gather information.	11,24,38,40,72,90, 107,111,116	
	When presented with a map, the student is able to interpret it.	1-140	
	When presented with a diagram, the student is able to interpret it.	5-140	
	When presented with a time line, the student is able to interpret it.	58-61,71,86	
USE VARIOUS REFERENCE MATERIALS AS AN AID TO WRITING.	When working on a research project, the student is able to use an encyclopedia to gather information.	11, 24, 38, 40, 72, 90, 107, 111, 116	
UNDERSTAND THE ORGANIZATION OF ALMANACS, NEWSPAPERS, AND PERIODICALS AND HOW TO USE THOSE PRINT MATERIALS.	This standard is not addressed in this level of Reading Mastery.		
DEMONSTRATE BASIC KEYBOARDING SKILLS AND FAMILIARITY WITH COMPUTER TERMINOLOGY.	This standard is not addressed in this level of Reading Mastery.		
EDIT AND REVISE SELECTED DRAFTS TO IMPROVE COHERENCE AND PROGRESSION BY ADDING, DELETING, CONSOLIDATING, AND REARRANGING TEXT.	This standard is met as students participate in Projects Across the Curriculum.	Projects 2,9	
WRITING APPLICATIONS			
WRITE NARRATIVES.	This standard is met as students participate in Projects Across the Curriculum.	Projects 2,9,14,28,33,36	
	When presented with a specific writing assignment, the student is able to complete the assignment by writing three to four sentences.	45-140	
WRITE RESPONSES TO LITERATURE.	When presented with a specific writing assignment, the student is able to complete the assignment by writing three to four sentences.	45-140	
	This standard is addressed as students participate in activities in the Literature Lessons.	Literature Lessons	
	This standard is addressed as students participate in activities in the Novel Studies.	Novel Studies	
WRITE INFORMATION REPORTS.	When presented with a specific writing assignment, the student is able to complete the	45-140	

	assignment by writing three to four sentences.		
	This standard is met as students participate in Projects Across the Curriculum.	Projects 6,8,10,14,17,19,33	
WRITE SUMMARIES THAT CONTAIN THE MAIN IDEAS OF THE READING SELECTION AND THE MOST SIGNIFICANT DETAILS.	When presented with a specific writing assignment, the student is able to complete the assignment by writing three to four sentences.	45-140	
	This standard is addressed as students participate in activities in the Literature Lessons.	Literature Lessons	
	This standard is addressed as students participate in activities in the Novel Studies.	Novel Studies	
	This standard is met as students participate in Projects Across the Curriculum.	Projects 2	
	When presented with a written question, the student is able to write the correct answer.	1-140	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS			
USE SIMPLE AND COMPOUND SENTENCES IN WRITING AND SPEAKING.	When presented with a specific writing assignment, the student is able to complete the assignment by writing three to four sentences.	45-140	
COMBINE SHORT, RELATED SENTENCES WITH APPOSITIVES, PARTICIPIAL PHRASES, ADJECTIVES, ADVERBS, AND PREPOSITIONAL PHRASES.	This standard is not addressed in this level of Reading Mastery.		
IDENTIFY AND USE REGULAR AND IRREGULAR VERBS, ADVERBS, PREPOSITIONS, AND COORDINATING CONJUNCTIONS IN WRITING AND SPEAKING.	This standard is not addressed in this level of Reading Mastery.		
USE PARENTHESES, COMMAS IN DIRECT QUOTATIONS, AND APOSTROPHES IN THE POSSESSIVE CASE OF NOUNS AND IN CONTRACTIONS.	This standard is not addressed in this level of Reading Mastery.		
USE UNDERLINING, QUOTATION MARKS, OR ITALICS TO IDENTIFY TITLES OF	This standard is not addressed in this level of Reading Mastery.		

DOCUMENTS.			
CAPITALIZE NAMES OF MAGAZINES, NEWSPAPERS, WORKS OF ART, MUSICAL COMPOSITIONS, ORGANIZATIONS, AND THE FIRST WORD IN QUOTATIONS WHEN APPROPRIATE.	This standard is not addressed in this level of Reading Mastery.		
SPELL CORRECTLY ROOTS, INFLECTIONS, SUFFIXES AND PREFIXES, AND SYLLABLE CONSTRUCTIONS.	After reading a difficult word, the student is able to spell the word.	1-30, 37-80, 83-120, 122, 125, 128, 132, 135, 138	
LISTENING AND SPEAKING			
LISTENING AND SPEAKING STRATEGIES			
ASK THOUGHTFUL QUESTIONS AND RESPOND TO RELEVANT QUESTIONS WITH APPROPRIATE ELABORATION IN ORAL SETTINGS.	This standard is addressed as students participate in oral activities in each lesson.	1-140	
SUMMARIZE MAJOR IDEAS AND SUPPORTING EVIDENCE PRESENTED IN SPOKEN MESSAGES AND FORMAL PRESENTATIONS.	This standard is addressed as students participate in research projects. After compiling information about a given topic, the student is able to organize the information into charts and other visual displays.	11,24,38,40,72,90, 107,111,116 11,24,38,72,90,107, 111,116	
IDENTIFY HOW LANGUAGE USAGES REFLECT REGIONS AND CULTURES.	This standard is not addressed in this level of Reading Mastery.		
GIVE PRECISE DIRECTIONS AND INSTRUCTIONS.	This standard is not addressed in this level of Reading Mastery.		
PRESENT EFFECTIVE INTRODUCTIONS AND CONCLUSIONS THAT GUIDE AND INFORM THE LISTENER'S UNDERSTANDING OF IMPORTANT IDEAS AND EVIDENCE.	This standard is addressed as students participate in research projects. After compiling information about a given topic, the student is able to organize the information into charts and other visual displays.	11,24,38,40,72,90, 107,111,116 11,24,38,72,90,107, 111,116	
USE TRADITIONAL STRUCTURES FOR CONVEYING INFORMATION.	This standard is addressed as students participate in oral activities in each lesson. This standard is addressed as students participate in research projects.	1-140 11,24,38,40,72,90, 107,111,116	

	After compiling information about a given topic, the student is able to organize the information into charts and other visual displays.	11,24,38,72,90,107, 111,116	
EMPHASIZE POINTS IN WAYS THAT HELP THE LISTENER OR VIEWER TO FOLLOW IMPORTANT IDEAS AND CONCEPTS.	This standard is not addressed in this level of Reading Mastery.		
USE DETAILS, EXAMPLES, ANECDOTES, OR EXPERIENCES TO EXPLAIN OR CLARIFY INFORMATION.	This standard is not addressed in this level of Reading Mastery.		
USE VOLUME, PITCH, PHRASING, PACE, MODULATION, AND GESTURES APPROPRIATELY TO ENHANCE MEANING.	This standard is not addressed in this level of Reading Mastery.		
EVALUATE THE ROLE OF THE MEDIA IN FOCUSING ATTENTION ON EVENTS AND IN FORMING OPINIONS ON ISSUES.	This standard is not addressed in this level of Reading Mastery.		
SPEAKING APPLICATIONS			
MAKE NARRATIVE PRESENTATIONS.	This standard is not addressed in this level of Reading Mastery.		
MAKE INFORMATIONAL PRESENTATIONS.	This standard is not addressed in this level of Reading Mastery.		
DELIVER ORAL SUMMARIES OF ARTICLES AND BOOKS THAT CONTAIN THE MAIN IDEAS OF THE EVENT OR ARTICLE AND THE MOST SIGNIFICANT DETAILS.	This standard is not addressed in this level of Reading Mastery.		
RECITE BRIEF POEMS, SOLILOQUIES, OR DRAMATIC DIALOGUES, USING CLEAR DICTION, TEMP, VOLUME, AND PHRASING.	This standard is not addressed in this level of Reading Mastery.		

CALIFORNIA CONTENT STANDARDS		CONNECTING MATH CONCEPTS LEVEL A	
NUMBER SENSE			
STUDENTS UNDERSTAND AND USE NUMBERS UP TO 100.			
COUNT, READ AND WRITE WHOLE NUMBERS TO 100	Says the next number		1-8
	Counts to a specified number		4-7
	Counts from number to a number		12-111
	Counts events		2-14
	Follows instructions with ordinal numbers		11-16
	Answers questions involving ordinal numbers		17-19
	Counts backward to a specified number		18-70
	Writes number series		11-20
	Writes symbols and groups of symbols from dictation		21-26
	Crosses out backward digits		2-15
	Says the name		2-19
	Draws lines for numerals		3-9
	Writes numerals for counters		4-10
COUNT, READ AND WRITE WHOLE NUMBERS TO 100 (continued)	Matches numerals and counters		10-19
	Writes teen numbers from dictation		16-24
	Writes teen numbers		30-33
	Writes 2-digit numbers from dictation		31-56
	Writes tens and twenties numbers from representations		41-74
COMPARE AND ORDER WHOLE NUMBERS TO 100 USING THE SYMBOLS FOR LESS THAN, EQUAL TO, OR GREATER THAN(<,-,>)	Counts to identify digits		51, 52
	Works with facts or numbers in columns		52-96
	Says numbers that are more		6-30
	Writes numbers that are more		17-29
	Marks groups that are more than a given number		18-20
	Circles numbers on a number line that are more than a specified number		88, 89
	Circles the larger number		88-92
	Makes both sides of equations have the same number		15, 16
	Indicates groups that are less than a specified number		27-31
	Discriminates values that are more, less or equal		34, 35
REPRESENT EQUIVALENT FORMS OF THE SAME NUMBER THROUGH THE USE OF PHYSICAL MODELS, DIAGRAMS AND NUMBER EXPRESSIONS (TO 20)	Makes the greater-than or less-than sign between numbers		91-95
	Solves problems that require =, <, or > sign		109-111
	Solves 2 problems, then writes the sign that compares the answers		112-115
	Writes problems and answers for stories about a bug-on-a-number line		47-53
	Solves bug-on-a-number-line problems with a missing addend or subtrahend		53-58
COUNT AND GROUP OBJECTS INTO ONES AND TENS	Solves bug-on-a-number-line problems with the unknown as the middle or last term		59-72
	Writes facts for more/less story problems on the number line		73-77
	Completes a tens number line		54-60
	Writes Ts for tens, then write the 2-digit numeral		66-69

	Says answers to + 1 questions	11-14	
	Writes answers to + 1 questions	15-29	
	Writes answers to orally presented + 1 problems	29-42	
	Writes and solves addition problems with tens numbers	57-63	
IDENTIFY ONE MORE THAN, ONE LESS THAN, TEN MORE THAN, TEN LESS THAN A GIVEN NUMBER (continued)	Writes answers to - 1 problems	36-40	
COUNT BY 2S, 5S, AND 10S WITH NUMBERS TO 100	Writes answers to problems that add 10 and 20	64-80	
	Writes answers to orally presented problems with 2 tens numbers	95-100	
	Writes answers to problems that - 10 or -20	73-78	
	Writes answers to problems with tens numbers	85-87	
SHOW THE MEANING OF ADDITION AND SUBTRACTION	Says numbers that are 2 more	19-23	
	Says numbers that are 3 more	70-76	
	Says numbers that are 2 less	62, 63	
	Says answers to + 2 questions	24-31	
	Writes problems from dictation or from a number line	25-44	
	Writes answers to + 1 and + 2 problems	32-36	
	Writes answers to zero + problems	37-47	
	Writes answers to "turned around" + 1 and + 2 addition problems	42-51	
	Writes answers to orally presented problems that start with 0 +, 1 + or 2 +	50-67	
	Writes answers to orally presented problems that begin with a tens number	67-112	
	Writes answers to problems that + 3	77-80	
	Writes answers to + 2 and + 3 problems	86-88	

SHOW THE MEANING OF ADDITION AND SUBTRACTION (continued)	Writes answers to "turned around" + 3 facts	96-102	
	Respond to "add" rather than "plus"	101, 102	
	Writes answers to column addition problems	101-105	
	Writes answers to problems that - 1 or - 0	52, 53	
	Writes answers to - 2 problems	64-66	
	Writes answers to problems that - 0, - 1 or - 2	67-71	
	Writes subtraction problems with an answer of zero	100-102	
	Writes subtraction problems with an answer of 1	103-108	
	Writes answers to column subtraction problems	106-108	
	Works subtraction problems with an answer of 0 or 1	109-111	
	Respond to the words "add" and "subtract"	104, 105	
	Writes answers to column-addition and column-subtraction problems	109, 110	
	Reads "box" as "how many"	118-120	
	Indicates whether an action story calls for addition or subtraction	76-83	
	Solves comparison problems	84-90	
	Solves problems involving "joining"	91, 92	
	Solves problems with the phrase "all but"	94-100	
	Figures out whether to add or subtract	104-107	
SHOW THE MEANING OF ADDITION AND SUBTRACTION (continued)	Solves problems that start with a number and add 2 numbers or subtract 2 numbers	105-108	
SOLVE ADDITION AND SUBTRACTION PROBLEMS WITH ONE- AND TWO-DIGIT NUMBERS	Writes answers to orally presented problems with a 2-digit value and an addend of 0, 1 or 2	40-90	
	Writes answers to problems that begin with 2-digit numbers and - 1 or - 2	72-104	
FIND THE SUM OF THREE ONE-DIGIT	Writes answers to problems with three addends	85-88	

SYMBOLS +, -, =			
CREATE PROBLEM SITUATIONS THAT COULD LEAD TO GIVEN NUMBER SENTENCES INVOLVING ADDITION AND SUBTRACTION	Writes facts for more/less story problems on the number line	73-77	
	Writes problems and answers for stories about a bug-on-a-number-line	47-53	
STUDENTS USE NUMBER SENTENCES TO SOLVE PROBLEMS.			
REVIEWER COMMENTS:			

MEASUREMENT AND GEOMETRY			
STUDENTS USE DIRECT COMPARISON AND NON-STANDARD UNITS TO DESCRIBE THE MEASUREMENTS OF OBJECTS.			
COMPARE LENGTH, WEIGHT AND VOLUME OF TWO OR MORE OBJECTS USING DIRECT COMPARISON OR A NON-STANDARD UNIT	Shows 1 and 2 inches with fingers	101, 102	
	Measures horizontally and vertically oriented lines to the nearest whole inch	103-107	
	Estimates relative height, then measures height using non-standard units	111-116	
	Estimates height in multiples of 10 feet	117-120	
TELL TIME TO THE NEAREST HALF HOUR AND COMPARE TIME RELATED EVENTS	This standard is not addressed at this level of Connecting Math Concepts.		
STUDENTS USE DIRECT COMPARISON AND NON-STANDARD UNITS TO DESCRIBE THE MEASUREMENTS OF OBJECTS.			
REVIEWER COMMENTS:			
STUDENTS IDENTIFY COMMON GEOMETRIC FIGURES, CLASSIFY THEM BY COMMON ATTRIBUTES AND DESCRIBE THEIR RELATIVE			

STUDENTS ORGANIZE, REPRESENT AND COMPARE CATEGORICAL DATA ON SIMPLE GRAPHS AND CHARTS.			
REVIEWER COMMENTS:			
STUDENTS SORT OBJECTS, AND CREATE AND DESCRIBE PATTERNS INVOLVING NUMBERS, SHAPE, SIZE, RHYTHM, OR COLOR.			
DESCRIBE, EXTEND AND EXPLAIN HOW TO GET TO THE NEXT ELEMENT IN SIMPLE REPEATING PATTERNS	Says (writes) numbers that are 2 more	19-23	
REPEATING PATTERNS	Says (writes) numbers that are 3 more	70-76	
	Circles numbers on a number line that are more than a specified number	88,89	
	Says (writes) numbers that are 1 less	32-35	
	Says numbers that are 2 less	62,63	
STUDENTS SORT OBJECTS, AND CREATE AND DESCRIBE PATTERNS INVOLVING NUMBERS, SHAPE, SIZE, RHYTHM, OR COLOR.			
REVIEWER COMMENTS:			
MATHEMATICAL REASONING			
STUDENTS MAKE DECISIONS ABOUT HOW TO SET UP A PROBLEM.			
DECIDE ABOUT THE APPROACH, MATERIALS AND STRATEGIES TO USE	Responds to the words "add" and "subtract"	104,105	
	Writes problems and answers for stories about a but-on-a-number-line	47-53	
	Indicates whether an action story calls for addition or subtraction	76-83	
	Figures out whether to add or subtract		
USE TOOLS SUCH AS MANIPULATIVES OR SKETCHES TO MODEL PROBLEMS	Writes problems and answers for stories about a bug-on-a-number-line	47-53	
	Solves bug-on-a-number-line problems with a missing addend or subtrahend	53-58	
	Solves but-on-a-number-line problems with the unknown as the middle or last term	59-72	
	Writes facts for more/less story problems on the number line	73-77	
	Draws lines for numerals	3-9	
	Writes numerals for counters	4-10	
	Matches numerals and counters	10-19	
STUDENTS MAKE DECISIONS ABOUT HOW TO SET UP A PROBLEM.			
REVIEWER COMMENTS:			

STUDENTS SOLVE PROBLEMS AND JUSTIFY THEIR REASONING.			
EXPLAIN THE REASONING USED AND JUSTIFY THE PROCEDURES SELECTED	Responds to mental arithmetic questions	49-120	
	Figures out whether to add or subtract	104-107	
MAKE PRECISE CALCULATIONS AND CHECK	This standard is not addressed at this level of Connecting Math Concepts.		

THE VALIDITY OF THE RESULTS FROM THE CONTEXT OF THE PROBLEM			
STUDENTS NOTE CONNECTIONS BETWEEN ONE PROBLEM AND ANOTHER	Solves various problems of previously-taught types	93-120	
	Solves problems with multiple solutions	116-119	
	Writes problems and answers for stories about a bug-on-a-number-line	47-53	
	Solves bug-on-a-number-line problems with a missing addend or subtrahend	53-58	
	Solves but-on-a-number-line problems with the unknown as the middle or last term	59-72	
	Writes facts for more/less story problems on the number line	73-77	
STUDENTS SOLVE PROBLEMS AND JUSTIFY THEIR REASONING.			
REVIEWER COMMENTS:			

CALIFORNIA CONTENT STANDARDS		CONNECTING MATH CONCEPTS LEVEL B	
NUMBER SENSE			
STUDENTS UNDERSTAND THE RELATIONSHIP AMONG NUMBERS, QUANTITIES AND PLACE VALUE IN WHOLE NUMBERS UP TO 1,000.			
COUNT, READ, AND WRITE WHOLE NUMBERS TO 1,000 AND IDENTIFY THE PLACE VALUE FOR EACH DIGIT.	Counts forward from different numbers	A-40	
	Identifies objects by ordinal numbers	58	
	Counts backwards from 10	71-80	
	Reads/writes 2-digit numerals	1-36	
	Identifies or writes 2-digit numerals from counters or from descriptions	24-35	
	Reads/writes 3-digit numerals	18-33	
	Writes 3-digit numerals from counters	31-33	
	Writes 3-digit numerals from descriptions	35,36	
	Identifies digits in numerals according to their ordinal position	21,22	
	Determines the number of digits in numerals	22,23	
	Writes 1-, 2-, or 3-digit numerals from dictation, counters or descriptions	27-38	
	Indicates the number of hundreds, tens and leftovers (ones) for numerals	TL3-44	
	Indicates how many digits are in a numeral and identify the digit in the tens column	74,75	
	Puts numbers in a number family	21-TL5	
COUNT, READ, AND WRITE WHOLE NUMBERS TO 1,000 AND IDENTIFY THE PLACE VALUE FOR EACH DIGIT (continued)	Writes both small numbers for number families that have 1 as a small number, using the number-family table	34,35	
	Writes the place-value addition for teen numerals	55,56	
	Indicates whether a subtraction problem starts with the big number	95-98	

	Writes number problems (symbols) for story problems	26-32	
USE WORDS, MODELS AND EXPANDED FORM TO REPRESENT NUMBERS (TO 1,000)	Writes 2-digit numerals in expanded notation	37-40	
	Uses a number line (or ruler) to solve simple addition/subtraction problems	A-33	
	Uses measurement to make lines that correspond to addition/subtraction facts	B-48	
	Constructs number families from addition/subtraction measurement problems	25-33	
ORDER AND COMPARE WHOLE NUMBERS UP TO 1,000 USING THE SYMBOLS <, =, >	Identifies the 2 small numbers and the big number in a number family	17,18	
	Indicates which of 2 numbers is more	A-6	
	Writes 3 numerals in order, from least to greatest	7-119	
	Answers questions about the greater-than and less-than signs	9,10	
	Completes the sign between: 2 numerals	B-12	
	Completes the sign between: 2 groups of lines	19	
	Completes the sign between: pairs of numbers that are added or subtracted	116-120	
	Circles the numbers on a number line that are greater than a specified number	4-6	
STUDENTS UNDERSTAND THE RELATIONSHIP AMONG NUMBERS, QUANTITIES AND PLACE VALUE IN WHOLE NUMBERS UP TO 1,000.			
REVIEWER COMMENTS:			

STUDENTS ESTIMATE, CALCULATE AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION OF TWO-AND THREE-DIGIT NUMBERS.			
UNDERSTAND AND USE THE INVERSE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION TO SOLVE PROBLEMS AND CHECK SOLUTIONS	Identifies the 2 small numbers and the big number in a number family	17,18	
	Puts numbers in a number family	21-TL5	
	Indicates the missing small number or the missing big number in number families	29-67	
	Writes 2 addition facts and 2 subtraction facts for a number family	38-41	
	Writes column problems for number families that have 2-digit or 3-digit numerals	107-120	
FIND THE SUM OR DIFFERENCE OF TWO WHOLE NUMBERS UP TO THREE DIGITS LONG	Writes 2 addition facts for a number family	18-23	
	Indicates the missing big number in number families	23-99	
	Writes the big number and the addition fact for families that have small numbers that are the same	100,101	
	Indicates the subtraction facts for number families	33-91	
	Writes subtraction problems for number families that have a missing small number	37-40	

	Writes 2 addition facts and 2 subtraction facts for a number family	38-41	
	Writes column problems for number families that have 2-digit or 3-digit numerals	107-120	
	Says the number that comes after (or is 1 more than) a specified number	TL1,23	
	Works +1, 1+ or +0 problems	11-26	
FIND THE SUM OR DIFFERENCE OF TWO WHOLE NUMBERS UP TO THREE DIGITS LONG (continued)	Adds single-digit numbers in a column and writes the 1-digit sum	27,28	
	Works +2 or 2+ problems	36-55	
	Writes answers to +2 problems and finds the appropriate number family in the number family table	39,40	
	Works +10 or 10+ problems	59-TL6	
	Indicates the answers to problems that add 10 and that add 9	69,70	
	Indicates answers to problems that add 9	69-78	
	Works problems that add 2 and that add 3	81	
	Indicates answers to +3 or 3+ problems	86-88	
	Indicates answers to "doubles" problems	98-105	
	Writes numbers that are 1 smaller than specified numbers	25-27	
	Works -1 or =1 problems	TL4,41	
	Works -0 problems	45	
	Writes the number that is 2 less than specified numbers	42-44	
	Works -2 or =2 problems	46-61	
	Works -10 or =10 problems	72,73	
	Works -9 or =9 problems	87-104	
FIND THE SUM OR DIFFERENCE OF TWO WHOLE NUMBERS UP TO THREE DIGITS LONG (continued)	Works mixed sets of addition/subtraction problems	42-67	

	Plays a team game with addition/subtraction problems	50-118	
	Plays a fact game with addition/subtraction problems	TL6-TL12	
	Indicates answers to pairs or sets of related addition problems	5-TL4	
	Fills in missing addends and writes answers for a set of related addition problems	13-15	
	Works problems that add 2 or 3 numerals	32-TL7	
	Works problems that require carrying to the tens/hundreds column	74-81	
	Works problems, some of which require carrying to the tens column or the hundreds column	79-82	
	Works problems that involve 2- or 3-digit subtrahends and 1-, 2-, or 3-digit minuends	65-76	
	Works 2- or 3-digit problems, some of which require borrowing	99-115	
	Indicates answers to problems that add 1 to larger numbers	52,53	
	Indicates answers to problems that add 10	63-106	
	Indicates answers to problems that add tens/hundreds numbers	80-113	
	Indicates answers to problems that subtract 10 or tens numbers	94-109	
	Indicates answers to problems that add or subtract 10 or tens numbers	88-117	
	Indicates answers to problems that add or subtract hundreds numbers	88-118	
FIND THE SUM OR DIFFERENCE OF TWO WHOLE NUMBERS UP TO THREE DIGITS LONG (continued)	Indicates answers to word problems that require addition or subtraction	116-120	
	Identifies the number families for addition/subtraction problems	41-48	
	Writes 1- or 2- digit number problems and answers for story problems	42-103	
	Solves number-family story problems that involve 2- or 3-digit numerals	112-119	
USES MENTAL ARITHMETIC TO FIND THE SUM OR DIFFERENCE OF TWO 2-DIGIT NUMBERS	Rewrites 2-digit numerals for borrowing	92-95	
	Works problems that involve 2- or 3-digit numerals	96-114	

IDENTIFYING A UNIT OF MEASURE, ITERATING THAT UNIT AND COMPARING IT TO THE ITEM TO BE MEASURED.			
MEASURE THE LENGTH OF OBJECTS BY ITERATING A NON-STANDARD OR STANDARD UNIT	Measures lines Shows the length of 1 foot and 1 inch	A-23 85-87	
USE DIFFERENT UNITS TO MEASURE THE SAME OBJECT AND PREDICT WHETHER THE MEASURE WILL BE GREATER OR SMALLER WHEN A DIFFERENT UNIT IS USED	Completes the sign between foot/inch or pound/ounce designations	88-110	
MEASURE THE LENGTH OF AN OBJECT TO THE NEAREST INCH AND/OR CENTIMETER	Measure lines Makes lines a specified number of inches longer Shows the length of 1 foot and 1 inch	A-23 A-23 85-87	
TELL TIME TO THE NEAREST QUARTER HOUR AND KNOW TIME RELATIONSHIPS	Answers questions by referring to a calendar Uses a calendar to determine the date that is days or weeks after a given date Identifies numbers on a calendar as ordinals Identifies the hour hand and the minute hand Writes the numbers that come before and after selected numerals on clock faces	49-120 53-57 58,59 54-57 56-59	
TELL TIME TO THE NEAREST QUARTER HOUR AND KNOW TIME RELATIONSHIPS (continued)	Identifies the hour on clock faces Indicates the number of minutes on clock faces Writes the time for clock faces Solves problems by referring to a calendar	59-62 61-63 64-79 103-106	
DETERMINE THE DURATION OF TIME INTERVALS IN HOURS	Identifies the hour on clock faces Writes the time for clock faces	59-62 64-79	
STUDENTS UNDERSTAND THAT MEASUREMENT IS ACCOMPLISHED BY			

IDENTIFYING A UNIT OF MEASURE, ITERATING THAT UNIT AND COMPARING IT TO THE ITEM TO BE MEASURED.			
REVIEWER COMMENTS:			
STUDENTS IDENTIFY AND DESCRIBE THE ELEMENTS THAT COMPOSE COMMON FIGURES IN THE PLANE AND COMMON OBJECTS IN SPACE			
DESCRIBE AND CLASSIFY PLANE AND SOLID GEOMETRIC SHAPES ACCORDING TO THE NUMBER AND SHAPE OF FACTS, EDGES, AND VERTICES	Identifies triangles, circles, rectangles Figures out the perimeter of rectangles, triangles Figures out the area of rectangles Figures out the area and perimeter of rectangles or squares	97-100 105-120 110-112 113-120	
PUT SHAPES TOGETHER AND TAKE THEM APART TO FORM OTHER SHAPES	This standard is not addressed in this level of Connecting Math Concepts.		
STUDENTS IDENTIFY AND DESCRIBE THE ELEMENTS THAT COMPOSE COMMON FIGURES IN THE PLANE AND COMMON OBJECTS IN SPACE			
REVIEWER COMMENTS:			

STATISTICS, DATA ANALYSIS AND PROBABILITY			
STUDENTS COLLECT, RECORD, ORGANIZE, DISPLAY AND INTERPRET NUMERICAL DATA ON BAR GRAPHS AND OTHER REPRESENTATIONS.			
RECORD NUMERICAL DATA IN SYSTEMATIC WAYS KEEPING TRACK OF WHAT/WHO HAS BEEN COUNTED	Identifies the smallest and largest numbers in the rows/columns of a table	38-41	
	Identifies row and column designations for cells in a table	42,43	
REPRESENT THE SAME DATA SET IN MORE THAN ONE WAY	This standard is not addressed in this level of Connecting Math Concepts.		
IDENTIFY FEATURES OF DATA SETS	This standard is not addressed in this level of Connecting Math Concepts.		
ASK AND ANSWER SIMPLE QUESTIONS RELATED TO DATA REPRESENTATIONS	Identifies the smallest and largest numbers in the rows/columns of a table	38-41	
	Identifies row and column designations for cells in a table	42,43	
	Answers questions by referring to a table	44-TL8	
	Determines totals and interprets data in a table to answer questions	62-65	
	Finds specified number families in the number-family table	68-102	
STUDENTS COLLECT, RECORD, ORGANIZE, DISPLAY AND INTERPRET NUMERICAL DATA ON BAR GRAPHS AND OTHER REPRESENTATIONS.			
REVIEWER COMMENTS:			

STUDENTS DEMONSTRATE AN UNDERSTANDING OF PATTERNS AND HOW THEY GROW, AND DESCRIBE THEM IN GENERAL WAYS.			
RECOGNIZE, DESCRIBE, EXTEND AND EXPLAIN HOW TO GET THE NEXT TERM IN LINEAR PATTERNS	Identifies the smallest and largest numbers in the rows/columns of a table	38-41	
	Answers questions by referring to a table	44-TL8	
	Determines totals and interprets data in a table to answer questions	62-65	
SOLVE PROBLEMS INVOLVING SIMPLE NUMBER PATTERNS	Answers questions by referring to a table	44-TL8	
	Determines totals and interprets data in a table to answer questions	62-65	
STUDENTS DEMONSTRATE AN UNDERSTANDING OF PATTERNS AND HOW THEY GROW, AND DESCRIBE THEM IN GENERAL WAYS.			
REVIEWER COMMENTS:			
MATHEMATICAL REASONING			
STUDENTS MAKE DECISIONS ABOUT HOW TO SET UP A PROBLEM			
DECIDE ABOUT THE APPROACH, MATERIALS AND STRATEGIES TO USE	Plays a team game that requires following directions	B-9	
	Crosses out specific items quickly in a following-directions race	2,3	
USE TOOLS SUCH AS MANIPULATIVES OR	Uses a number line (or ruler) to solve simple addition/subtraction problems	A-33	

CALIFORNIA CONTENT STANDARDS		CONNECTING MATH CONCEPTS LEVEL C
NUMBER SENSE		
STUDENTS UNDERSTAND PLACE OF WHOLE NUMBERS.		
COUNT, READ, AND WRITE WHOLE NUMBERS TO 10,000	Counts by 9 to 90	5-62
	Counts by 4 to 40	42-48
	Counts by 3 based on number patterns	93-105
	Writes the numbers for counting by 3 to 30	97-100
	Identifies reasonable number families and writes column problems for them	49-51
	Writes numerals from dictation	1, 2
	Reads 4-digit numerals	35
	Reads, then writes 4-digit numerals from dictation	36, 37
	Writes 4-digit numerals from descriptions	38, 39
	Reads 10- and 100-thousands numerals	42-46
	Writes numerals for 2-digit tens numbers	46-48
	Writes numerals for 2-digit hundreds numbers	49, 50
	Writes numerals for 2-digit tens numbers and 2-digit hundreds numbers	51-59
Identifies the last two digits of 3-digit numerals	14, 15	
COUNT, READ, AND WRITE WHOLE NUMBERS TO 10,000 (continued)	Solves action problems by first writing the values in a number family	57-72
	Writes denominators that correspond to the whole-number portions of number lines	53, 54
COMPARE AND ORDER WHOLE NUMBERS TO 10,000	Completes a greater-than or less-than sign between two numerals	21-25
	Makes greater-than and less-than statements from inequalities that have numbers and letters	26, 27

	Identifies numbers that are greater than or less than a given value	28-34
	Solves comparison problems, some of which ask about a difference and some of which ask about one of the values	53-71
	Puts values forward along the arrow or backward along the number-family arrow	54-56
IDENTIFY THE PLACE VALUE FOR EACH DIGIT IN NUMBERS TO 10,000	Answers place-value questions about the number of digits and how many hundreds, tens, or ones	1, 2
ROUND OFF NUMBERS TO 10,000 TO THE NEAREST TEN, HUNDRED, AND THOUSAND	Writes estimation problems for column addition and subtraction problems	80,81
	Estimates to check column problem answers; reworks missed problems	82,83
USE EXPANDED NOTATION TO REPRESENT NUMBERS	Writes numerals in expanded notation, called place-value addition	5, 6
STUDENTS UNDERSTAND PLACE OF WHOLE NUMBERS.		
REVIEWER COMMENTS:		
STUDENTS CALCULATE AND SOLVE PROBLEMS INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION.		
FIND THE SUM OR DIFFERENCE OF TWO WHOLE NUMBERS BETWEEN 0 AND 10,000	Completes number families and writes the related facts	1-12
	Solves column-addition and column-subtraction problems using number families with a missing small number	5-46
	Writes two addition facts for each number family	10-12
	Writes column problems for number families with 1-, 2- and 3- digit numerals	47, 48
	reviews facts with addends of 1, 2, 3, 9, and 10	1-21
	Writes answers to "doubles" problems	8-10
	Works on addition facts based on number families with a small number of 6	9-27

	Works on addition facts based on number families with a small number of 4	14-24	
	Works on addition facts based on number families with a small number of 5	19-23	
	Works with the two addition statements for the number family with small numbers of 7 and 8	29	
	Works facts that subtract 9 or 10	6-21	
	Works facts that have an answer of 9 or 10	9-15	
	Works facts that subtract 4	22-39	
FIND THE SUM OR DIFFERENCE OF TWO WHOLE NUMBERS BETWEEN 0 AND 10,000 (continued)	Works facts that subtract 5	28-37	
	Works remaining facts that subtract 4 or have 4 as the answer	41-51	
	Works facts that subtract 6	52-59	
	Works facts with an answer of 5 or 6	61, 62	
	Practices in a pair with subtraction facts	27-96	
	Writes subtraction facts for "doubles" problems	71-76	
	Works facts that subtract 3	73-75	
	Works facts that subtract 3 or have 3 as the answer	76, 77	
	Works remaining facts that subtract 5	79-81	
	Writes answers to subtraction problems, some of which subtract 5 or have an answer of 5	82, 83	
	Writes the related subtraction fact for a known fact	82	
	Works remaining facts that subtract 6	85-87	
	Works facts that subtract 6 or have 6 as the answer	64-89	
	Works facts that subtract 7 or have 7 as the answer	91-96	
	responds to mental addition problems that have 2-digit and 1-digit numbers	46-95	
	Responds to mental addition problems that require renaming	102-120	

	Writes addition problems for multiplication statements	37-40	
FIND THE SUM OR DIFFERENCE OF TWO WHOLE NUMBERS BETWEEN 0 AND 10,000 (continued)	Checks answers to subtraction facts by adding	45	
	U+C27) sees alternative strategy for figuring out the answers for subtraction facts	81-83	
	Writes answers to column-addition problems that do not require renaming	1, 2	
	Writes answers to column-addition problems that require renaming to the tens column	3, 4	
	Writes answers to column-addition problems that require renaming to the hundreds column	5	
	Writes answers to column-addition problems that require renaming to the tens and hundreds columns	6, 7	
	Writes answers to column-addition problems that require renaming 2 tens	42	
	Writes answers to column-subtraction problems that do not require regrouping	4, 5	
	Rewrites 2-digit numerals for regrouping	7, 8	
	Writes answers to column-subtraction problems that have zero as the first digit in the answer	7	
	Writes answers to subtraction problems, all or some of which require regrouping	9-14	
	Writes answers to regrouping problems with hundreds numbers	15-17	
	Rewrites 3-digit numerals for regrouping	18-21	
	Writes answers to regrouping problems that require rewriting the hundreds digit	20-23	
	Writes answers to regrouping problems	24-31	
FIND THE SUM OR DIFFERENCE OF TWO WHOLE NUMBERS BETWEEN 0 AND 10,000 (continued)	Identifies subtraction problems that cannot be worked	33-35	
	Rewrites the hundreds digit and tens digit for regrouping twice	37, 38	
	Writes answers to problems that require regrouping twice	38-40	
	Writes answers to subtraction problems, some of which require regrouping twice	41-43	
	Writes answers to regrouping problems with thousands numbers	44	

	Sets up number families for comparison problems that ask for the difference	49, 50	
	Solves comparison problems that ask for the difference	51-101	
	Sets up number families for comparison problems that give the difference between two things being compared	52, 53	
	Solves a variety of addition and subtraction problems	98,99	
MEMORIZE TO AUTOMATICITY THE MULTIPLICATION TABLE FOR NUMBERS BETWEEN 1 AND 10	Counts by 10 to 100 and by five to 50	4, 7	
	Translates multiplication problems into count-by operations	4	
	Writes answers to multiplication problems using number lines	5	
	Writes answers to multiplication problems without referring to a number line	6-8	
	Counts by 2 to 20	8	
	Counts by 9 to 90	5-62	
	Counts by 4 to 40	42-48	
MEMORIZE TO AUTOMATICITY THE MULTIPLICATION TABLE FOR NUMBERS BETWEEN 1 AND 10 (continued)	Writes two multiplication facts for number families	32-43	
	Works on multiplication facts with a factor of 2	41-50	
	Works on multiplication facts with a factor of 4	49-76	
	Works on multiplication facts with a factor of 5	55-98	
	Practices in a pair with multiplication facts	48-112	
	Works on multiplication facts with a factor of 9	26-84	
	Works on multiplication facts with a factor of 3	101-112	
	Writes the missing small number in families and writes or says the multiplication fact for some of those families	63-76	
	Writes the missing small number in families with a factor of 4	90-93	
	Writes the missing small number in families with a small number of 9	94-96	
	Figures out multiple number families that have the same big number	50	

USE THE INVERSE RELATIONSHIP OF MULTIPLICATION AND DIVISION TO COMPUTE AND CHECK RESULTS	This standard is addressed as students work with the number families.	63-120	
SOLVE SIMPLE PROBLEMS INVOLVING MULTIPLICATION OF MULTI-DIGIT NUMBERS BY A ONE-DIGIT NUMBER	Writes answers to column multiplication problems in which the top factor is a 2-digit number	59, 60	
	Writes answers to column multiplication problems in which the top factor is a 3-digit number	61, 62	
SOLVE SIMPLE PROBLEMS INVOLVING MULTIPLICATION OF MULTI-DIGIT NUMBERS BY A ONE-DIGIT NUMBER(continued)	Writes answers to column multiplication problems with 2- or 3-digit top factors	63-67	
	Works 2-digit times 1-digit multiplication problems, most of which require renaming	84-92	
	Works 3-digit times 1-digit multiplication problems, most of which require renaming	93-99	
SOLVE DIVISION PROBLEMS IN WHICH A MULTI-DIGIT NUMBER IS EVENLY DIVIDED BY A ONE-DIGIT NUMBER	Writes answers to division facts with a divisor of 5	102, 103	
	Completes division facts, some of which have an answer of 5	104, 105	
	Writes answers to division facts with a divisor of 3	106-117	
	Writes answers to division facts, some of which have an answer of 3	108-119	
	Practices in a pair with division facts	119, 120	
	Writes quotient and remainder for division problems	109-115	
	Works division problems, some of which have remainders	116-120	
UNDERSTAND THE SPECIAL PROPERTIES OF 0 AND 1 IN MULTIPLICATION AND DIVISION	Writes answers to multiplication problems with a factor of 1	9-14	
	Writes answers to multiplication facts with a factor of zero	105, 106	
DETERMINE THE UNIT COST WHEN GIVEN THE TOTAL COST AND NUMBER OF UNITS	Solves the unit cost for items in a table	119,120	
SOLVE PROBLEMS WHICH COMBINE TWO OR MORE OF THE SKILLS ABOVE	Works addition, subtraction and multiplication problems that have a zero or a 1	109, 110	
	Writes the missing small number in families, then write the related division fact	82-89	
	Writes answers to division facts based on multiplication and division number families	97-101	

AND SOLVE PROBLEMS.				
IDENTIFY, DESCRIBE AND CLASSIFY POLYGONS	This standard is addressed in Connecting Math Concepts Level B.			
IDENTIFY ATTRIBUTES OF TRIANGLES	This standard is not addressed in this level of Connecting Math Concepts.			
IDENTIFY ATTRIBUTES OF QUADRILATERALS	Completes a rectangle, then figures out the area	15,16		
	Draws a rectangle, measures the sides, figures out the area			
	Draws a rectangle on a coordinate system and figures out the area	19-23		
IDENTIFY RIGHT ANGLES IN GEOMETRIC FIGURES OR IN APPROPRIATE OBJECTS AND DETERMINE WHETHER OTHER ANGLES ARE GREATER OR LESS THAN A RIGHT ANGLE	This standard is not addressed in this level of Connecting Math Concepts.			
IDENTIFY, DESCRIBE, AND CLASSIFY COMMON THREE-DIMENSIONAL GEOMETRIC OBJECTS	This standard is not addressed in this level of Connecting Math Concepts.			
IDENTIFY THE COMMON SOLID OBJECTS THAT ARE THE COMPONENT PARTS NEEDED TO MAKE A MORE COMPLEX SOLID OBJECT	This standard is not addressed in this level of Connecting Math Concepts.			
STUDENTS DESCRIBE AND COMPARE THE ATTRIBUTES OF PLANE AND SOLID GEOMETRIC FIGURES AND USE THEIR UNDERSTANDING TO SHOW RELATIONSHIPS AND SOLVE PROBLEMS.				
REVIEWER COMMENTS:				

STATISTICS, DATA ANALYSIS AND PROBABILITY				
STUDENTS CONDUCT SIMPLE PROBABILITY EXPERIMENTS BY DETERMINING THE NUMBER OF POSSIBLE OUTCOMES, AND MAKE SIMPLE PREDICTIONS.				
IDENTIFY WHETHER COMMON EVENTS ARE CERTAIN, LIKELY, UNLIKELY, OR IMPROBABLE	This standard is not addressed in this level of Connecting Math Concepts.			
RECORD THE POSSIBLE OUTCOMES FOR A SIMPLE EVENT	Solves problems that require finding the range in values for a certain number of coins	111-118		
SUMMARIZE AND DISPLAY THE RESULTS OF PROBABILITY EXPERIMENTS IN A CLEAR AND ORGANIZED WAY	This standard is not addressed in this level of Connecting Math Concepts.			
USE THE RESULTS OF PROBABILITY EXPERIMENTS TO PREDICT FUTURE EVENTS	This standard is not addressed in this level of Connecting Math Concepts.			
STUDENTS CONDUCT SIMPLE PROBABILITY EXPERIMENTS BY DETERMINING THE NUMBER OF POSSIBLE OUTCOMES, AND MAKE SIMPLE PREDICTIONS.				
REVIEWER COMMENTS:				

MATHEMATICAL REASONING			
STUDENTS MAKE DECISIONS ABOUT HOW TO APPROACH PROBLEMS.			
ANALYZE PROBLEMS BY IDENTIFYING RELATIONSHIPS, DISCRIMINATING RELEVANT FROM IRRELEVANT INFORMATION, SEQUENCING AND PRIORITIZING INFORMATION, AND OBSERVING PATTERNS	Writes addition problems to confirm the commutative property for multiplication	44	
	Figures out multiple number families that have the same big number	50	
	Uses alternative strategy for figuring out the answers for subtraction facts	81-83	
	Solves action problems by first writing the values in a number family	57-72	
	Solves comparison problems with complex syntax	113-116	
	Answers questions based on a table	17-19	
	Copies a table, figures out the missing numbers, and interprets the data to answer questions	69,70	
	Solves a comparison problem using data from a table; inserts the answers in the table and then figures out the missing numbers	85-90	
DETERMINE WHEN AND HOW TO BREAK A PROBLEM INTO SIMPLER PARTS	Solves action problems by first writing the values in a number family	57-72	
STUDENTS MAKE DECISIONS ABOUT HOW TO APPROACH PROBLEMS.			
REVIEWER COMMENTS:			
STUDENTS USE STRATEGIES, SKILLS AND CONCEPTS IN FINDING SOLUTIONS.			
USE ESTIMATION TO VERIFY THE REASONABLENESS OF CALCULATED RESULTS	Estimates to check column problem answers; reworks missed problems	82, 83	

APPLY STRATEGIES AND RESULTS FROM SIMPLER PROBLEMS TO MORE COMPLEX PROBLEMS	Solves simple word problems	17, 18	
	Solves number-family puzzles	19-28	
	Makes number families for comparison sentences	25-28	
	Solves comparison problems that have a letter	29-37	
	Writes letters to represent words in comparison problems	40-42	
	Solves "real life" comparison problems involving age, weight and height	43-49	
	Solves "real life" comparison problems that involve people with more or fewer objects	47,48	
	Puts values forward along the arrow or backward along the number-family arrow	54-56	
	Solves action problems by first writing the values in a number family	57-72	
	Sets up multiplication/division number families for sentences from word problems	94-96	
	Solves multiplication/division word problems, some of which require writing a column multiplication problem	104,105	
	Solves multiplication/division word problems with variation in sentence order	108-114	
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING	Solves multi-step problems based on a	114-116	
	Writes the totals for the columns and rows in a table	15-19	
	Answers questions based on a table	17-19	
	Uses number families to fill in missing numbers in a table	45-59	
	Writes and works problems based on vertical number families	56, 57	
	Uses number-family analysis to fill in missing numbers in rows of one table and columns of a copy of that table	60-63	
	Uses number-family analysis to fill in rows, then columns of a single table	65-68	
	Uses number-family analysis to fill in missing numbers in tables and interprets the data to answer questions	69, 701	
Copies a table, figures out the missing numbers, and interprets the data to answer questions	72-75		

	Fills in facts for a table, figures out the missing numbers, and interprets the data to solve the problem	76-83		
	Solves a comparison problem using data from a table; inserts the answers in the table and then figures out the missing numbers	85-90		
	Solves word and comparison problems using data from a table, fills in the missing numbers in the table, and interprets the data to answer questions	91-106		
	Uses data from a table to solve comparison word problems	101-103		
	Uses data from a table to solve problems involving time	111-114		
	Solves problems based on tables that involve multiplication	112, 113		
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING (continued)	Solves multi-step problems based on a table	114-116		
	Inserts data in a table involving time and then answers questions based on the table	115-117		
	Solves for unit cost for items in a table	119, 120		
	Finds points on a coordinate system for X and Y values	38-40		
	Writes the X and Y values for points shown on a coordinate system	41, 42		
	Interprets graphs to answer questions	74-76		
EXPRESS THE SOLUTION CLEARLY AND LOGICALLY USING APPROPRIATE MATHEMATICAL NOTATION AND TERMS AND CLEAR LANGUAGE, AND SUPPORT SOLUTIONS WITH EVIDENCE, IN BOTH VERBAL AND SYMBOLIC WORK	This standard is not addressed in this level of Connecting Math Concepts.			
INDICATE THE RELATIVE ADVANTAGES OF EXACT AND APPROXIMATE SOLUTIONS TO PROBLEMS AND GIVE ANSWERS TO A SPECIFIED DEGREE OF ACCURACY	This standard is not addressed in this level of Connecting Math Concepts.			
MAKE PRECISE CALCULATIONS AND CHECK THE VALIDITY OF RESULTS FROM THE CONTEXT OF THE PROBLEM	Uses a calculator to work addition and subtraction problems	95-98		
	Uses a calculator to multiply	99		
	Uses a calculator to work and check multiplication problems	101		

	Uses a calculator to work fraction problems	118-120		
STUDENTS USE STRATEGIES, SKILLS AND CONCEPTS IN FINDING SOLUTIONS.				
REVIEWER COMMENTS:				
STUDENTS MOVE BEYOND A PARTICULAR PROBLEM BY GENERALIZING TO OTHER SITUATIONS.				
EVALUATE THE REASONABLENESS OF THE SOLUTION IN THE CONTEXT OF THE ORIGINAL SITUATION	This standard is not addressed in this level of Connecting Math Concepts.			
NOTE METHOD OF DERIVING THE SOLUTION AND DEMONSTRATE CONCEPTUAL UNDERSTANDING OF THE DERIVATION BY SOLVING SIMILAR PROBLEMS	This standard is not addressed in this level of Connecting Math Concepts.			
DEVELOP GENERALIZATIONS OF THE RESULTS OBTAINED AND EXTEND THEM TO OTHER CIRCUMSTANCES	This standard is not addressed in this level of Connecting Math Concepts.			
STUDENTS MOVE BEYOND A PARTICULAR PROBLEM BY GENERALIZING TO OTHER SITUATIONS.				
REVIEWER COMMENTS:				

CALIFORNIA CONTENT STANDARDS		CONNECTING MATH CONCEPTS LEVEL D
NUMBER SENSE		
STUDENTS UNDERSTAND PLACE VALUE OF WHOLE NUMBERS AND DECIMALS TO TWO DECIMAL PLACES, HOW THESE RELATE TO SIMPLE FRACTIONS, AND USE CONCEPTS OF NEGATIVE NUMBERS.		
READ AND WRITE WHOLE NUMBERS IN THE MILLIONS	Reads 4-digit thousands numerals.	1,2
	Writes statements of "expanded notation" for 2-digit values.	37-39
	Writes 4-digit thousands numerals.	3-5
	Reads thousands numerals that have more than 4 digits.	7-9
	Reads thousands numerals that have 4, 5 or 6 digits.	12
	Writes 5-digit thousands numerals.	13
	Writes 4- and 5-digit thousands numerals.	14
	Writes 4-, 5- and 6-digit thousands numerals.	15-17
	Writes 4-, 5- and 6-digit thousands numerals from verbal descriptions.	16-21
ORDER AND COMPARE WHOLE NUMBERS AND DECIMALS TO TWO DECIMAL PLACES	Completes inequalities for whole numbers.	21,22
	Orders whole numbers, some of which have a decimal point and zeros after the decimal.	92-95
	Makes number families with two names to show comparison.	24
	Makes families with three names and a difference number from comparison sentences.	25-27
	Solves comparison word problems.	28-31
ORDER AND COMPARE WHOLE NUMBERS AND DECIMALS TO TWO DECIMAL PLACES (continued)	Makes number families for price-tag comparison sentences.	61
	Works variations of comparison problems involving price tags.	62,63

ROUND WHOLE NUMBERS THROUGH THE MILLIONS TO THE NEAREST TEN, HUNDRED, THOUSAND, TEN THOUSAND OR HUNDRED THOUSAND	Rounds thousands numerals to the nearest thousand.	91
	Rounds thousands numerals to the nearest hundred.	92-95
DECIDE WHEN A ROUNDED SOLUTION IS CALLED FOR AND EXPLAIN WHY THIS IS THE CASE	Rounds thousands numerals to the nearest thousand.	91
	Rounds thousands numerals to the nearest hundred.	92-95
INTERPRET DIFFERENT MEANINGS FOR FRACTIONS INCLUDING PARTS OF A WHOLE, PARTS OF A SET, INDICATED DIVISION OF WHOLE NUMBERS AND QUANTITIES BETWEEN WHOLE NUMBERS ON A NUMBER LINE; AND RELATE TO SIMPLE DECIMALS ON A NUMBER LINE	Copies fractions that equal whole numbers and writes the equations for these fractions.	23-34
	Completes equations to show the fraction that equals the whole number.	35-60
	Writes division problems and answers for fractions that equal whole numbers.	56-88
	Writes fractions for division problems that use the sign:	95
	Completes an equation that shows a division problem, the equivalent fraction and the equivalent whole number.	96
	Indicates verbally whether fractions equal 1 or do not equal 1.	33,34
	Identifies numerators and denominators of fractions.	81
	Compares fractions with like numerators.	99-101
	Completes equations for fractions that equal whole numbers.	16-22
	Completes equations to show various fractions that equal whole numbers.	29-43
	Completes equations to show a whole number and an equivalent fraction.	55,56
INTERPRET DIFFERENT MEANINGS FOR FRACTIONS INCLUDING PARTS OF A WHOLE, PARTS OF A SET, INDICATED DIVISION OF WHOLE NUMBERS AND QUANTITIES BETWEEN WHOLE NUMBERS ON A NUMBER LINE; AND RELATE TO SIMPLE DECIMALS ON A NUMBER LINE (continued)	Solves problems that multiply by a fraction, then writes a simple equation for problems that multiply by 1.	56-58
	Completes equations that involve multiplying fractions, then writes simple equations for problems that multiply by 1.	59-64
	Writes equations for pairs of pictures of equivalent fractions, then identifies the fractions that equal 1.	65-73
	Completes equations involving equivalent fractions by indicating the fractions that equals 1 and completing the fraction after the equal sign.	66-75

	Uses division to figure out the missing fraction that equals 1.	73	
	Writes = or = between pairs of fractions.	80-96	
	Solves equivalent-fraction problems to determine whether a decimal number or a fraction is larger.	106,107	
	Identifies and works fraction addition and subtraction problems that can be worked without rewriting.	27-34	
	Works a set of fraction problems that require addition, subtraction and multiplication.	51-63	
	Solves problems that multiply a fraction by a fraction.	46-49	
	Solves multiplication problems that have a fraction and a whole number.	53-55	
	Solves multiplication problems that have a fraction and a whole number.	53-55	
	Solves multiplication problems that have a whole number and a fraction that equals 1.	54,55	
	Completes equations by figuring out the fraction the first value is multiplied by.	59-61	
	Determines parts of two different fractions to complete equations that multiply fractions.	62	
INTERPRET DIFFERENT MEANINGS FOR FRACTIONS INCLUDING PARTS OF A WHOLE, PARTS OF A SET, INDICATED DIVISION OF WHOLE NUMBERS AND QUANTITIES BETWEEN WHOLE NUMBERS ON A NUMBER LINE; AND RELATE TO SIMPLE DECIMALS ON A NUMBER LINE (continued)	Writes fractions for mixed numbers with 2-digit whole numbers or denominators.	52	
	Completes equations to show the mixed numbers that equal fractions.	57-59	
	Writes equations that show the mixed numbers improper fractions equal.	61-65	
	Writes the whole number or mixed number a fraction equals.	66,67	
	Follows instructions involving the word denominator to work mixed-number problems.	74	
	Writes fractions for mixed numbers of the form: $4 + \frac{36}{100}$.	95	
	Writes fractions that equal mixed numbers written without a plus sign.	100	
	Indicates whether fractions are more, less or equal to 1 from verbal descriptions.	35-57	
	Identifies whether a value is multiplied by more than 1 or less than 1.	71-73	
	Compares fractions with unlike denominators to determine which is larger.	72	

	Compares fractions with like or unlike denominators to determine which is larger.	74	
	Identifies whether a fraction is multiplied by more than 1 or less than 1.	74-80	
	Indicates whether the answer to a fraction-multiplication problem is more than or less than the starting fraction.	81,82	
	Identifies whether a value is multiplied by more than 1, less than 1 or 1.	83,84	
	Uses equivalent-fraction equations to compare fractions.	101-103	
	Writes names and fractions for sentences that give ratio information.	64,65	
	Writes names and fractions for sentences that tell about each or every.	68,69	
INTERPRET DIFFERENT MEANINGS FOR FRACTIONS INCLUDING PARTS OF A WHOLE, PARTS OF A SET, INDICATED DIVISION OF WHOLE NUMBERS AND QUANTITIES BETWEEN WHOLE NUMBERS ON A NUMBER LINE; AND RELATE TO SIMPLE DECIMALS ON A NUMBER LINE (continued)	Works complete ratio word problems.	71-78	
	Writes names and fractions for sentences that use the wording: The ratio of....	81	
	Works a mixed set of ratio problems involving units of time, weight and capacity.	87,88	
	Works ratio problems involving time.	94	
	Writes fractions for sentences that refer to per.	99	
	Compares two or three ratios.	102-105	
	Completes number families that show two fractions.	66	
	Completes number families that show a fraction and a whole number.	67-71	
	Completes number families that show a fraction with a 2-digit or 3-digit denominator and the whole number 1.	76	
WRITE TENTHS AND HUNDREDTHS IN DECIMAL AND FRACTION NOTATION AND KNOW FRACTION/DECIMAL EQUIVALENTS FOR HALVES AND FOURTHS	Writes equations that show the fraction that equals a hundredth decimal number.	89-91	
	Writes mixed numbers equal to decimals or decimals equal to mixed numbers.	91-93	
	Rewrites fractions as equivalent decimal values.	98-105	
	Writes dollar-and-cents amounts from written descriptions.	8-13	
	Aligns and computes dollar-and-cents amounts.	24-26	

	Writes and solves column subtraction problems from row problems. Then checks answers with a calculator.	13,14	
	Writes and solves column addition problems.	1	
	Estimates the sums of addition problems involving hundreds or thousands numbers.	97,98	
	Writes and solves subtraction problems that require one renaming.	1-4	
	Writes and solves column subtraction problems that require more than one renaming.	8-11	
	Solves column subtraction problems. Then checks answers with a calculator.	12-17	
	Writes and solves column subtraction problems from row problems. Then checks answers with a calculator.	13,14	
	Solves subtraction problems that involve items with price tags.	32-46	
	Solves subtraction problems that involve zero(s) and require renaming.	82-87	
	Writes and solves addition and subtraction problems from vertical number families.	6,7	
	Solves word problems that ask about the difference.	43,44	
	Solves word problems, some of which ask about the difference and some of which tell about the difference.	45,46	
ROUND TWO PLACE DECIMALS TO ONE DECIMAL OR THE NEAREST WHOLE NUMBER, AND USE ROUNDING TO JUDGE THE REASONABLENESS OF AN ANSWER	This standard is not addressed in this level of Connecting Math Concepts.		
STUDENTS EXTEND THEIR USE AND UNDERSTANDING OF WHOLE NUMBERS TO ADDITION AND SUBTRACTION OF SIMPLE DECIMALS.			
REVIEWER COMMENTS:			
STUDENTS SOLVE PROBLEMS INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF WHOLE NUMBERS, INCLUDING THE ADDITION AND SUBTRACTION OF NEGATIVE NUMBERS, AND UNDERSTAND THE RELATIONSHIPS AMONG THE OPERATIONS.			
DEMONSTRATE UNDERSTANDING OF, AND THE ABILITY TO USE STANDARD ALGORITHMS FOR ADDITION AND SUBTRACTION OF MULTI-DIGIT NUMBERS	Writes answers to orally presented addition problems that have a 2-digit and a 1-digit addend.	49	
	Works mental addition problems that require renaming.	55-57	
	Solves mental addition problems of the form: 56 plus what number equals 60?	62-64	
	Solves problems of the form: Some number plus 1 equals 600.	78-82	
	Writes addition equations for mixed numbers.	38-70	
	Adds or subtracts to work problems that involve either a whole number and a fraction or two fractions.	42-47	
	Adds or subtracts to work problems that involve a whole number and a fraction.	43-47	

	Constructs addition and subtraction problems from number families that have one missing number.	1-5	
	Writes addition problems to determine the cost of specified items that are displayed with price tags.	29-31	
	Solves price-tag problems that ask about the difference.	47,48	
	Solves price-tag problems, some of which ask about the difference and some of which tell about the difference.	52-60	
DEMONSTRATE UNDERSTANDING OF, AND THE ABILITY TO USE STANDARD ALGORITHMS FOR ADDITION AND SUBTRACTION OF MULTI-DIGIT NUMBERS (continued)	Uses numerical answers to price-tag problems to identify "mystery items."	53	
	Uses price-tag information to work a set of comparison problems that ask about the name of objects or the difference number.	54-59	
DEMONSTRATE UNDERSTANDING OF, AND ABILITY TO USE STANDARD ALGORITHMS FOR MULTIPLYING A MULTI-DIGIT NUMBER BY A TWO-DIGIT NUMBER AND LONG DIVISION FOR DIVIDING A MULTI-DIGIT NUMBER BY A ONE-DIGIT NUMBER, USE RELATIONSHIPS BETWEEN THEM TO SIMPLIFY COMPUTATIONS AND TO CHECK RESULTS	Writes algebra multiplication problems as division problems.	21-73	
	Writes division problems from statements that tell about "times."	25-27	
	Solves column multiplication problems. Then check answers with a calculator.	38	
	Solves multiplication problems that involve a money amount and a whole number.	89-91	
	Solves column multiplication problems. Then checks answers with a calculator.	38	
	Works division problems by first underlining the first digit or the first two digits of the dividend to determine where to write the first digit of the answer.	38-42	
	Corrects wrong answers to division problems.	57,58	
	Completes division equations of the form: $24 \div 6$.	97,98	
	Writes algebra multiplication problems as division problems.	21-73	
	Solves multiplication word problems that tell about a dollar amount and the number of items purchased.	92	
SOLVE PROBLEMS INVOLVING MULTIPLICATION OF MULTI-DIGIT NUMBERS BY TWO-DIGIT NUMBERS	Solves column problems that multiply a 2-digit value by a tens value.	36	
	Solves 2-digit-times-2-digit multiplication problems that require no carrying or carrying for the tens only.	41-44	
	Solves 2-digit-times-2-digit multiplication problems that require carrying for the ones and carrying for the tens.	45-48	
SOLVE PROBLEMS INVOLVING MULTIPLICATION OF MULTI-DIGIT NUMBERS BY TWO-DIGIT NUMBERS (continued)	Solves column problems that multiply a 3-digit value by a 2-digit value.	49-51	
	Says and works multiplication problems that have a missing middle number or a missing last number.	14-18	
SOLVE PROBLEMS INVOLVING DIVISION OF MULTI-DIGIT NUMBERS BY ONE-DIGIT NUMBERS	Writes answers to division fact problems.	28-48	
	Applies division rule for 5 to numerals that end in zero or 5.	31,32	
	Works a set of problems that divide by 5 and 9.	33	
	Solves division problems that divide by 3.	34-38	
	Works division problems that have zero as a dividend.	35	
	Solves division problems that involve 4.	42-56	
	Writes and solves dictated division-fact problems.	55,56	
	Writes answers to division problems that divide by 6.	76-86	
	Works a set of division problems that divide by 7, 6, 4, and 3.	87	
	Solves division problems that have a 3-digit dividend and a 3-digit answer.	33-35	
	Solves division problems that have a 3-digit dividend and a 2-digit answer.	36,37	
	Solves division problems, some of which have 4-digit dividends.	44	
	Solves division problems that have zero(s) in the dividend.	45-53	
Identifies answers to division problems that do not have a sufficient number of digits in the answer.	45		
Works division problems that have 3-digit, 4-digit or 5-digit dividends.	50-56		
SOLVE PROBLEMS INVOLVING DIVISION OF MULTI-DIGIT NUMBERS BY ONE-DIGIT NUMBERS (continued)	Works division problems in which the first digit of the answer has a remainder.	68-76	
	Works division problems in which the last digit of the answer has a remainder.	106-110	

ADDITIONAL MATH OBJECTIVES ADDRESSED IN THIS LEVEL OF CONNECTING MATH CONCEPTS		
Writes answers to multiplication problems that involve 9.	8-13	
Writes answers to multiplication facts, some of which have a 1 or a zero.	9	
Says and works multiplication problems that have a missing middle number or a missing last number.	14-18	
Writes answers to multiplication facts that involve 3.	18	
Figures out the missing middle number for multiplication problems that have 9.	23-25	
Figures out the missing middle number or the missing first number for multiplication problems that involve 9.	26	
Writes answers to multiplication facts that involve 4.	32-56	
Writes answers to multiplication facts that involve 7.	55-57	
Works with "square" facts for multiplying.	58,59	
Writes answers to multiplication problems that involve 6.	65-68	
Works a set of problems that calls for different operations: addition, subtraction, multiplication.	5	
Solves column multiplication problems that multiply 2-digit numerals by 1-digit numerals.	1-5	
Solves column multiplication problems that multiply 3-digit numerals by 1-digit numerals.	6-8	
ADDITIONAL OBJECTIVES (continued)		
Solves column multiplication problems that have a zero.	15,16	
Solves multiplication problems that have a 5-digit value times a 1-digit value.	23	
Solves row problems that multiply a 1-digit value by a tens number.	32,33	
Solves column problems that multiply a 1-digit value by a tens number.	34,35	
Completes equations that involve both multiplication and addition.	45-63	

Writes multiplication and addition problems from descriptions that tell about what number.	20-26	
Writes addition or multiplication equations using three compatible numbers.	27-32	
Completes equations that tell about the multiplication and addition needed to reach a number.	68,69	
STUDENTS SOLVE PROBLEMS INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF WHOLE NUMBERS, INCLUDING THE ADDITION AND SUBTRACTION OF NEGATIVE NUMBERS, AND UNDERSTAND THE RELATIONSHIPS AMONG THE OPERATIONS.		
REVIEWER COMMENTS:		
STUDENTS KNOW HOW TO FACTOR SMALL WHOLE NUMBERS.		
UNDERSTAND THAT MANY WHOLE NUMBERS DECOMPOSE IN DIFFERENT WAYS		
Uses a number map to organize the multiplication facts that involve 9.	5-9	
Uses a number map to organize the multiplication facts that involve 3.	13-19	
Uses number maps to organize the multiplication facts that involve 4.	28	
Completes a number map for multiplying by 7.	48-50	
Uses a number map to organize multiplication facts that involve 7.	49-52	
Completes a number map for multiplying by 6.	63-66	
Completes a table that has rows for multiplication problems and corresponding division problems.	66-69	
Uses a number map to organize the multiplication facts that involve 5.	1-10	

KNOW THAT NUMBERS SUCH AS 2,3,5,7,11 DO NOT HAVE ANY FACTORS EXCEPT 1 AND THEMSELVES, AND THAT SUCH NUMBERS ARE CALLED PRIME NUMBERS	Uses a number map to organize the multiplication facts that involve 3.	13-19	
	Completes a number map for multiplying by 7.	48-50	
	Completes a number map for multiplying by 7.	48-50	
STUDENTS KNOW HOW TO FACTOR SMALL WHOLE NUMBERS.			
REVIEWER COMMENTS:			
ALGEBRA AND FUNCTIONS			
STUDENTS USE AND INTERPRET VARIABLES, MATHEMATICAL SYMBOLS AND PROPERTIES TO WRITE AND SIMPLIFY EXPRESSIONS AND SENTENCES.			
USE LETTERS, BOXES, OR OTHER SYMBOLS TO STAND FOR ANY NUMBER IN SIMPLE EXPRESSIONS OR EQUATIONS	Completes equations that have a missing sign or a missing number.	10-15	
	Writes and completes equations with a missing number from verbal descriptions.	19-26	
	Rewrites equations of the form: number = number, sign, number.	37,38	
	Writes the missing operation sign in equations.	46	
INTERPRET AND EVALUATE MATHEMATICAL EXPRESSIONS THAT USE PARENTHESES	This standard is not addressed in this level of Connecting Math Concepts.		
USE PARENTHESES TO INDICATE WHICH OPERATION TO PERFORM FIRST WHEN WRITING EXPRESSIONS CONTAINING MORE THAN TWO TERMS AND DIFFERENT OPERATIONS	This standard is not addressed in this level of Connecting Math Concepts.		
USE AND INTERPRET FORMULAS TO ANSWER QUESTIONS ABOUT QUANTITIES AND THEIR RELATIONSHIPS	Project: Demonstrates that the equation for the area of a triangle works for triangles that do not have a 90-degree angle.	113	
	Project: Demonstrates that the equation for the area of a triangle works for a range of	116	

	triangles that have the same base and same height.		
UNDERSTAND THAT AN EQUATION SUCH AS $Y = 3x + 5$ IS A PRESCRIPTION FOR DETERMINING A SECOND NUMBER WHEN A FIRST NUMBER IS GIVEN	This standard is not addressed in this level of Connecting Math Concepts.		
STUDENTS USE AND INTERPRET VARIABLES, MATHEMATICAL SYMBOLS AND PROPERTIES TO WRITE AND SIMPLIFY EXPRESSIONS AND SENTENCES.			
REVIEWER COMMENTS:			

	Project: Verifies that the equation for the area of a triangle works for the right triangles of different shapes.	112	
	Project: Figures out the area and perimeter of a room; then computes the cost of carpeting the room and installing a baseboard molding.	114	
	Project: Figures out the "rules" for the relationship between perimeter and area of a square.	115	
	Project: Figure out the dimensions of a "mystery" rectangle by using clues that tell about the (A) relationship of its width and height; (B) range of its area; (C) relationship between its area and perimeter.	117	
STUDENTS UNDERSTAND PERIMETER AND AREA.			
REVIEWER COMMENTS:			
STUDENTS USE TWO-DIMENSIONAL COORDINATE GRADS TO REPRESENT POINTS AND GRAPH LINES AND SIMPLE FIGURES.			
DRAW THE POINTS CORRESPONDING TO LINEAR RELATIONSHIPS ON GRAPH PAPER	Uses information about X and Y coordinates to identify points.	72-74	
	Writes X and Y values for points on a coordinate grid.	75,76	
	Uses information about X and Y values to plot points and draws a line on a coordinate grid.	83,84	
	Writes two functions for specified X and Y values.	88-92	
	Plots equivalent fractions on a coordinate system.	105	
	Plots equivalent ratios on a coordinate system.	106	
	Uses a graph of equivalent ratios on a coordinate grid to answer questions.	107,108	
UNDERSTAND THAT THE LENGTH OF A HORIZONTAL LINE SEGMENT EQUALS THE DIFFERENCE OF THE X-COORDINATES	Uses information about X and Y values to plot points and draws a line on a coordinate grid.	83,84	
	Uses a graph of equivalent ratios on a coordinate grid to answer questions.	107,108	
UNDERSTAND THAT THE LENGTH OF A	Uses information about X and Y values to plot points and draws a line on a coordinate grid.	83,84	

VERTICAL LINE SEGMENT EQUALS THE DIFFERENCE OF THE Y-COORDINATES	Uses a graph of equivalent ratios on a coordinate grid to answer questions.	107,108	
STUDENTS USE TWO-DIMENSIONAL COORDINATE GRADS TO REPRESENT POINTS AND GRAPH LINES AND SIMPLE FIGURES.			
REVIEWER COMMENTS:			
STUDENTS DEMONSTRATE UNDERSTANDING OF PLANE AND SOLID GEOMETRIC OBJECTS. THEY USE THIS KNOWLEDGE TO SHOW RELATIONSHIPS AND SOLVE PROBLEMS.			
IDENTIFY LINES THAT ARE PARALLEL OR PERPENDICULAR	Identifies pairs of lines that intersect and that are parallel.	99,100	
IDENTIFY THE RADIUS AN DIAMETER OF A CIRCLE	This standard is not addressed in this level of Connecting Math Concepts.		
IDENTIFY CONGRUENT FIGURES	This standard is not addressed in this level of Connecting Math Concepts.		
IDENTIFY FIGURES THAT HAVE BILATERAL AND ROTATIONAL SYMMETRY	This standard is not addressed in this level of Connecting Math Concepts.		
KNOWS THE DEFINITIONS OF RIGHT ANGLE, ACUTE ANGLE AND OBTUSE ANGLE. THEY UNDERSTAND THAT 90, 180, 270, AND 360 DEGREES, RESPECTIVELY, ARE ASSOCIATED WITH 1/4, 1/2, 3/4 AND FULL TURNS.	This standard is not addressed in this level of Connecting Math Concepts.		
VISUALIZE, DESCRIBE, AND REPRESENT GEOMETRIC SOLIDS 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 FOLDED WILL MAKE A MODEL OF THE SOLID	Computes the volume of a box.	98,99	
	Computes the area of rectangles, first by repeated addition, then by multiplication.	9-12	
	Draws diagrams from descriptions or rectangles and computes the area.	19-22	
	Works area-of-rectangle problems that require multiplication or division.	79-84	
	Computes the perimeter of rectangles by addition.	85	

	Makes a fraction number-family based on description of winners and losers in a set.	95-97	
	Solves problems that ask about the probability of winners or expected trials.	98-102	
	Project: Conducts an experiment to test a prediction of the number of trials needed to get 20 winners when flipping one coin.	101	
	Project: Conducts an experiment to test a prediction of the number of needed trials to get 20 winners flipping two coins simultaneously.	102	
	Project: Conducts an experiment to determine the number of cards that are winners.	103-105	
	Project: Conducts an experiment to verify whether the probability of three coins being all heads is 1 out of 6 or 1 out of 8.	106	
	Project: Determines the probability of 4 out of 4 coins being heads and 5 out of 5 coins being heads.	107	
	Project: Determines the ratio of winners to total possibilities of a die; then conducts experiments to confirm the fraction 1-sixth.	108	
EXPRESS OUTCOMES OF EXPERIMENTAL PROBABILITY SITUATIONS VERBALLY AND NUMERICALLY (continued)	Project: Predicts the probability of two dice both showing 1 and conducts an experiment to verify or refute the prediction.	109	
	Project: Conducts an experiment to determine the number of cards that are winners; then plots the ratios on a coordinate grid and answers questions.	110	
	Project: Conducts a sighting experiment to arrange cards of different heights so they appear to be the same height; then uses ratio equations to confirm the distances between cards and spotter.	118	
STUDENTS MAKE PREDICTIONS FOR SIMPLE PROBABILITY SITUATIONS.			
REVIEWER COMMENTS:			

MATHEMATICAL REASONING			
STUDENTS MAKE DECISIONS ABOUT HOW TO APPROACH PROBLEMS.			
ANALYZE PROBLEMS BY IDENTIFYING RELATIONSHIPS, DISCRIMINATING RELEVANT FROM IRRELEVANT INFORMATION, SEQUENCING AND PRIORITIZING INFORMATION, AND OBSERVING PATTERNS	This standard is addressed as students participate in Projects in the lessons.	101-120	
DETERMINE WHEN AND HOW TO BREAK A PROBLEM INTO SIMPLER PARTS	Writes a function to express the pattern in a sequence.	100-105	
	This standard is addressed as students participate in Projects in the lessons.	101-120	
STUDENTS MAKE DECISIONS ABOUT HOW TO APPROACH PROBLEMS.			
REVIEWER COMMENTS:			

STUDENTS USE STRATEGIES, SKILLS AND CONCEPTS IN FINDING SOLUTIONS.			
USE ESTIMATION TO VERIFY THE REASONABLENESS OF CALCULATED RESULTS	Project: Determines the ratio of winners to total possibilities of a die; then conducts experiments to confirm the fraction 1-sixth.	108	
APPLY STRATEGIES AND RESULTS FROM SIMPLER PROBLEMS TO MORE COMPLEX PROBLEMS	This standard is addressed as students participate in Projects in the lessons.	101-120	
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING	Uses a number map to organize the multiplication facts that involve 5.	1-10	
	Uses a number map to organize the multiplication facts that involve 9.	5-9	
	Completes numbers in a number map for threes.	11, 12	
	Uses number maps to organize multiplication facts that involve 3.	13-19	
	Uses number maps to organize the multiplication facts that involve 4.	28	
	Completes a number map for fours and uses the map to write answers to multiplication problems that involve 4.	29-31	
	Completes a number map for multiplying by 7.	48-50	
	Uses a number map to organize multiplication facts that involve 7.	49-52	
	Completes a number map for multiplying by 6.	63-66	
	Uses a number map to organize division facts that involve 7.	58-60	
	Completes a table that has division problems and equations involving fractions and whole numbers.	63-65	
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING (continued)	Completes a table that has rows for multiplication problems and corresponding division problems.	66-69	
	Completes a table that shows corresponding multiplication facts, division facts and fraction-to-whole-number equations.	78	
	Completes a table with columns for decimal values, mixed numbers and fractions.	96, 97	
	Completes a table with columns for decimal values, mixed numbers and fractions.	92-95	
	Solves ratio problems involving length by using the table of measurement facts.	83, 84	
	Solves ratio problems involving units of time by referring to the table of measurement facts.	85	
	Solves ratio problems involving capacity by using the table of measurement facts.	86	
	Solves ratio problems involving metric units of length by using the table of measurement facts.	89	
	Solves number-family problems based on data.	39-42	
	Computes the missing number in each row of a 3-by-3 table.	6, 7	
	Computes the missing number in each column of a 3-by-3 table.	9	
	Completes two number-family tables, one by working rows, the other by working columns.	11-14	
	Figures out all the missing numbers in a table by first working all the columns that have two numbers, then working all the rows that have two numbers.	17-21	
	Answers questions by referring to a completed number-family table.	18-23	
	Uses number-family analysis to figure out all the missing numbers in a table.	22-25	
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING (continued)	Answers comparison questions by referring to a completed number-family table.	24-26	
	Writes missing numbers in a table, then answers questions.	27-29	
	Completes a number-family table that gives only four numbers.	48	
	Completes a table that involves times for when a person leaves, how long the trip takes and when the person arrives.	51, 52	

	Uses facts to put needed numbers in a 3-by-3 table.	53-59	
	Uses comparative information and number-family analysis to put a number in a 3-by-3 table.	61-65	
	Uses facts including comparative information to put numbers in a 3-by-3 table.	66, 67	
	Uses information displayed in a bar graph to generate numbers for a 3-by-3 table.	98, 99	
	Solves word problems that require classification inferences.	16-22	
	Makes number families for sentences, some of which compare and some of which classify.	33-35	
	Solves number-family problems, some of which compare and some of which classify.	36, 37	
	Works a mixed set of number-family word problems.	88, 89	
	Works a mixed set of word problems involving dollar amounts.	93, 94	
	Writes fraction number-families from word problems.	79	
	Makes fraction number-families to solve word problems.	81-83	
	Solves fraction number-family word problems that give numbers, not fractions.	84-86	
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING (continued)	Works a mixed set of fraction number-family word problems.	87	
	Solves fraction number-family word problems that ask questions about numbers and about fractions.	88, 89	
	Works problems that involve given information about amounts in, amounts out and amounts ended up with.	74-78	
	Works "stacking" problems that give more than one value for in or for out.	79-87	
	Completes a function table that gives values for X and the function rule.	77-82	
	Completes a function table and graphs the function.	85-87	
	Selects the appropriate function rule and completes a function table.	93-96	

	Completes a function table and determines a function rule given a graph of the function.	97, 98	
	This standard is addressed as students participate in Projects in the lessons.	101-120	
EXPRESS THE SOLUTION CLEARLY AND LOGICALLY USING APPROPRIATE MATHEMATICAL NOTATION AND TERMS AND CLEAR LANGUAGE, AND SUPPORT SOLUTIONS WITH EVIDENCE, IN BOTH VERBAL AND SYMBOLIC WORK	This standard is addressed as students participate in Projects in the lessons.	101-120	
INDICATE THE RELATIVE ADVANTAGES OF EXACT AND APPROXIMATE SOLUTIONS TO PROBLEMS AND GIVE ANSWERS TO A SPECIFIED DEGREE OF ACCURACY	This standard is addressed as students participate in Projects in the lessons.	101-120	
MAKE PRECISE CALCULATIONS AND CHECK THE VALIDITY OF THE RESULTS FROM THE CONTEXT OF THE PROBLEM	Uses a calculator to check answers to problems.	4-8	
	This standard is addressed as students participate in Projects in the lessons.	101-120	
STUDENTS USE STRATEGIES, SKILLS AND CONCEPTS IN FINDING SOLUTIONS.			
REVIEWER COMMENTS:			

STUDENTS MOVE BEYOND A PARTICULAR PROBLEM BY GENERALIZING TO OTHER SITUATIONS.			
EVALUATE THE REASONABLENESS OF THE SOLUTION IN THE CONTEXT OF THE ORIGINAL SITUATION	This standard is addressed as students participate in Projects in the lessons.	101-120	
NOTE METHOD OF DERIVING THE SOLUTION AND DEMONSTRATE CONCEPTUAL UNDERSTANDING OF THE DERIVATION BY SOLVING SIMILAR PROBLEMS	This standard is addressed as students participate in Projects in the lessons.	101-120	
DEVELOP GENERALIZATIONS OF THE RESULTS OBTAINED AND EXTEND THEM TO OTHER CIRCUMSTANCES	This standard is addressed as students participate in Projects in the lessons.	101-120	
STUDENTS MOVE BEYOND A PARTICULAR PROBLEM BY GENERALIZING TO OTHER SITUATIONS.			
REVIEWER COMMENTS:			

CALIFORNIA CONTENT STANDARDS		CONNECTING MATH CONCEPTS LEVEL E
NUMBER SENSE		
STUDENTS COMPUTE WITH VERY LARGE AND VERY SMALL NUMBERS, POSITIVE AND NEGATIVE NUMBERS, DECIMALS AND FRACTIONS AND UNDERSTAND THE RELATIONSHIP BETWEEN DECIMALS, FRACTIONS AND PERCENTS. THEY UNDERSTAND THE RELATIVE MAGNITUDES OF NUMBERS.		
ESTIMATE, ROUND, AND MANIPULATE VERY LARGE AND VERY SMALL NUMBERS	Rounds 2-digit values to the nearest ten.	66, 67
	Identifies the place of digits through millions.	71, 72
	Identifies the value of arrowed digits through millions.	73, 74
	Identifies the value of arrowed digits by subtraction.	75
	Rounds values to the nearest thousand, hundred, ten or ten thousand through million.	76-79
	Uses rounding to estimate the answers to problems.	81, 82
	Reads and write decimal values that end in tenths, hundredths and thousandths.	17, 18
	Writes decimal values for tenths, hundredths and thousandths, some of which have zero(s) before the last digit.	19-21
	Simplifies decimal values that end in zero(s).	35, 36
	Rounds decimal values to tenths or hundredths.	90, 91
	Rounds decimal values to tenths, hundredths or thousandths.	92
ESTIMATE, ROUND, AND MANIPULATE VERY LARGE AND VERY SMALL NUMBERS (continued)	Orders decimal values.	102-104
	Converts amounts for cents into amounts for dollar and cents.	108, 109

	Refers to the last digit of larger numbers to determine whether they are odd or even.	93	
	Solves word problems and writes the answers as a number and a unit name.	40	
	Solves word problems that refer to even and odd numbers.	103, 104	
	Writes column problems to find missing numbers in number families.	1-4	
	Translates addition-subtraction problems into number-family problems and solves.	15-17	
	Analyzes and solves addition-subtraction equations that do not have the missing value after the equal sign.	90-92	
INTERPRET PERCENTS AS PART OF A HUNDRED; FIND DECIMAL AND PERCENT EQUIVALENTS FOR COMMON FRACTIONS; EXPLAIN WHY THEY REPRESENT THE SAME VALUE; AND COMPUTE A GIVEN PERCENT OF A WHOLE NUMBER	Writes decimal values for fractions that have denominators of 10, 100, and 1000.	28-31	
	Writes fractions with denominators of 10, 100 or 1000 for decimal values.	32, 33	
	Completes equations that show a fraction or mixed number and the decimal value it equals.	40	
	Completes inequality statements involving decimal values and fractions.	103	
	Writes equations to show the decimal value for a specified percent value.	95	
	Writes equations to show percents that equal specified decimal values.	96	
	Writes equations for a mixed set of percent, decimal, and fractional values.	97, 98	
INTERPRET PERCENTS AS PART OF A HUNDRED; FIND DECIMAL AND PERCENT EQUIVALENTS FOR COMMON FRACTIONS; EXPLAIN WHY THEY REPRESENT THE SAME VALUE; AND COMPUTE A GIVEN PERCENT OF A WHOLE NUMBER (continued)	Rewrites fractions as hundredths.	99	
	Writes equations that show fractions and equivalent percent values.	101, 103	
	Writes equations from descriptions that give information about a fraction and the whole number it equals.	10, 11	
	Writes fraction number families for sentences that tell about percents or about fractions.	112, 113	
UNDERSTAND AND COMPUTE POSITIVE INTEGER POWERS OF NON-NEGATIVE INTEGERS; COMPUTE EXAMPLES AS	This standard is not addressed in this level of Connecting Math Concepts.		

REPEATED MULTIPLICATION			
DETERMINE THE PRIME FACTORS OF ALL NUMBERS THROUGH 50 AND WRITE NUMBERS AS THE PRODUCT OF THEIR PRIME FACTORS USING EXPONENTS TO SHOW MULTIPLES OF A FACTOR	Uses prime factors to simplify fractions.	31	
	Uses prime-factor analysis to determine whether fractions can be simplified.	41, 42	
	Uses a calculator to determine if numbers are prime numbers.	21, 22	
	Multiplies prime factors.	23	
	Shows the prime factors for composite values.	24	
	Uses a calculator to find the two prime factors of a larger composite number.	24, 25	
	Writes equations for composite values to show only prime factors.	25-29	
	Rewrites equations to show prime factors for two composite factors.	26, 27	
	Shows the prime factors for composite values.	44	
IDENTIFY AND REPRESENT POSITIVE AND NEGATIVE INTEGERS, DECIMALS, FRACTIONS AND MIXED NUMBERS ON A NUMBER LINE	Writes fractions for values shown on a number line.	5, 6	
	Completes fraction number families that show a fraction and a big number of 1.	46, 47	
	Writes fractions for whole numbers on a number line.	12	
	Writes fractions for whole numbers on an undivided number line.	13-15	
	Completes fraction number families of the form: $\frac{3}{7}$	51	
	Makes fraction number families for sentences that compare two values.	77-79	
	Makes fraction number families for sentences that compare and sentences that classify.	84-86	
	Makes fraction number families for sentences that refer to parts of a whole group.	93	
	Makes fraction number families based on illustrations of Xs in a bag.	113	
	Graphs a line on the coordinate system for a set of equivalent ratios and answers questions based on the line.	71-77	

STUDENTS COMPUTE WITH VERY LARGE AND VERY SMALL NUMBERS, POSITIVE AND NEGATIVE NUMBERS, DECIMALS AND FRACTIONS AND UNDERSTAND THE RELATIONSHIP BETWEEN DECIMALS, FRACTIONS AND PERCENTS. THEY UNDERSTAND THE RELATIVE MAGNITUDES OF NUMBERS.			
REVIEWER COMMENTS:			
STUDENTS PERFORM CALCULATIONS AND SOLVE PROBLEMS INVOLVING ADDITION, SUBTRACTION AND SIMPLE MULTIPLICATION AND DIVISION OF FRACTIONS AND DECIMALS.			
ADD, SUBTRACT, MULTIPLY AND DIVIDE WITH DECIMALS AND NEGATIVE NUMBERS AND VERIFY THE REASONABLENESS OF THE RESULTS	Works multiplication problems that have a tens number.	2	
	Solves multiplication problems that involve two 2-digit values.	5, 6	
	Works column-multiplication problems that involve carrying for both the ones digit and tens digit of the multiplier.	7-10	
	Works a mixed set of multiplication problems.	3	
	Copies column multiplication problems and works them.	15	
	Rewrites and solve problems of the form: $4x \dots = 816$	4	
	Completes multiplication and division facts that have a zero.	11	
	Checks answers to addition problems by subtracting.	11, 12	
	Checks answers to subtraction problems by adding.	13	
	Checks answers to addition problems and subtraction problems by using the opposite operation.	14	

	Rewrites equations of the form: $18 = 10 + 8$.	1, 2	
	Completes equations to show place-value addition for 2-digit numbers.	2-4	
	Writes place-value addition equations for 2-digit and 3-digit numerals.	5,6	
ADD, SUBTRACT, MULTIPLY AND DIVIDE WITH DECIMALS AND NEGATIVE NUMBERS AND VERIFY THE REASONABLENESS OF THE RESULTS (continued)	Expresses numerals that are multiples of 10, 100, or 1000 as factors.	94	
	Uses mental math to solve subtraction problems that have a difference of less than 10.	38, 39	
	Writes and solves column addition and subtraction problems involving dollar-and-cent amounts.	31	
	Writes row problems involving dollar-and-cent values as column problems.	73	
	Adds or subtracts decimal values.	85,86	
	Adds and subtracts whole numbers and decimal values.	89	
	Works problems that multiply a dollar-and-cent amount by a whole number.	75	
	Works a mixed set of problems involving dollar-and-cent amounts.	78	
	Multiplies a whole number and a decimal value.	99, 101	
	Works multiplication problems that have two decimal values.	102	
	Multiplies decimal values.	103-105	
	Works division problems that have a decimal value in the dividend.	123	
	Makes number families for comparison sentences.	12, 13	
	Uses number families to solve addition and subtraction comparison word problems.	14-16	
	Uses number families to solve word problems that tell what happened first and next.	18-23	
	Works number-family problems that refer to in, out and end up.	34-36	

ADD, SUBTRACT, MULTIPLY AND DIVIDE WITH DECIMALS AND NEGATIVE NUMBERS AND VERIFY THE REASONABLENESS OF THE RESULTS (continued)	Uses number families to solve comparison word problems that ask about the difference number.	45	
	Works number family problems that tell about goals and difference.	87-89	
	Makes vertical number families for word problems that tell about either in or out.	93-95	
	Works a mixed set of word problems which require horizontal or vertical number families.	96, 97	
	Works number family problems that give more than one number for in and/or out.	37, 38	
	Works word problems that imply number families with more than one value for in or out.	39-44	
	Works word problems that have two vertical number families.	45-48	
	Works number-family problems involving dollar amounts and change.	81-83	
	Works a mixed set of word problems that require vertical number families.	84	
	Works horizontal goal problems that require vertical number families for goal, now, or both.	96-98	
	Works word problems that require decimal multiplication.	106, 107	
	Works word problems that require division of a dollar amount.	124	
	Works 2-step word problems that give the starting number and two operations.	104	
	Uses inverse operations to solve pairs of equations and figure out the starting number.	105-108	
	ARE PROFICIENT WITH DIVISION, INCLUDING DIVISION WITH POSITIVE DECIMALS AND LONG DIVISION WITH MULTIPLE DIGIT DIVISORS	Uses inverse operations to solve word problems.	109-111,124,125
Works word problems that generate a series of inverse-operation equations.		112, 114	
Completes division problems to show the correct fact number and the remainder.		4-7	
Works division problems that have a single-digit answer and a remainder.		8-19	
Works short-division problems in which each digit of the dividend is a multiple of the divisor.		21	
Works short-division problems in which not all digits of the dividend are multiples of the divisor.		22-24	

	Works short-division problems in which the divisor may be larger than the first digit of the dividend.	25-28	
	Works short-division problems, some of which have zero as the middle digit of the answer.	29, 31	
	Rewrites the answer to a division problem as a mixed number.	32-35	
	Works short-division problems and writes the answers as mixed numbers.	36, 37	
	Completes division problems by multiplying, subtracting, and writing the remainder as a fraction.	43-46	
	Works partially-completed division problems that have 2-digit divisors.	46, 47	
	Completes division problems, some of which have a 2-digit divisor and some of which have a 1-digit divisor.	48	
	Completes division problems in which the whole-number part of the initial answer is either correct or too large.	49-57	
	Corrects answers to division problems that have a remainder that is too large.	58-61	
	Reworks long division problems in which the whole-number part of the answer shown is either too large or too small.	62-65	
ARE PROFICIENT WITH DIVISION, INCLUDING DIVISION WITH POSITIVE DECIMALS AND LONG DIVISION WITH MULTIPLE DIGIT DIVISORS (continued)	Works division problems by saying the estimation problem for the tens.	66, 67	
	Works division problems by using rounding estimating.	68-72	
	Works division problems in which the estimation problem does not give the correct quotient.	86, 89	
	Works long division problems that have 2-digit answers.	97-99	
	Works long division problems that have 1- or 2-digit answers.	101-103	
	Works a set of division problems that have 1-digit and 2-digit divisors.	104, 105	
	Writes division problems for multiplication problems of the form: $9 \times \quad = 63$.	1-3	
	Determines whether numbers are odd or even by dividing by 2.	91, 92	

	Works single-digit division problems mentally.	16-18	
	Works division problems in which the answer refers to non-divisible entities.	115, 116	
SOLVE SIMPLE PROBLEMS INCLUDING ONES ARISING IN CONCRETE SITUATIONS	Writes equations that show a mixed number and the fraction it equals.	23, 24	
INVOLVING THE ADDITION AND SUBTRACTION OF FRACTIONS AND MIXED NUMBERS AND EXPRESS ANSWERS IN SIMPLIST FORM	Identifies and solves problems involving addition and subtraction of fractions that do not need to be rewritten.	4-7	
	Works column problems that add or subtract like-denominator fractions.	61, 62	
	Works addition and subtraction problems that have a whole number and a fraction.	29, 31	
	Works column addition and subtraction problems that have a whole number and a fraction.	63, 64	
SOLVE SIMPLE PROBLEMS INCLUDING ONES ARISING IN CONCRETE SITUATIONS	Works column addition and subtraction problems that have either a whole number and a fraction or two fractions with the same denominator.	65	
INVOLVING THE ADDITION AND SUBTRACTION OF FRACTIONS AND MIXED NUMBERS AND EXPRESS ANSWERS IN SIMPLIST FORM (continued)	Works addition and subtraction problems that have two fractions with unlike denominators.	67-71	
	Identifies the fraction problems in a mixed set that can be worked as written and works them.	12-16	
	Works a set of addition, subtraction and multiplication problems that have a whole number and a fraction.	32-34	
	Works column problems involving addition, subtraction and multiplication of fractions.	73, 74	
	Rewrites and work row problems involving fraction operations as column problems.	75, 78	
	Works addition and subtraction problems that have a whole number and a mixed number.	76, 77	
	Works column problems that add or subtract mixed numbers having like-denominator fractions.	74, 75	
	Works column problems that add mixed numbers having like-denominator fractions and simplifies the answers.	80, 81	
	Works subtraction problems in which the minuend is a whole number and the subtrahend	84, 85	

	is a mixed number.		
	Works addition and subtraction problems involving mixed numbers that are in a ratio-table context.	88, 89	
UNDERSTAND THE CONCEPT OF MULTIPLICATION AND DIVISION OF FRACTIONS	Solves multiplication problems by interpreting the phrase "a fraction of a value" as "a fraction times a value."	71-73	
PROCEDURES TO SOLVING PROBLEMS MULTIPLICATION AND DIVISION OF FRACTIONS AND APPLY THESE COMPUTE AND PERFORM SIMPLE	Writes division problems and answers for fractions that equal whole numbers.	8-11	
	Writes equations that show a fraction and the whole number it equals. Problems are of the form: $\frac{1}{7} = 6$.	14-18	
	Completes an equation to show various fractions that equal a whole number.	25-27	
	Completes equations to show the whole number a fraction equals.	23-30	
	Writes fractions for mixed numbers.	19-21	
	Rewrites fractions as mixed numbers.	39, 41	
	Writes the missing middle value as a fraction for multiplication problems of the form: $3(\quad) = 369$.	45-51	
	Completes equations of the form: $5(\quad) = 6$.	102	
	Writes fractions from descriptions, some of which tell the number of whole units.	16	
	Works problem pairs to show the least common multiple.	65-67	
	Multiplies two fractions.	9, 11	
	Works fraction-multiplication problems in which the starting and ending values equal whole numbers.	36, 37	
	Works fraction-multiplication problems and indicate whether the starting value is greater.	38-41	
	Solves multiplication problems by interpreting the phrase "a fraction of a value" as "a fraction times a value."	71-73	

	Writes equations to show fractions that are equivalent.	14, 15	
COMPUTE AND PERFORM SIMPLE MULTIPLICATION AND DIVISION OF FRACTIONS AND APPLY THESE PROCEDURES TO SOLVING PROBLEMS (continued)	Works fraction-multiplication problems to determine whether two fractions are equivalent.	16	
	Writes equations for equivalent fractions and figure out the fraction that equals 1.	18, 19	
	Uses multiplication to determine whether pairs of fractions are equivalent.	21-23	
	Solves equivalent-fraction problems of the form: $\frac{3}{7} (/) = 15/$	24-26	
	Uses the sign = or ≠ to indicate whether pairs of fractions are equivalent.	44	
	Works equivalent-fraction problems with fractions that have 3-digit values.	46-48	
	Uses division to determine whether pairs of fractions are equivalent.	48, 49	
	Completes equations to determine whether two fractions are equivalent.	54-56	
	Works equivalent-fraction problems by expressing the fraction that equals 1 as a fraction over a fraction.	55-58	
	Works a mixed set of equivalent-fraction problems, some of which involve a complex fraction equal to 1.	59, 60	
	Completes a series of equivalent fractions by referring to the first fraction in the series.	59-62	
	Works equivalent-fraction problems in which one of the values is 1.	90	
	Rewrites inequality statements for items that show more than one value on a side.	101, 102	
	Simplifies fractions, some of which result in a numerator of 1.	32-37	
	Simplifies fractions, some of which equal a whole number.	38	
	Simplifies fractions and write mixed numbers for fractions that are more than 1.	43	
COMPUTE AND PERFORM SIMPLE MULTIPLICATION AND DIVISION OF FRACTIONS AND APPLY THESE PROCEDURES TO SOLVING PROBLEMS	Simplifies fractions in which the numerator and denominator are multiples of 10, 100, or 1000.	95-98	
	Simplifies equivalent fractions in which the numerator and denominator end with one or	99, 100	

(continued)	more zeros.		
	Works single-digit division problems mentally and write the remainder as a fraction.	41	
	Determines the missing value for orally-presented problems.	52-61	
	Simplifies mixed numbers that have fractions that equal 1.	79	
	Constructs fraction number families to solve word problems.	47-49	
	Uses fraction number families to solve word problems that tell about numbers and ask about fractions.	51, 52	
	Works a mixed set of fraction number family problems.	53, 54	
	Solves proportion problems, some of which require multiplying by a complex fraction equal to 1.	61-63	
	Works a set of problems that tell about more than 1 and ask a question.	78, 79	
	Works a mixed set of word problems that require multiplication, division or a ratio equation.	89, 101	
	Works a mixed set of multiplication and proportion problems that tell about 1 and ask about more than 1.	121-123	
	Works word problems of the form: 4 cakes = 7 pounds, 1 cake = .	71, 72	
COMPUTE AND PERFORM SIMPLE MULTIPLICATION AND DIVISION OF FRACTIONS AND APPLY THESE PROCEDURES TO SOLVING PROBLEMS (continued)	Identifies the missing factor for problems that tell about more than one object and ask about 1.	73, 76	
	Works multiplication word problems that tell about 1 and ask about more than 1.	81	
	Works multiplication and division word problems.	82-85	
	Works a mixed set of multiplication and division problems that use the words each and per.	87, 88	
	Works problems that describe the division of a quantity into equal sized parts.	98-100	

MEASUREMENT AND GEOMETRY		
STUDENTS UNDERSTAND AND COMPUTE VOLUMES AND AREAS OF SIMPLE OBJECTS.		
DERIVE AND USE THE FORMULA FOR THE AREA OF RIGHT TRIANGLES AND OF PARALLELOGRAMS BY COMPARING WITH THE AREA OF RECTANGLES	This standard is not addressed in this level of Connecting Math Concepts.	
CONSTRUCT CUBE AND RECTANGULAR BOXES FROM TWO-DIMENSIONAL PATTERNS AND USE THIS TO COMPUTE THE SURFACE AREA FOR THESE OBJECTS	Computes the surface area of a rectangular prism.	94-96
	Finds the surface area of a rectangular prism from a non-exploded diagram.	97, 98
	Finds the surface area of a pyramid with a rectangular base.	99-101
	Finds the surface area of a pyramid that has a triangular base.	102, 103
UNDERSTANDS THE CONCEPT OF VOLUME AND USE APPROPRIATE UNITS IN COMMON MEASURING SYSTEMS TO COMPUTE THE VOLUME OF RECTANGULAR SOLIDS	Finds the volume of rectangular prisms.	104,105,107
	Finds the surface area and volume of a rectangular prism.	108
DIFFERENTIATE BETWEEN AND USE APPROPRIATE UNITS OF MEASURES FOR, TWO- AND THREE DIMENSIONAL OBJECTS	Computes perimeters of polygons.	58-61
	Works area-of-rectangle problems shown on the coordinate system using the equation: squares = $X \times Y$.	62-65
	Works area and perimeter problems for rectangles shown on the coordinate system.	66-72
	Works area-of-triangle problems shown on the coordinate system.	74,75

DIFFERENTIATE BETWEEN AND USE APPROPRIATE UNITS OF MEASURES FOR, TWO- AND THREE DIMENSIONAL OBJECTS	Works area problems for rectangles and triangles that are not shown on the coordinate system.	76,77
(continued)	Works area-of-parallelogram problems shown on the coordinate system.	79,80
	Works area and perimeter problems for parallelogram shown on the coordinate system.	81,82
	Works area and perimeter problems for parallelograms that are not shown on the coordinate system.	83,85
	Works area problems for triangles and parallelograms that are not shown on the coordinate system.	86
	Finds the area of non-right triangles shown on the coordinate system by constructing parallelograms.	96
	Finds the area and perimeter of non-right triangles that are not shown on the coordinate system.	97
	Finds the area and perimeter of parallelograms, rectangles and triangles.	98
	Figures out the relationship between the diameter and circumference of a circle.	91
	Uses the equation $\pi D = C$ to figure out the circumference of a circle.	92
	Uses the equation $\pi D = C$ to figure out the circumference, or diameter of a circle.	93-95
	Uses the equation $\pi D = C$ to figure out the circumference or radius of a circle.	111,112
	Uses the equation $\pi D = C$ to figure out the circumference, radius or diameter of a circle.	113
	Uses the equation $A = \pi r^2$ to figure out the area of a circle.	113,114
DIFFERENTIATE BETWEEN AND USE APPROPRIATE UNITS OF MEASURES FOR, TWO- AND THREE DIMENSIONAL OBJECTS	Finds the circumference and the area of circles.	115,117
(continued)	Finds the volume of a triangular prism.	106,109
	Finds the volume of rectangular and triangular prisms.	107
	Finds the surface area and volume of a rectangular prism.	108

	Completes a function table that indicates X values for points on a line, and graphs those points.	114,115	
	Figures out a function and completes a function table.	117	
	Generates possible functions for a given set of X and Y values and completes a function table.	118	
	Answers questions by referring to a 3-by-3 table.	1	
	Answers questions about comparative amounts by referring to a 3-by-3 table.	2-4	
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING (continued)	Completes a 3-by-3 table and answer questions by referring to the table.	17	
	Uses comparison facts to figure out numbers needed in a 3-by-3 table.	26-29	
	Constructs and uses a 3-by-3 table with column and row headings.	33-35	
	Constructs a 3-by-3 table using a comparison fact to figure out a needed number.	36-39	
	Uses facts to complete a table that shows equivalent ratios.	63-66	
	Completes ratio tables.	52-55	
	Solves word problems using ratio tables.	56-63	
	Works ratio-table problems, some of which require fraction number families.	67-69	
	Works ratio-table problems that give information for fraction number families.	64-66	
	Uses facts to complete a table that shows equivalent ratios and check work by graphing points on the coordinate system.	68,69	
	Works ratio-table problems that have a comparison statement involving fractions.	82-84	
	Works a mixed set of ratio-table problems, some of which compare.	87,88	
	Works ratio-table problems in which the second column contains two mixed numbers.	91,92	
	Makes fraction number families and ratio tables for problems that do not provide	94,95	

	fraction information.			
	Discriminates between problems that require a ratio table and those that require only a ratio equation.	105,106		
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING (continued)	Works ratio-table problems that involve percents.	106-109		
	Uses a ratio table to work word problems that give two or three names.	107		
	Works ratio-table problems that compare percents.	110,111		
	Works a mixed set of ratio-table problems that include fractions and percents.	114		
	Writes fractions that represent the probability of pulling an X from a bag.	112		
	Uses information presented as a fraction to generate a set of objects.	113,114		
	Works ratio-table problems that involve probability.	115-119		
	PROJECT: Does the groundwork for building a model of the solar system.	116		
	PROJECT: uses ratio numbers to complete a table about the solar system and makes a scale model.	117		
	PROJECT: Gathers data on favorite colors and complete a table that shows tallies, numbers, and degrees.	119		
	PROJECT: Conducts an experiment and display the results as a frequency distribution.	125		
	EXPRESS THE SOLUTION CLEARLY AND LOGICALLY USING APPROPRIATE MATHEMATICAL NOTATION AND TERMS AND CLEAR LANGUAGE, AND SUPPORT SOLUTIONS WITH EVIDENCE, IN BOTH VERBAL AND SYMBOLIC WORK	This standard is addressed as students participate in Projects in lessons.	116-125	

INDICATE THE RELATIVE ADVANTAGES OF EXACT AND APPROXIMATE SOLUTIONS TO PROBLEMS AND GIVE ANSWERS TO A SPECIFIED DEGREE OF ACCURACY	This standard is addressed as students participate in Projects in lessons.	116-125	
MAKE PRECISE CALCULATIONS AND CHECK THE VALIDITY OF THE RESULTS FROM THE CONTEXT OF THE PROBLEM	Uses a calculator to work problems involving addition, subtraction and multiplication.	3	
	Works division problems of the form: using a 4 616 calculator.	4	
	Uses a calculator to figure out missing numbers in number families.	8,9	
	Uses a calculator to determine if numbers are prime numbers.	21,22	
	Uses a calculator to find the two prime factors of a larger composite number.	24,25	
	Uses a calculator to figure out the decimal value for any fraction or mixed number.	41-80	
	Uses a calculator to figure out the fraction that equals 1 for equivalent fractions problems.	43-45	
STUDENTS USE STRATEGIES, SKILLS AND CONCEPTS IN FINDING SOLUTIONS.			
REVIEWER COMMENTS:			
STUDENTS MOVE BEYOND A PARTICULAR PROBLEM BY GENERALIZING TO OTHER SITUATIONS.			
EVALUATE THE REASONABLENESS OF THE SOLUTION IN THE CONTEXT OF THE ORIGINAL SITUATION	This standard is addressed as students participate in Projects in lessons.	116-125	

NOTE METHOD OF DERIVING THE SOLUTION AND DEMONSTRATE CONCEPTUAL UNDERSTANDING OF THE DERIVATION BY SOLVING SIMILAR PROBLEMS	This standard is addressed as students participate in Projects in lessons.	116-125	
DEVELOP GENERALIZATIONS OF THE RESULTS OBTAINED AND EXTEND THEM TO OTHER CIRCUMSTANCES	This standard is addressed as students participate in Projects in lessons.	116-125	
STUDENTS MOVE BEYOND A PARTICULAR PROBLEM BY GENERALIZING TO OTHER SITUATIONS.			
REVIEWER COMMENTS:			

CALIFORNIA CONTENT STANDARDS		CONNECTING MATH CONCEPTS LEVEL F
NUMBER SENSE		
STUDENTS COMPARE AND ORDER FRACTIONS, DECIMALS, AND MIXED NUMBERS. THEY SOLVE PROBLEMS INVOLVING FRACTIONS, RATIOS, PROPORTIONS, AND PERCENTAGES.		
COMPARE AND ORDER POSITIVE AND NEGATIVE FRACTIONS, DECIMALS, AND MIXED NUMBERS AND PLACE THEM ON A NUMBER LINE	Writes an equation to show a mixed number and the improper fraction it equals.	1-3
	Writes an equation to show an improper mixed number and the proper mixed number it equals.	1-6
	Writes an equation to show a fraction and the decimal value it equals.	1-3
	Completes a number line that shows mixed numbers and corresponding decimal values.	3
	Completes a table that shows mixed numbers and corresponding fractions.	4
	Completes a table to show fractions with denominators of 10, 100, 1,000; the corresponding decimal values; and corresponding mixed numbers.	4,5
	Writes an equation to show the decimal value and the equivalent fraction.	6
	Completes a set of equations to show fractions and the equivalent mixed numbers.	6,7
	Derives a fraction from a percent that is related to a familiar percent.	42,43
	Writes fractions for a set of common percents.	42
	Writes an equation to show a decimal value that ends in one or more zeros and the simplified decimal value.	1, 2
	Rounds a decimal value to the nearest hundredth.	24, 25
	Simplifies a fraction in which both the numerator and denominator end in one or more zeros.	16, 17
COMPARE AND ORDER POSITIVE AND NEGATIVE FRACTIONS, DECIMALS, AND MIXED NUMBERS AND PLACE THEM ON A NUMBER LINE (continued)	Makes a complete fraction number family from a single fraction.	7
	Completes a fraction number family that has names.	8, 9
	Writes a fraction number family for a sentence that refers to a decimal or percent value.	11
	Makes a fraction number family for a statement that compares two values.	31
	Makes a complete fraction number family for a statement that compares two values.	32
	Constructs two statements that compare values shown in a number family.	52-58
	Expresses the relationship between the fraction for each part and the number of parts in a whole.	44, 45
	Makes fractions that are based on a fact about related units.	7-9
	Writes the unit name for a fraction that shows related units.	11-16
	Rewrites a fraction that refers to related units.	14-16
	Rewrites a mixed number as a related units.	17-19
	Given a description of related units, writes a mixed number.	19-21
	Writes a mixed number and unit name for a description of related units.	22, 23
	Rewrites and works a problem with signed terms in a different order.	63-65
	Writes an equation for an arrow on a signed number line.	65, 66
	Indicates which of two signed numbers has the greater absolute value.	66, 67
	Completes the number part of the answer for signed-number combination problems.	67-69
INTERPRET AND USE RATIOS IN DIFFERENT CONTEXTS TO SHOW THE RELATIVE SIZES OF TWO QUANTITIES USING APPROPRIATE NOTATIONS	Completes a ratio table with more than three rows.	74, 75
	Works inverse-operation problems to find missing values in a ratio table.	76-80
	Sets up and solves ratio problems that require a ratio equation with equivalent fractions.	2
	Works a ratio and proportion word problem that requires a complex fraction equal to 1.	13, 14
	Completes a ratio equation that uses a colon notation.	96
	Completes a ratio table.	9

	Writes a multiplication equation to show the number of equal parts in a whole.	45	
	Writes the reciprocal for a fraction or whole number.	46, 47	
	Writes an equation that starts with a given value and multiplies by its reciprocal.	47-49	
	Works a two-step word problem that involves reciprocals.	53-55	
SOLVE PROBLEMS INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION OF FRACTIONS AND EXPLAIN WHY A PARTICULAR OPERATION WAS USED FOR A GIVEN SITUATION (continued)	Works a mixed set of problems involving the area of a figure divided into equal parts.	56, 57	
	Rewrites a complex fraction as a division problem; then works a multiplication problem	84	
	Uses division to figure out the mixed number that equals an improper fraction.	4	
	Adds or subtracts mixed numbers.	9, 10	
	Works an addition or subtraction problem that involves a whole number and a mixed number.	13	
	Works a renaming problem that involves a whole number and a fraction.	14, 15	
	Solves a mixed number addition problem and expresses the answer as a proper mixed number.	16, 17	
	Multiplies mixed numbers.	48, 49	
	Adds mixed numbers that have unlike denominators.	67, 68	
	Adds or subtracts mixed numbers that have unlike denominators.	69	
	Works a mixed- number subtraction problem that requires borrowing.	80, 81	
	Works a mixed set of mixed-number problems that require addition or subtraction.	83	
	Completes a table that has the same multiplier for each row.	7, 8	
	Works a multiplication problem that refers to a fraction or percent of a value.	21-23	
Works a multiplication word problem that refers to a fraction or percent of a value.	24, 25		
	Works a mixed set of problems that are solved by fraction multiplication or by a ratio table.	38, 39	

SOLVE PROBLEMS INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION OF FRACTIONS AND EXPLAIN WHY A PARTICULAR OPERATION WAS USED FOR A GIVEN SITUATION (continued)	Works a word problem that involves multiplying a decimal by a fraction.	54	
	Works a two-step word problem that involves reciprocals.	53-55	
	Works a word problem that requires dividing by a fraction.	85, 86	
	Works a word problem that requires multiplying by a mixed number.	51, 52	
	Works a fraction-of-an-area problem two ways.	56	
	Works an area problem that involves mixed numbers.	77-79	
EXPLAIN THE MEANING OF MULTIPLICATION AND DIVISION OF FRACTIONS AND PERFORM THE CALCULATIONS	Works a division problem as a multiplication problem and vice versa.	81-84	
SOLVE ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION PROBLEMS, INCLUDING THOSE ARISING IN CONCRETE SITUATIONS THAT USE POSITIVE AND NEGATIVE NUMBERS AND COMBINATIONS OF THESE OPERATIONS	Works a long division problem that has a two-digit divisor and a two-digit quotient.	21-25	
	Works a division problem in which both the dividend and divisor end in one or more zeros.	23, 24	
	Uses "shortcuts" to work a mixed set of division problems.	28	
	Writes mixed-number answer to problems that divide by 10, 100, or 1,000.	29	
	Uses a calculator to work a problem that does not have a whole-number answer.	44-46	
	Works a problem that subtracts more than one value.	59	
	Combines the values in a problem that adds and subtracts more than one value.	61, 62	
	Uses inverse operations to solve a set of problems that have the first number missing.	1,2	
	Works a two-equation problem that requires inverse operations.	3	
	SOLVE ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION PROBLEMS, INCLUDING THOSE ARISING IN CONCRETE SITUATIONS THAT USE POSITIVE AND NEGATIVE NUMBERS AND COMBINATIONS OF THESE OPERATIONS (continued)	Works a three-equation problem that requires inverse operations.	4
Works a set of multiplication problems in which one of the factors is missing.		6	
Uses inverse operations to solve a problem in which the middle equation has three boxes.		18, 19	
	Adds or subtracts decimal values.	2-4	

	Adds or subtracts a whole number and a decimal value.	5	
	Multiplies decimal values.	8-11	
	Works a mixed set of problems involving adding, multiplying, and subtracting decimal values.	18	
	Writes decimal answers to problems that divide by 10, 100, or 1,000.	26, 27	
	Works a decimal-multiplication problem as fraction-multiplication problem.	27-29	
	Writes a decimal answer to a division problem.	35, 36	
	Shows the answer to a division problem as a mixed number and as a decimal value.	37-41	
	Shows a fraction that is less than 1 as a decimal quotient in a division problem.	42, 43	
	Divides a decimal value by a whole number.	53, 4	
	Converts a fraction that has a decimal in the numerator into a division problem.	55, 56	
	Multiplies a decimal value by 10, 100, or 1,000.	61	
	Works a decimal-multiplication problem that has a missing factor.	62	
	Works a mixed set of decimal-multiplication problems that have a missing factor or a missing product.	63, 64	
SOLVE ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION PROBLEMS, INCLUDING THOSE ARISING IN CONCRETE SITUATIONS THAT USE POSITIVE AND NEGATIVE NUMBERS AND COMBINATIONS OF THESE OPERATIONS (continued)	Completes equivalent fractions that involve decimals.	65-68	
	Works a division problem based on a fraction that has a decimal denominator.	71-73	
	Works a division problem that has a decimal divisor.	74-77	
	Works a multiplication word problem that compares.	26, 27	
	Determines whether a word problem can be solved by multiplication.	28-30	
	Works a multiplication problem that tells about each like item and the number of items.	31-34	
	Works a word problem that requires inverse operations.	5-12	
	Writes an equation with two missing values from a sentence that refers to doubling, tripling or twice.	6	

	Solves a two-step word problem by figuring out the missing middle value in the second equation.	9	
	Works a mixed set of work problems that require inverse operations.	12-17	
	Uses inverse operations to work a word problem that implies a starting value.	12	
	Writes an equation with three boxes for a sentence that refers to an operation but does not specify numbers.	18	
	Works an inverse-operation problem, part of which refers to an operation without numbers.	21,22	
	Works a mixed set of inverse-operation problems.	23	
	Works multiplication or division problems that involves coins.	73,74	
	Adds related units.	52-54	
SOLVE ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION PROBLEMS, INCLUDING THOSE ARISING IN CONCRETE SITUATIONS THAT USE POSITIVE AND NEGATIVE NUMBERS AND COMBINATIONS OF THESE OPERATIONS (continued)	Works a mixed set of related-unit problems involving addition or subtraction.	57-60	
	Works a problem that multiplies related units.	62,63	
	Works a word problem that requires multiplying related units.	63-79	
	Works a mixed set of related-unit word problems that involve multiplication, addition, or subtraction.	67	
	Combines the values in a problem that adds and subtracts more than one value.	61,62	
	Works paired addition and subtraction problems on a number line that has positive and negative values.	64	
	Combines signed numbers.	71-73	
	Works a signed-number multiplication problem in which each value has a sign.	78-81	
	Works multiplication problems by first combining the signed values on top.	82,83	
	Multiplies by a negative value.	84	
	Works a mixed set of problems that multiply by a positive or a negative value.	85,86	

	Works a signed-number multiplication problem of the form: -4×-3 .	87,88	
	Works a signed-number problem that has a large operational sign.	88,89	
	Works a problem that divides by a signed value.	89,90	
	Writes a problem that has signed values and a large operational sign.	90	
	Writes a base number and exponent for a repeated multiplication problem.	74	
	Figures out the value represented by an exponential notation.	76-78	
SOLVE ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION PROBLEMS, INCLUDING THOSE ARISING IN CONCRETE SITUATIONS THAT USE POSITIVE AND NEGATIVE NUMBERS AND COMBINATIONS OF THESE OPERATIONS (continued)	Writes complete equations for a set of exponent problems that show either the multiplication or the exponential notation.	75	
	Shows two groups of repeated multiplication in exponential notation.	83-85	
	Rewrites a fraction that shows repeated multiplication as a base and exponent.	86,87	
	Renames and subtract related units.	55,56	
DETERMINE THE LEAST COMMON MULTIPLE AND GREATEST COMMON DIVISOR OF WHOLE NUMBERS. USE THEM TO SOLVE PROBLEMS WITH FRACTIONS	Use simplification techniques to work problems that multiply fractions.	68,69	
STUDENTS CALCULATE AND SOLVE PROBLEMS INVOLVING ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION OF RATIONAL NUMBERS.			
REVIEWER COMMENTS:			

ALGEBRA AND FUNCTIONS			
STUDENTS WRITE VERBAL EXPRESSIONS AND SENTENCES AS ALGEBRAIC EXPRESSIONS AND EQUATIONS; THEY EVALUATE ALGEBRAIC EXPRESSIONS, SOLVE LINEAR EQUATIONS AND GRAPH AND INTERPRET THEIR RESULTS.			
WRITE AND SOLVE ONE-STEP LINEAR EQUATIONS IN ONE VARIABLE	Solves an equation that has a single term on the left and the unknown on the right.	89	
	Rewrites and solve four-value equations that have the unknown on the right.	89,90	
	Works a mixed set of related-unit problems.	34-41	
	Writes an equation for related units that involves a mixed number.	37-39	
WRITE AND EVALUATE AN ALGEBRAIC EXPRESSION FOR A GIVEN SITUATION USING UP TO THREE VARIABLES	Works a word problem that involves component problems.	35	
	Works a mixed set of multi-step problems that refer to area, perimeter and tax.	39	
	Works a mixed set of multi-step problems that refer to area, circumference, perimeter or tax.	41,42	
	Works a mixed set of related-unit problems.	34-41	
	Writes an equation for related units that involves a mixed number.	37-39	
APPLY ALGEBRAIC ORDER OF OPERATIONS AND COMMUTATIVE, ASSOCIATIVE AND DISTRIBUTIVE PROPERTIES TO EVALUATE EXPRESSIONS AND JUSTIFY EACH STEP IN THE PROCESS	Works a problem that requires distribution.	58-60	
SOLVE PROBLEMS USING CORRECT ORDER OF OPERATIONS MANUALLY AND BY USING A SCIENTIFIC CALCULATOR	Works a multi-step problem.	43-47	
	This standard also is addressed as students are asked to check their work using a calculator.	1-100	

	Works a lever problem.	88-91	
	Works a set of problems that involve two types of levers.	90	
	Solves a problem that involves a wheel and axle.	92-94	
	Solves a problem that asks about the amount of work that is done.	94	
STUDENTS ANALYZE AND USE TABLES, GRAPHS AND RULES TO SOLVE PROBLEMS INVOLVING RATES AND PROPORTIONS.			
REVIEWER COMMENTS:			
STUDENTS INVESTIGATE GEOMETRIC PATTERNS AND DESCRIBE THEM ALGEBRAICALLY.			
USE VARIABLES IN EXPRESSIONS	Finds the area of a complex figure shown on the coordinate system.	36-49	
DESCRIBING GEOMETRIC QUANTITIES WHICH GIVE THE PERIMETER OF A RECTANGLE, AREA OF A TRIANGLE, AND CIRCUMFERENCE OF A CIRCLE, RESPECTIVELY	Finds the area of a figure with a hole.	51,52	
	Finds the area of a figure that has more than one hole.	53,54	
	Works multi-step problem that involves complex area.	55-59	
	Works a multi-step problem involving part of a figure.	58-69	
	Works a mixed set of problems involving the area of a figure divided into equal parts.	56,57	
	Works an area-of-figure problem that asks about one or more than one equal part.	57	
	Uses the equation $b \times h = A$ to find the area of a rectangle, parallelogram or square.	1,2	
	Finds the perimeter of a triangle or rectangle.	2	
	Finds the area and perimeter of a parallelogram or rectangle.	3	
	Uses the equation $b \times h / 2 = A$ to find the area of a triangle.	14	
	Finds the area of a parallelogram or triangle.	15	

	Uses the equation $\pi d = C$ to find the circumference of a circle.	24	
	Works a complex-area problem that involves part of a circle.	55	
	Solves an area problem that involves more than one unit.	86	
USE VARIABLES IN EXPRESSIONS	Uses the equation Area of $b \times h / 3 = V$ to compute the volume of figures that come to a point.	85,86	
DESCRIBING GEOMETRIC QUANTITIES WHICH GIVE THE PERIMETER OF A RECTANGLE, AREA OF A TRIANGLE, AND CIRCUMFERENCE OF A CIRCLE, RESPECTIVELY (continued)	Works a mixed set of volume problems including figures that come to a point and figures that have parallel sides.	87	
	PROJECT: Figures out the area of symmetrical figures.	92	
EXPRESS SIMPLE RELATIONSHIPS ARISING FROM GEOMETRY IN SYMBOLIC FORM	Uses the equation $b \times h = A$ to find the area of a rectangle, parallelogram or square.	1,2	
	Uses the equation $b \times h / 2 = A$ to find the area of a triangle.	14	
	Uses the equation $\pi d = C$ to find the circumference of a circle.	24	
	Uses the equation Area of $b \times h / 3 = V$ to compute the volume of figures that come to a point.	85,86	
STUDENTS INVESTIGATE GEOMETRIC PATTERNS AND DESCRIBE THEM ALGEBRAICALLY.			
REVIEWER COMMENTS:			

	single-pulley system.		
	PROJECT: Solves problems that involve repeated patterns.	99,100	
FORMULATE AND JUSTIFY MATHEMATICAL CONJECTURES BASED UPON A GENERAL DESCRIPTION OF THE MATHEMATICAL QUESTION OR PROBLEM POSED	This standard is addressed as students participate in Projects in the lessons.	91-100	
DETERMINE WHEN AND HOW TO BREAK A PROBLEM INTO SIMPLER PARTS	This standard is addressed as students participate in Projects in the lessons.	91-100	
STUDENTS MAKE DECISIONS ABOUT HOW TO APPROACH PROBLEMS.			
REVIEWER COMMENTS:			
STUDENTS USE STRATEGIES, SKILLS AND CONCEPTS IN FINDING SOLUTIONS.			
USE ESTIMATION TO VERIFY THE REASONABLENESS OF CALCULATED RESULTS	This standard is addressed in previous levels of Connecting Math Concepts.		
APPLY STRATEGIES AND RESULTS FROM SIMPLER PROBLEMS TO MORE COMPLEX PROBLEMS	This standard is addressed as students participate in Projects in the lessons.	91-100	
	PROJECT: Analyzes an inclined plane and figure out how it works as a simple machine.	95	
	PROJECT: Finds the sum of a series of numbers by "folding" the series in half.	95	
	PROJECT: Figures out a strategy for determining the sum of numbers in a series.	96	
	PROJECT: Figures out the amount of work required to move a weight to specified points along the incline.	96	
	PROJECT: Figures out a strategy for determining the sum of odd or even numbers in a series.	97	

	PROJECT: Figures out the arrangement of string that requires a force that is 1/4 the amount of the weight that is being lifted.	99	
	PROJECT: Works out a strategy for finding the capacity of a box shape that has a figure inside.	100	
ESTIMATE UNKNOWN QUANTITIES GRAPHICALLY AND SOLVE FOR THEM USING LOGICAL REASONING, AND ARITHMETIC AND ALGEBRAIC TECHNIQUES	This standard is addressed as students participate in Projects in the lessons.	91-100	
USE A VARIETY OF METHODS SUCH AS WORDS, NUMBERS, SYMBOLS, CHARTS, GRAPHS, TABLES, DIAGRAMS AND MODELS TO EXPLAIN MATHEMATICAL REASONING	Identifies the diagram that shows a specified fractional relationship.	33-49	
	Writes the X and Y value for a point shown on the coordinate system.	87	
	Refers to a line on the coordinate system to answer questions.	88,89	
	Completes a rate-equation coin table.	75-77	
	Constructs a coin-table to solve a money problem.	77-79	
	Makes a table based on a circle graph.	72-82	
	Makes a table that has fractions of a circle in the first column and the corresponding number of degrees in the second.	76,77	
	Works a mixed set of problems that refer to a circle graph.	78,79	
	PROJECT: Constructs a symmetrical circle graph.	91	
	PROJECT: Uses a rule to construct a circle graph that has slices of specified degrees.	92	
	PROJECT: Makes letters on a coordinate system by using information about the X and Y values for the line segments.	94	
EXPRESS THE SOLUTION CLEARLY AND LOGICALLY USING APPROPRIATE MATHEMATICAL NOTATION AND TERMS AND CLEAR LANGUAGE, AND SUPPORT SOLUTIONS	This standard is addressed as students participate in Projects in the lessons.	91-100	

WITH EVIDENCE, IN BOTH VERBAL AND SYMBOLIC WORK			
INDICATE THE RELATIVE ADVANTAGES OF EXACT AND APPROXIMATE SOLUTIONS TO PROBLEMS AND GIVE ANSWERS TO A SPECIFIED DEGREE OF ACCURACY	This standard is addressed as students participate in Projects in the lessons.	91-100	
MAKE PRECISE CALCULATIONS AND CHECK THE VALIDITY OF THE RESULTS FROM THE CONTEXT OF THE PROBLEM	This standard is addressed as students participate in Projects in the lessons.	91-100	
STUDENTS USE STRATEGIES, SKILLS AND CONCEPTS IN FINDING SOLUTIONS.			
REVIEWER COMMENTS:			

STUDENTS MOVE BEYOND A PARTICULAR PROBLEM BY GENERALIZING TO OTHER SITUATIONS.			
EVALUATE THE REASONABLENESS OF THE SOLUTION IN THE CONTEXT OF THE ORIGINAL SOLUTION	This standard is addressed as students participate in Projects in the lessons.	91-100	
NOTE METHOD OF DERIVING THE SOLUTION AND DEMONSTRATE CONCEPTUAL UNDERSTANDING OF THE DERIVATION BY SOLVING SIMILAR PROBLEMS	This standard is addressed as students participate in Projects in the lessons.	91-100	
DEVELOP GENERALIZATIONS OF THE RESULTS OBTAINED AND THE STRATEGIES USED AND EXTEND THEM TO NEW PROBLEM SITUATIONS	This standard is addressed as students participate in Projects in the lessons.	91-100	
STUDENTS MOVE BEYOND A PARTICULAR PROBLEM BY GENERALIZING TO OTHER SITUATIONS.			
REVIEWER COMMENTS:			

■ Sample Social Emotional Curriculum

Nonviolent Communication Samples

Nonviolent Communication(sm)
 In-Class Training, Grade 6
 Prepared by Amelia Roache

Week one

Day one:

- Introduction to Nonviolent Communication “steps”, or “model”, given by the class teacher.
- Group listening activity as individuals “check-in.” The individual’s group share is in response to the question, “How are you feeling?” Teacher will model reflective and empathic listening. Individual written activity: your list of feelings.
- As a group, create a “Feelings List” (visible for all on blackboard/other).

Day two:

- Teacher poses the question to the group for individual consideration, “What would make life more wonderful for you?” Teacher models empathic and/or reflective listening.
- Group discussion/share of feelings experienced while responding to the question. Identify feelings experienced when need to be heard is met and not.

Day three:

- Check-in - “How are you feeling?” Students are asked to reflect what they heard shared/spoken by individuals one by one. Explore clarity of listening and speaking while engaging in the practice of making action specific requests - “Would you be willing to tell me what you heard me say?”
- Exploration of how we feel when someone doesn’t “get it”. How do I feel when my need (to be heard) is not met. How do I feel when my need (to be heard) is met. Identify the experience of “connection. Teacher will introduce and engage the students in an exploration of non-life serving judgment in the form of “labeling.”

Day four:

- Check-in - “How are you feeling?” Teacher will model reflective listening to include identifying needs. Group will create a “Needs List” (visible for all on blackboard/ other). Individual written activity: Matching game (needs into general headings - Interdependence, Autonomy etc.)
- Group guided exploration of the many ways one might take action to meet need(s). “What would you do?”

Week two:

Day one:

- Check-in - includes reflective listening offered by students identifying feelings and needs. Add reflection of “what happened”- Observation. Have Feelings and Needs lists visible for all.
- Individual written activity. Instruction: Write on a piece of paper something someone said to you, how you felt hearing it and what you want to say to them.

Day two:

- Group share. Examples of communication they have recently experienced in the classroom that met their need for compassion and others that did not meet their need for_____.
- Open discussion/share.

Day three:

- Check-in
- Modeling and guidance for students in Empathic Listening. Explore the differences between reflective and empathic listening.

Day four:

- Students ask each other, aloud in group setting, one by one, “What would make life more wonderful for you?”
 - Individual written activity. I feel grateful when _____. I feel angry when _____.
- Group closure: open invitation to share feelings and observations presently.

Activity from “The Compassionate Classroom: Relationship Based Teaching and Learning” by Sura hart and Victoria Kindle Hodson.

The Compassionate Classroom (page 134)

Topic: Needs

Title:	Treasure Chest
Objective:	To identify and recognize the importance of values and needs
Type of Activity:	Art and writing
Group Size:	5-15
Space/Time:	Classroom/30 minutes
Materials:	Colored paper cut into jewel shapes, an envelope (treasure chest) for each child, art supplies such as glue, glitter, pens, foil.

Procedure:

1. Introduce this activity by asking the whole class when they feel most joyous, happy, and/or satisfied. Write students’ answers on the board. To stimulate thinking, ask students what they value in relationships, in themselves, in others, in nature, in school, at home, during free time, in life.
2. Suggest that our needs and values are like precious jewels in our life.
3. Ask them to write what they value on paper “jewels.”

4. Give each student an envelope to decorate as a treasure chest for their jewels.
5. In a small or large group discussion, ask for volunteers to share their jewels.
6. Option: Survey the class for common needs and values, that everyone agrees are important. Make a class display of all the jewels.

The Compassionate Classroom (page 121)

Topic: Observations

Title: Nature Walk
Objective: To increase skills in observation
Type of Activity: Walking in nature, writing and/or art
Group Size: Entire Class
Space/Time: Outdoors and place to draw or write/30+ minutes
Materials: Paper plates, glue, a small bag for each child

Procedure:

Version 1

1. Go on a nature walk. Each child collects objects on the ground: leaves, twigs, pine cones, small pebbles, seed pods, etc.
2. When they return, children choose one object, observe it carefully, and then describe it verbally or in writing. (Do this orally for younger students; older students or adults can write.)
3. Children can glue one or more objects on a paper plate and attach the written description below the object.

Version 2

1. Students go for a nature walk in pairs.
2. One child closes his/her eyes and listens while the partner describes a particular tree, shrub, plant, cloud, etc. that is visible.
3. Then the student opens his eyes and tries to identify what it was that his partner described.

Variations and Extensions:

Children choose one object, make a sketch or painting of the object, and use the object as a stimulus to write a story.

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**LAWS, WHAT ARE THEY GOOD FOR?
UNIT OVERVIEW**

GRADES: 3-5

Subjects:

Arts, Language Arts, Philanthropy and Social Studies

Key Words/Concepts (click to view)

Unit Overview:

Learners will be introduced to communities and how they work. The rights and responsibilities of citizenship in schools and the larger community will be explored. Learners will model community building, focusing on rules, laws and development of procedures for effective governance. The culminating service-learning activity develops a peer-mentoring activity combining visual and theater arts.

Unit Purpose:

Learners will discover how their communities work. They will be introduced to theories of governance, learn how governments are organized, how they make laws and what their rights and responsibilities are as citizens of their school and community at large. Through a service-learning activity, learners will share what they have learned about rights and responsibilities with others in their school and community.

Unit Objectives:

The learner will:

- identify **core democratic values** .
- explain types of community governments and describe how they work, including **direct** and **representative democracy** .
- through role-playing, resolve conflicts in the classroom by making rules, laws and developing procedures for effective classroom management.
- describe the benefits of **group cooperation** .
- understand that along with the **rights** we receive as citizens, we have **responsibilities** .
- express and demonstrate knowledge of his/her rights and responsibilities as a citizen of a community.
- identify key elements of communities.
- explain what makes a school **community** .
- identify key elements of community governments and describe how they work.
- demonstrate concepts of **civic responsibility**, **civic virtue** and **common good** .
- participate in all elements of the identified service-learning activity.

Experiential Component:

Learners will assess needs, plan and implement a service-learning activity to produce a skit and visual arts aids about rights and responsibilities which will be presented to younger audiences.

Unit Assessment:

Learners will have the opportunity to express their understanding of content and philanthropy objectives through the following avenues:

- Creative writing

Unit - Laws, What Are They Good For?

<http://www.learningtogive.org/lessons/overview.asp?print=yes&unit=44>

- Informational writing
- Drama
- Writings
- Class books, written and illustrated by learners
- On-Going Reflection
- Personal and group evaluation of the service-learning activity
- Completion of Needs Assessment

School/Home Connection:

Learners will make a mini book at home that reflects the application of their rights and responsibilities in the community. Each lesson has an individual school/home connection.

Notes for Teaching:

Secure site location for the service activity at least ten days prior to the activity. Consult with district and local administration to secure proper permits for travel, parent release forms for picture taking of student activity, etc.

State Curriculum and Philanthropy Theme Frameworks:

See individual lessons for benchmark detail.

Lessons Developed and Piloted By:

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LAWS, WHAT ARE THEY GOOD FOR?

LESSON 1: We Are a Comm-un-it-y. I've Got All My Classmates with Me, Part I

GRADES: 3-5

Subjects:

Language Arts, Philanthropy and Social Studies

Key Words/Concepts (click to view)

Purpose:

Learners will demonstrate knowledge of the elements of community building, individual and civic responsibility. They will participate in the decision making process of rule, law and procedure making.

Duration:

Two to Three Sixty-Minute Class Periods

Objectives:

The learner will:

- identify key elements of communities.
- explain what makes a school community.
- identify key elements of community governments and describe how they work.
- demonstrate concepts of civic responsibility, civic virtue and common good.

Civic engagement	(n) A person's connections with the life of their communities - Robert Putnam
Civic responsibility	(n) A person's duty or obligation to their community as a citizen
Common good	(n) Resources shared for the collective benefit of the whole group of people.
Community	(n, pl. -ies) A group of people living in the same area and under the same government; a class or group having common interests and likes
Constitution	(n) The set of fundamental rules governing the politics of a nation or sub national body. In 1787, at a Constitutional Convention the United States constitution was written
Empower	(v) To authorize; to delegate; to license

Materials:

- Pencil, paper

Lesson Plan - We Are a Comm-un-it-y. I've Got All My Classmates... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=1&pri...>

- Lewis, Barbara A. *The Kids Guide to Social Action*. New York: Free Spirit Publishing, 1991.
- Paints, colored pencils or crayons

Instructional Procedure(s):

Anticipatory Set:

*Write on the board or overhead the word "community" **scrambled** . Inform students that when this word is unscrambled it creates another name for our classroom. Ask them if they can figure out what the word is.*

- Read selections of either book listed in **Materials** section and in **Bibliographical References** to the class.
- Define "**community**" (*a place where people live and work together*).
- Develop the concepts of: **civic engagement, civic responsibility, common good**.
- List different types of **communities** . (*school, fire station, camp, towns, cities, etc.*)
- Pose this question to the students, "*How is our classroom like a community?*" **Don't have them answer it yet.** Give them one minute to think about their response before eliciting thrm from your learners.
- Make a classroom list of what makes up a community. Here are some examples of responses that you might receive: *sharing, fairness, laws/rules, houses, neighborhoods, people, police, schools, traffic, families, firemen and parks.*
- Now return to the question and use responses to connect the classroom with the concept of community. Lead to the conclusions that:
 - Sharing is important in communities** : In communities people share water, electricity, roads, parks, postal system, emergency system, etc. In our classroom we share water, electricity, glue, crayons, paper, principals, janitors, etc.
 - Rules, Laws and Procedures are important to communities** : We have rules, laws and procedures that we create and follow. Identify the stakeholders who make these rules and procedures in the school community and the local community at large.
- Have learners give examples of laws and procedures. Examples:
 - **Laws and Rules** : *Traffic laws, laws about theft are legislated*
 - **Procedures:** *Forms to fill out before taking a field trip, putting all waste in specified containers*
- Why do we have rules in our community? (*To keep us safe*) Why do we have rules in our classroom/school? (*To keep us safe*) Why do we have procedures that we follow? (*To create a consistent way of doing things, reduce confusion*)
- How do we make rules or procedures? (*The principal, superintendent develop rules that they feel are necessary to make a safe and educational environment for the students. They are developed through needs based on prior experiences and concerns. These concerns could be brought up through parents, staff or students. The principal would take his/her concerns to the superintendent*

Lesson Plan - We Are a Comm-un-it-y. I've Got All My Classmates... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=1&pri...>

and he would in turn take them to the school board, who runs the school. Then they would decide whether or not they feel that it is important enough to make it a rule or have a procedure developed or law for the school, by voting.)

- How do communities make rules? (*Different sized communities have different procedures to make laws. Very small communities have "town meetings" where local issues are discussed, like should they fix the old fire truck or buy a new one. Cities may have a "city council," which would run similarly to the school board. They are representatives of the city that vote for all. They might vote on an issue to build a new fire station for a growing community. States have Representatives and Senate members that vote for the people of the state on individual state issues, like highway speed limits. Countries also have Representatives and Senate members who are sent from each state to vote on issues that affect the entire country, like the legal age to drive, and there are also international laws and procedures.*)
- **Cooperation is important to communities** . Discuss with learners the importance of cooperating for the **common good** .

Explain how a law is made in your community . Use the example of a neighborhood that has a very high rate of traffic accidents and the people want a traffic light placed at an intersection.

- Have learners draw a diagram that shows how a community government is organized. Go over it with students to assure accuracy.
- **Additional activity if time permits**
- Form small groups and re-enact the process involved in making a law in community government.
- Have learners write a short paragraph with illustrations depicting two activities they discovered and could participate in from hearing the story, *The Kid's Guide to Social Action* .

Assessment:

- Create a situation in a community that shows how laws are made in a community.
- Evaluate a structured response in paragraph form, about three types of communities and at least two things that make it a community OR
- Write a song/poem, etc. that describes a community.
- Draw or paint a mural that demonstrates characteristics of an identified community.
- Create a skit that clearly displays elements of a community.
- Evaluate the paragraph based on the reading of *The Kid's Guide to Social Action*.

The following rubric may be used for both writing assignments.

Paragraph Rubric

Four Points	Paragraph has a topic sentence, three examples of supportive information, correct grammar, structure and usage. Paragraph has a concluding sentence.
Three Points	Paragraph has a topic sentence, two examples of supportive information, and 75% accuracy of spelling, grammar and usage.

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Two points	Paragraph has some details and examples. An attempt is made to provide requested information.
One point	An attempt was made, although there is not sufficient skill demonstrated for age/grade level
Zero points	No attempt was made, the work was not submitted.

School/Home Connection:

Ask learners to talk with their parents/guardians and write down three rules or procedures that all members of the family community must follow and three rules or procedures that apply only to children 18 years or younger in the family community.

Bibliographical References:

- Lewis, Barbara A. *The Kid's Guide to Social Action*. New York: Free Spirit Publishing, 1991. ISBN: 1575420384.
- Lewis, Barbara A. *The Kid's Guide to Service Project: Over 500 Service Ideas for Young People Who Want to Make a Differences*. New York: Free Spirit Publishing, 1995. ISBN: 0915793822.
- Lewis, Barbara A. *Kids with Courage: True Stories about Young People Making a Difference*. New York: Free Spirit Publishing, 1992. ISBN: 0915793393.

State Standards:

Learning to Give lessons incorporate [National](#) and [Philanthropy curriculum standards](#). Please choose a state then press "View Standards" to have the standards correlated to this lesson displayed.

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State: California

[View Standards](#)

Grade: **3** Subject: **Language Arts**

PERFORMANCE STANDARD 1.7. Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words.

Grade: **3** Subject: **Social Studies**

PERFORMANCE STANDARD 3.4.1. 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.

3.4.2. 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.

Grade: **4** Subject: **Social Studies**

PERFORMANCE STANDARD 4.5.1. 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).

Grade: **5** Subject: **Social Studies**

PERFORMANCE STANDARD 5.7.5. 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.

Philanthropy Theme Framework :

Strand	Standard	Benchmark
I. Definitions of Philanthropy	DP 01. Define Philanthropy	E 3. Recognize that citizens have a responsibility for the common good, and define fundamental democratic principles.
I. Definitions of Philanthropy	DP 02. Roles of Government, Business, and Philanthropy	E 7. Describe the concept of competing self-interest.
I. Definitions of Philanthropy	DP 04. Operational Characteristics of Nonprofit Organizations	E 1. Describe how citizens organize in response to a need.
II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E 3. Describe a benefit of group cooperation.
II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 2. Identify why rules are important and how not all behaviors are covered by rules.

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II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 7. Describe why the classroom, school, or neighborhood is a community. Identify and describe fundamental democratic principles.
II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 14. Describe the roles of citizens in government.
III. Philanthropy and the Individual	PI 01. Reasons for Individual Philanthropy	E 5. Give examples of actions students can take to improve the common good and list or describe responsibilities that go with those actions.

Lesson Developed and Piloted by:

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LAWS, WHAT ARE THEY GOOD FOR?

LESSON 2: We Are a Comm-un-it-y. I've Got All My Classmates with Me, Part II

GRADES: 3-5

Subjects:

Language Arts, Philanthropy and Social Studies

Key Words/Concepts (click to view)

Purpose:

Learners will build their own community in the classroom based on knowledge and skills acquired in **Lesson One** . They will practice conflict resolution through making laws and rules, and adopting procedures in our "community."

Duration:

One Sixty Minute Class Period

Objectives:

The learner will:

- resolve conflicts in the classroom by making **laws, rules** and **procedures** for our **community** .
- describe the benefits of **group cooperation** .
- practice and develop skills necessary to resolve differences.

Materials:

Pencil, paper

Instructional Procedure(s):

Anticipatory Set:

Have the learners arrange their desks wherever they would like them to be in the classroom. The teacher will observe the chaos and bring the learners back to attention to discuss what happened. Allow no more than three minutes for this chair, desk or seat movement. Write their responses on a sheet of paper or board.

- Discuss how that process worked. Were there any problems or issues that occurred that upset people in the community? (For example, who got to sit where, who got to move the desks, who was making the decisions?) How were individual rights compromised?
- Make a list of problems that occurred.

Lesson Plan - We Are a Comm-un-it-y. I've Got All My Classmates... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=2&pri...>

- Lead learners to conclude that these problems occurred because they didn't have any rules, organized plan or developed procedures to help them. Communities have rules that help them get along. Since we didn't have any of those, moving around in our "community" didn't work very well. Discuss the role of law in local, state and the national government.
- Explain that when communities can't make things work themselves, a leader will step in and make decisions for them. Explain that in a **representative democracy** there are two types of decision-making. One view is that the representative actively reflects the views of the people he/she represents. The other type of representative votes according to what he/she believes is best. Explain the concept of **direct democracy**. For now the teacher will make the groups. Let learners know that they will have an opportunity to change these groups after our community is organized.

Teacher Note: This discussion about types of representation is very important to **Attachment One**.

- Begin a discussion on how they want their community to be (lights on/off, doors and windows open/closed, when to use the pencil sharpener, music yes/no, what type of music, communication with each other, the teacher, how they will make rules, laws or develop procedures, i.e. government, trash collection, etc.
- Explain that this classroom is made up of "neighborhoods." How is this possible?
- Add issues to the "list of problems," then develop a plan to resolve them. Have "neighborhoods" vote on possible solutions. They will have to develop a voting system. Perhaps a delegate from their neighborhood will send their vote in to the teacher. Rules/laws will be written on chart paper and learners of the new community will sign the bottom.
- Review what happened and how the process went. Propose the questions:
 1. What would have happened if we worked as individuals instead of working as a group?
 2. How would things have worked then?
 3. Would things have worked out as well?
 4. Would things have worked out at all?
 5. What about the time factor?

Assessment:

- With a partner, develop a list (at least three items) that explains the benefits from working together as a group.
- Write a paragraph that gives at least three reasons why rules/laws are important for our community.
- Evaluate the school/home connection, **Attachment One: Take a Stand**
- Evaluate individual and group cooperation.

School/Home Connection:

Attachment One

Bibliographical References:

Berry, Joy. *Every Kid's Guide to Laws That Relate to Kids in the Community (Living Skills)*. Children's

Lesson Plan - We Are a Comm-un-it-y. I've Got All My Classmates... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=2&pri...>

Press, February, 1988. ISBN 0516014234

State Standards:

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State: California [View Standards](#)

Grade: 3 Subject: Social Studies

PERFORMANCE STANDARD 3.4.1. 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.

3.4.2. 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.

Grade: 4 Subject: Social Studies

PERFORMANCE STANDARD 4.5.1. 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).

Grade: 5 Subject: Social Studies

PERFORMANCE STANDARD 5.7.5. 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.

Philanthropy Theme Framework :

Strand	Standard	Benchmark
I. Definitions of Philanthropy	DP 01. Define Philanthropy	E 4. Define and give examples of selfishness and selflessness.
II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E 3. Describe a benefit of group cooperation.
II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E 5. Identify one local citizen who has helped the community through giving and/or service.
II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 1. Define community as the degree that people come together for the common good.
II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 8. Describe classroom behaviors that help the students learn.

Lesson Plan - We Are a Comm-un-it-y. I've Got All My Classmates... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=2&pri...>

**Lesson 2: We Are a Comm-un-it-y. I've Got All My Classmates with Me, Part II
Handout 1**

Take a Stand



1. One person who represents me in my community is:

2. My State Representative is:

My State Senator is:

3. My United States House of Representative is:

One of my two United States Senators is:

4. Two ways my representatives can do to the best job for my family and me are:

5. Two things we can do to help them are:

Dear Parent/Guardians,

In class today, we talked about representatives. We are going to find out who represents us in our community, our State and our nation.

We are going to give our ideas about how our representatives can do the best job for us.

Please give us your ideas, too.

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Lesson Plan - Just a Spoonful of Rights Makes the Responsibility G... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=3&pri...>

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LAWS, WHAT ARE THEY GOOD FOR?

LESSON 3: Just a Spoonful of Rights Makes the Responsibility Go 'Round, Part I

GRADES: 3-5

Subjects:

Language Arts, Philanthropy and Social Studies

Key Words/Concepts ([click to view](#))

Purpose:

This lesson will introduce rights and responsibilities of citizens in society, in our classroom and community. Learners will identify core democratic values, ethical conduct and personal virtue.

Duration:

Two Sixty-Minute Class Periods

Objectives:

The learner will:

- understand that along with the rights we receive as citizens, we have responsibilities that we are obligated to comply with as citizens.
- evaluate decisions involving expression of rights.
- relate the role of philanthropy in protecting rights and responsibilities of citizens in their community.
- recognize that citizens have a responsibility for the common good, and define core democratic values.

Materials:

- Pencil
- Drawing paper
- Crayons or colored pencils

Instructional Procedure(s):

Anticipatory Set:

You will need two to three learners to volunteer to perform a skit. Inform the learners in the class that our actors will be acting out roles of people in the school community. Have a small bag or box containing three to four pieces of paper with a description of the role a learner is to play written on it. Have each volunteer pick a piece of paper from the bag. Tell the actors that they are to interact with each other but they are not supposed to do their job. They need to make it very clear that the job they are role-playing is going on without them. They are going to be gossiping and chatting,

Lesson Plan - Just a Spoonful of Rights Makes the Responsibility G... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=3&pri...>

reading a newspaper, even pretending to eat.

Possible scenario to role-play : A principal, a reading teacher and a classroom teacher are sitting in the staff lounge. The principal starts talking to the other two teachers, telling them how he can't wait to go golfing today. He is thinking about leaving a little early to avoid the rush. The reading teacher responds by saying, "yeah, I don't think I'm going to get my learners for this afternoon. I have to make some phone calls." Meanwhile, the classroom teacher has decided to take a nap. These are ideas to get your learners started. They can ad lib any similar scenario.

- After one minute stop the actors and **ask** the class *What is going on in the skit?* **Answer:** *The workers are not doing their job.*
- List the problems that are involved with the workers not doing their jobs. **Ask** learners, *Who is disadvantaged by the school workers lack of responsibility?* **Answer:** *Learners.*
- Explain that the learners have a right to an education and if the school workers aren't doing their job, accepting the responsibilities of the job, then the learners aren't getting their education. It takes school workers and learners working together to make a school successful. They each have their own rights and responsibilities. Have the learners compile a list of their responsibilities in school.
- Introduce the following terms and concepts relating to rights and responsibilities of citizens:

Bill of Rights	(n) The first ten amendments to the United States Constitution, these rights are fundamental and include the basic privileges of all United States citizens
Citizen	(n) A resident of a town or city; a native or naturalized person entitled to protection from a government - <i>citizenship</i> (n)
Civic responsibility	(n) A person's duty or obligation to their community as a citizen
Civil rights	(pl. n) Rights guaranteed to citizens; the specific rights provided by the 13th and 14th amendments of the United States Constitution
Community	(n, pl. -ies) A group of people living in the same area and under the same government; a class or group having common interests and likes
Constitution	(n) The set of fundamental rules governing the politics of a nation or sub national body. In 1787, at a Constitutional Convention the United States constitution was written
Democratic values	(n) A set of morals based upon major beliefs of a democracy and written in federal documents such as the Constitution
Human rights	(n) Inalienable moral entitlement attached to all persons equally, simply by virtue of their humanity, irrespective of race, nationality, or membership of any particular social group. They specify the minimum conditions for human dignity and a tolerable life
Justice	(n) The principle of moral or ideal rightness; conformity to the law; the abstract principal by which right and wrong are defined; a judge

Lesson Plan - Just a Spoonful of Rights Makes the Responsibility G... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=3&pri...>

- Just as we have rights and responsibilities at school, citizens of a community have **rights** and **responsibilities**. List on the board or overhead "Rights" and "Responsibilities." Write under "Rights" places in a community: park, school, library, and fire station. These are all places that we use in our community and we have the right to use them. Along with that right we have a responsibility. Have learners list the responsibilities involved in having the listed places in their community. (*Park: keep it clean [no trash], pay for maintenance-taxes; School: be polite and courteous to classmates and staff, be cooperative and ready to learn, complete work on time; Library: treat books with care, return books on time, taxes; Fire Station: do not make prank phone calls, pull to the side of the road when emergency vehicles are in your path of traffic, pay taxes to support services.*)
- Community members have the right to a safe and fun place to live and you have the responsibility to keep it safe and fun.
- Ask the learners to identify those rights that all Americans have. Discuss the responsibilities that go with the rights.
- Discuss with learners that there have been great struggles to guarantee all people their rights. Refer to the two bibliographic texts cited below. Use the examples of the struggle for women's suffrage and the struggle for minority rights in the United States. Cite Rosa Parks, Elizabeth Stanton and Martin Luther King Jr.
- Discuss how their philanthropy, giving of their talent and time, helped promote the rights of many.

Assessment:

Each learner will contribute to making a class book of our rights and responsibilities in our classroom community. Brainstorm our rights in the classroom. Use appropriate materials in the classroom, use bathroom, drink water, have a voice, use the computer, read books, etc. The learners will identify three rights and corresponding responsibilities. They will select two of the three that the learner identified and illustrate their selections.

If the class can come up with enough rights for everyone to have their own, that would be ideal. However, the learners could pair up and have one do the right and the other do the responsibility.

School/Home Connection:

Learners will take home a photocopy of the class book and then create their own mini book of their community rights and responsibilities. The photocopy will help parents understand what the expectations are for the assignment.

Bibliographical References:

- Benjamin, Ann. *Young Rosa Parks: Civil Rights Heroine*. Bt Bound, 2001. ISBN: 0613369106; Troll Associates, 1996. ISBN: 0816737754. The story of a young Rosa Parks who would later challenge America's conscience with her fight for civil rights.
- Fritz, Jean. *You Want Women To Vote, Lizzie Stanton?* Paper Star, 1999. ISBN: 0698117646.

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State: California

[View Standards](#)

Grade: 4 Subject: Language Arts

- PERFORMANCE STANDARD** 1.1. Organization and Focus: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- PERFORMANCE STANDARD** 1.6. Organization and Delivery of Oral Communication: Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).
- PERFORMANCE STANDARD** 2.4. Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

Grade: 5 Subject: Language Arts

- PERFORMANCE STANDARD** 1.4. Organization and Delivery of Oral Communication: Select a focus, organizational structure, and point of view for an oral presentation.
- GRADE LEVEL EXPECTATION** 2.1.b. Show, rather than tell, the listener what happens.

Grade: 3 Subject: Social Studies

- PERFORMANCE STANDARD** 3.4.1. 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.
- 3.4.2. 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.
- 3.4.3. 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).

Grade: 4 Subject: Social Studies

- PERFORMANCE STANDARD** 4.5.1. 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).

Grade: 5 Subject: Social Studies

- PERFORMANCE STANDARD** 5.6.5. 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.
- PERFORMANCE STANDARD** 5.7.2. 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.
- 5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people

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and the primacy of individual liberty.

5.7.4. 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.

5.7.5. 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.

Philanthropy Theme Framework :

Strand	Standard	Benchmark
I. Definitions of Philanthropy	DP 01. Define Philanthropy	E 3. Recognize that citizens have a responsibility for the common good, and define fundamental democratic principles.
II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E 6. Identify lack of religious freedom as a motivating factor for migration to a new country.
II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E 5. Identify the relationship of individual rights and community responsibility.
II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 2. Identify why rules are important and how not all behaviors are covered by rules.
II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 3. Discuss the importance of personal virtue, good character, and ethical behavior in a democracy.
II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 5. Discuss the relationship between individual freedom and government power in a democracy.
II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E 14. Describe the roles of citizens in government.

Lesson Developed and Piloted by:

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LAWS, WHAT ARE THEY GOOD FOR?

LESSON 4: *Just a Spoonful of Rights Makes the Responsibilities Go 'Round, Part II Service*

GRADES: 3-5

Subjects:

Arts, Language Arts, Philanthropy and Social Studies

Key Words/Concepts (click to view)

Purpose:

Through a service-learning activity, learners will share what they have learned about rights and responsibilities with others in their school and community.

Duration:

Three Sixty-Minute Class Periods

Objectives:

The learner will:

- demonstrate understanding of his/her rights and responsibilities as a citizen of a community.
- determine that there is a need to inform other learners about rights and responsibilities.
- plan a service activity to inform others of rights and responsibilities.
- reflect on the service activity.
- celebrate the completion of the activity.

Experiential Component:

Learners will assess needs, plan and implement a service learning activity to produce a skit and visual arts aids about rights and responsibilities, which will be presented to younger audiences. The kindergarten or first grade classes in the school are one possible audience and the other being the pre-school audience at the story hour sessions at most local libraries. Instructor's Notes: Consult with district and local administration to secure proper permits for travel, parent release forms for picture taking of student activity, etc.

Learners could also use volunteers from the audience to aid them in their performance. This will definitely help keep the attention of the younger learners.

Materials:

- Mini books made during school/home connection from ***Lesson Two: We Are A Comm-un-it-y. I've Got All My Classmates With Me, Part II***

Lesson Plan - Just a Spoonful of Rights Makes the Responsibility... <http://www.learningtogive.org/lessons/index.asp?unit=44&ln=4&pri...>

- Bus request and/or permission slips to walk to town library
- Props for skits are optional
- Disposable camera or seek permission to use a digital camera if one is owned by the school
- Paper
- Crayons, colored pencils or paints

Instructional Procedure(s):

Anticipatory Set:

Determine the Need Ask the learners if they think younger children know about rights and responsibilities. Ask them to suggest ways they may determine what younger children know. Make a list of suggestions and have the learners vote on the method to make this assessment. Identify what they have done as a needs assessment. Seek permission of a teacher of a K-2 class to have representatives of your class conduct a needs assessment. Tabulate the results. Have learners, take the needs assessment home and ask a least two younger children to respond to their needs assessment. Tabulate the results. See **Attachment One: Rights and Responsibilities — Determining the Need.**

- Ask the learners how best to inform younger children about rights and responsibilities in school and in their communities.
- Use the suggestions to plan your service-learning activity. Use what learners identified about writing and acting out skits and drawing or painting pictures and murals to inform others.
- Divide the learners into groups of three or four depending on class size. Have each group select one of the rights that needs to be explained to the younger children. The outcome will be to produce a skit and visual display to present to the younger children.
- Pair or group learners to practice their skits. Teacher will roam to give help as needed.
- One group may be designated as the site managers. It would be their responsibility to write letters explaining the activity to other instructors or local librarian, asking permission to make their presentations. This activity may be done as part of each group's tasks and composite letter(s) to be sent.
- Logs of writing, illustrations and photos should be kept at all stages of planning and implementing as on-going reflection. At the end of the activity, a Big Book of all activities is to be compiled by the class.

Site Activity:

Arrange pictures, and photos around the site.

- A learner, who has been selected by the class, greets audience and gives them some background on what the learners have been working on, and then introduces the first skit and shows, the visuals and individual mini-books created during **Lesson Two: We Are A Comm-un-it-y. I've Got All My Classmates With Me** , and their scrapbooks from their reflections.
- At the end the audience has opportunities to ask questions.
- Give each audience member a piece of paper and crayons. Pair one of the class members to an audience member. Have the learners ask the younger learners to then draw one thing they learned

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and tell a right or responsibility they learned from the presentation. Collect these and use them for service-learning evaluation by the learners.

Teacher Note : Take Polaroid or digital pictures during the performances. Try to get at least one picture of each class member.

Service Learning Evaluation : Learners will use the needs assessment and compare that to the pictures and words of audience members. Have the learners draw conclusions about the success of their presentations. Have them tell what they would do differently if they had to do it again. Have them tell what really worked.

Assessment:

- Evaluate the skits, visual arts and presentations. Ask each student to write a caption under the picture of their presentation stating what they are doing and why.
- As an additional final reflection, ask the learners to react to the following questions:
 - How did you like performing the skits? Why?
 - How did you feel while you were performing? (nervous, excited, proud, important)
 - Do you think your audience liked it? Why?
 - Do you think that they learned something from it?
 - Do you think that it will change the way they behave in their community?
- Evaluate scrapbook with photos and captions written by learners

School/Home Connection:

Celebration :

Prepare certificates of achievement for participants and mail to the parents/guardians.

State Standards:

Learning to Give lessons incorporate [National](#) and [Philanthropy curriculum standards](#). Please choose a state then press "View Standards" to have the standards correlated to this lesson displayed.

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State: California

[View Standards](#)

Grade: **3** Subject: **Language Arts**

GRADE LEVEL EXPECTATION 2.3.a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.

Grade: **4** Subject: **Language Arts**

PERFORMANCE STANDARD 1.1. Organization and Focus: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

PERFORMANCE STANDARD 1.6. Organization and Delivery of Oral Communication: Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).

PERFORMANCE STANDARD 2.4. Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

Grade: **5** Subject: **Language Arts**

GRADE LEVEL EXPECTATION 2.4.d. Address reader concerns.

PERFORMANCE STANDARD 1.4. Organization and Delivery of Oral Communication: Select a focus, organizational structure, and point of view for an oral presentation.

GRADE LEVEL EXPECTATION 2.1.b. Show, rather than tell, the listener what happens.

Grade: **5** Subject: **Social Studies**

PERFORMANCE STANDARD 5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

Philanthropy Theme Framework :

Strand	Standard	Benchmark
II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E 5. Identify the relationship of individual rights and community responsibility.
IV. Volunteering and Service	VS 01. Needs Assessment	E 1. Identify a community need in the school or neighborhood.
IV. Volunteering and Service	VS 03. Providing Service	E 1. Provide a needed service for students in the school, or citizens in the neighborhood.
IV. Volunteering and Service	VS 03. Providing Service	E 3. Describe the task and the student's role.

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IV. Volunteering and Service	VS 05. Integrating the Service Experience into Learning	E	2. Evaluate progress on the Service-Learning project before, during, and after the project.
IV. Volunteering and Service	VS 05. Integrating the Service Experience into Learning	E	3. Identify outcomes from the service.

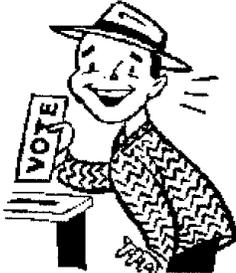
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Lesson 4: Just a Spoonful of Rights Makes the Responsibilities Go 'Round, Part II
Service
Handout 1

Rights and Responsibilities ? Determining the Need

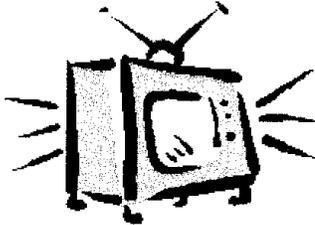
Circle what you believe are your rights:



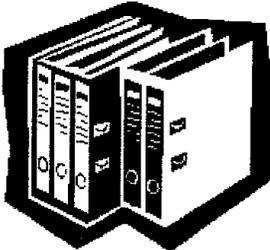
Voting



Worshiping



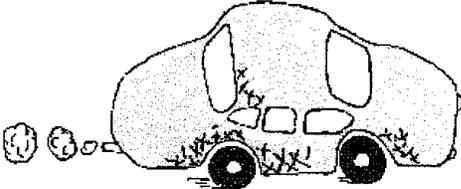
Watching Television



Education



Write whatever you want



Drive a car



Fair trial

Draw or write what you think the word responsibility means?

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■ 8 to Great Samples

**High-Way 7: Gratitude
Table of Contents and Sample Activities
8 to GREAT Guidelines for Teachers**

Key for Activity Guidelines	#18A: When to Say Thank You
Introduction to High-Way 7: “Gratitude”	#19: Writing a Thank You Letter
#1: When You Feel Good...	#19A: Writing a Thank You Letter
#2: The Gratitude Journal	#20: Thank You for Me
#3: Gratitude Streams	#20A: Thank You for Me
#4: The Gratitude Drill	#21: Positive Patrol
#5: Why Be Grateful?	#21A: Positive Patrol Tickets
#6: Gratitude Rocks!	#22: Grief and Gratitude
#7: The Gratitude Guarantee	#23: All Aboard
#8: The Gratitude Habit	#23A: All Aboard Ideas
#9: A Stream of Whys	#24: The Gratitude Sand-Wish Review
#10: The Gratitude Interview	#25: Who Am I?
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#11A: Lost and Found Scripts	#26: 26 Ways to Say “Thank You!”
#12: The Gratitude Exchange	#26A: 26 Ways to Say “Thank You!”
#13: Is Gratitude for Everyone?	#27: Tipping Your Hat Day – Filler
#14: The Best Thing About,,,	#28: The Grand Gratitude Graduate (G3) Club
#14A: The Best Thing About,,,	#29: Gratitude and Health
#15: The Most Grateful Groups	#30: Gratitude Booklets
#16: Your Thank Account	#31: Gratitude Daily Quotes
#16A: Your Thank Account	#32: Gratitude in the Workplace
#17: The Gratitude Award	#32A: Gratitude in the Workplace
#17A: The Gratitude Award	#32B: Gratitude in the Workplace
#18: When to Say Thank You	

High-Way 7 - #3: Gratitude Streams

Supplies Needed: None

Objective: To practice an easy way to stay grateful all day long

1) (Write on the board before beginning:)

**The world is so full of a number of things,
I'm sure we should all be as happy as kings.**

- Robert Louis Stevenson

2) (Read aloud slowly or paraphrase:)

For today's activity, we're going to go around the room and invite each person to share something they're grateful for from the past 24 hours. The only two rules are: you may not say the same thing as any other student and you may pass if you can't think of anything. I'll start...

(Note: No one has to say, "I'm grateful for..." at the beginning of their gratitude. That's assumed. Also, if someone says, "My family," it's still all right for someone else to say, "My little brother.")

3) (When finished, discuss:)

- How did that feel?
- When are five times during a normal week that you could use the Gratitude Stream to feel better?

(Write their answers on the board. Some may include...)

- In the car or bus on the way to school
- Before getting out of bed
- Before meals
- In the shower
- In the bus on the way to or from a competitive event
- Before going to sleep
- On your way to your favorite class

4) Is anyone willing to do a gratitude stream once a day for a week and come back and report to us how it goes? (You can give a prize, treat, etc. for those who do...)

High-Way 7 - #4: The Gratitude Drill

Supplies Needed: none

Objective: To improve in the skill of finding things to be grateful for everywhere we look

1) (Write on the board before beginning)

You've never met an ungrateful person who was happy,
nor have you ever met a grateful person who was unhappy.

- Zig Ziglar

2) (Read aloud slowly or paraphrase:)

For this activity we'll need five volunteers to come up to the front of the room and form a circle.

(Once they're in place, continue)

Today we're going to learn how to do a **Gratitude Drill**. The person with the longest hair will begin by saying one thing they're grateful for. Then the person to their left will share a different thing they're grateful for in three seconds or less.

If they can't think of one before I clap my hands (or ring a bell) OR if they repeat one that's been said, then they'll have to sit down. If someone says, 'My family,' it is still all right for someone else to say, 'My little brother.'

Any questions? (Begin the gratitude drill. If everyone gets "out" really quickly, you can bring up five new students to do it.)

(It's fun to give prizes for whoever is still standing 2-3 minutes later. Be prepared! The second or third time you do this, you will not get anyone "out" for the entire time, so you'll need lots of prizes!)

3) (If you have time, discuss the following:)

- Is it possible to run out of things to be grateful for?
- How does it feel when we focus on things we're thankful for?

Note: Students are phenomenal at this activity and it always feels good, so do it often and with different students each time!

High-Way 7 - #14: The Best Thing About...

Supplies Needed: One copy of Worksheet #14A

Objective: To help students practice focusing on what they are grateful for

1) (Write the following on the board before beginning:)

Let's be grateful for those who give us happiness;
they are the gardeners who make our soul bloom.

- Marcel Proust

2) (Read aloud slowly or paraphrase:)

In other activities we've talked about everyone and everything in life being Half Jerk and Half Jewel. In other words, there's always something to complain about and something to be grateful for!

Today we're going to play a game where we'll split the class into two teams. I will read a list of things or people's names (like, "Oprah") and each person has to say one good quality or thing they appreciate about that person or thing within three seconds. If they are successful, the team gets a point. If they are not, the team has to pass and the other team gets to answer about that same person or item. If the answer seems even a little bit sarcastic or insincere, the team will have to pass. For example, if I said, "Trees," you could answer:

- They slow the wind or
- They clean the air or
- They give a home to the birds

Any questions?

(Split the classroom down the middle and have all the students stand on either side of the room near the wall facing forward.) All right, now one person steps forward to answer, after their turn, they go to the back of the line. (If someone doesn't want to play, they can help you by being your human "buzzer" after 3 seconds.)

(Begin reading the items on Worksheet #14A one at a time. When you get to the end of the list the winning team gets bragging rights!)

High-Way 7 - #14A: The Best Thing About...

Students have three seconds to complete the phrase, "The best thing about ____ is." Repeats or mimicking of a previous answer will cause them to lose their turn!

1. Our country
2. Our planet
3. Dogs
4. Birds
5. Rainy days
6. Shopping Malls
7. Parents
8. My body
9. My book bag
10. Television
11. My name
12. Cars
13. This classroom
14. My hands
15. This school
16. This town/city
17. My neighborhood
18. Kleenex
19. Music
20. Movies
21. My brain
22. The President
23. Computer Games
24. Cell Phones
25. Mondays
26. Sundays
27. Today
28. Right Now
29. Boys
30. Girls
31. Teachers
32. Sisters and Brothers
33. Paper Clips
34. Rubber Bands

High-Way 2 - #19: Think Out of the Box

Supplies Needed: Masking tape to make a square on the floor around a chair

Objective: To help students realize that there are opportunities to risk every day

1. (Write the following on the board before beginning:)

Two roads diverged in a wood, and I... I took the one less traveled by, and
that has made all the difference.

- Robert Frost

2) (Read aloud slowly or paraphrase:)

The box around the chair is to remind us to think “out of the box.” For those who want to take a risk, you will come up, sit in the box and pick a number from 1 to 20 (see list below). Once I give you your task, you will have 30 seconds to say aloud five different ways to do your task. You may ask for an EXTRA 15 SECONDS to ask one student in the room for one suggestion. If you can think of at least five within your time, you will get out of the box. (You may also offer them a prize of a piece of sugarless gum or a badge that says “I think out of the box!”)

If you don’t think of 5 in that time, you’ll stand behind the chair to help the next person to think out of the box.

Who wants to be our timer?

Who’s ready to take a risk and “think outside the box”? (Have each student say their number choice, and then tell them their challenge. They may stand in the box rather than sit if they choose. If no one volunteers at first, you may first want to have them pick a number for YOU to demonstrate how the process works.)

- 1) To eat a peanut butter and jelly sandwich
- 2) To read a book
- 3) To impress a coach or teacher
- 4) To spell the name “Catie”
- 5) To end an argument
- 6) To get to school
- 7) To help yourself wake up on time
- 8) To remember where you left your shoes
- 9) To earn money
- 10) To improve your grades
- 11) To cook an egg
- 12) To draw a tree
- 13) To say “Thank you”
- 14) To get dressed
- 15) To end up in the principal’s office *

- 16) To study for a test
- 17) To get to Washington D.C.
- 18) To learn Spanish
- 19) To make a new friend
- 20) To change the world

3) (When you're finished, discuss:)

- Who came up with some really creative answers?
- How well did we all think out of the box? For example, for "How to end up in the principal's office," what is the most "think out of the box" answer????
(They will come up with answers like...)
 - Be honored as the most improved student in your class
 - Walk in to say "Thanks"
 - Go to college, get your masters degree and end up as the principal!
- Why is it so important to try new things and not get into a rut?
- Is anyone inspired to take some new risks?

(Note to Educators: This activity is a great filler when you only have a few minutes left in class. Think out of the box and come up with 20 more items to be creative with!)

UNL RESEARCH on *8 to Great* – 2005

According to Pre and Post tests administered by UNL, after a 6-hour course in *8 to Great* concepts, 9-12 grade students made significant changes around the following ideas:

Correct Answer

- | | |
|-------|--|
| True | 1) I have a positive attitude towards myself |
| True | 2) I believe that anger can be used in positive ways |
| True | 3) I believe grateful people are happier |
| False | 4) When something goes wrong I often give up |
| True | 5) I believe I am in charge of my life |
| False | 6) I don't own up to my mistakes |
| True | 7) On the whole I am satisfied with myself |
| True | 8) I believe that happiness is a decision |
| True | 9) I can change my emotions by changing my thoughts |
| False | 10) I believe that avoiding someone is often an effective way to handle a conflict with them |
| True | 11) I believe that successful people make more mistakes than unsuccessful people |

The Overall Instrument Reliability for the Instrument was .84

INTRODUCTION

8 to Great is a curriculum that is targeted at Secondary students and is built around eight principles that help participants achieve success and happiness in their lives. The curriculum was developed by Mary Kay (MK) Mueller, President of Insight Inc. located in Omaha, Nebraska. At present, (2005) MK has also trained 24 trainers who are certified to teach the program.

BACKGROUND

While evaluations from students have been collected after each session, no formal research data had been collected from an independent party regarding the changes that this curriculum had on the beliefs and attitude of the students. Past evaluations have included two sources of data.

First, students completed questionnaires that were given as a pre-test and a post –test before and after course completion. **These demonstrated that through 8 to Great students learned new concepts** and could answer questions more accurately such as “Who makes more mistakes, successful or unsuccessful people?”

Secondly, students wrote reflective paragraphs each class on their experiences. Here **students expressed increased confidence, hope and more positive attitudes towards school and life.** Both data sources are essential to the curriculum evaluation. The questionnaire provided numeric data on attitude and belief changes. The open-ended reflections provided a means to explore the life experiences of the students and the changes that have taken place as a result of the principles presented in the curriculum. The mixing of these two databases provided a sample of how the curriculum has impacted the students.

While this evaluation process was helpful to the curriculum developer, she felt a need for a more formal research study where a specially designed instrument was used that was deemed reliable and valid by professional researchers. She approached the Education department of UNL and an agreement was made to conduct the study.

PURPOSE

The purpose of this pilot intervention study was to gather baseline data to determine the impact that **8 to Great** instruction had on students in an alternative high school setting. This was accomplished by developing an instrument that would measure the changes in attitudes and beliefs regarding the eight principles contained in the curriculum and also changes in self-perception and self-confidence.

METHOD

The study was conducted at the Westside Alternative School in April of 2004. Prior to the start of the study, permission was granted for the instruction by the principal of the school and permission to conduct the study was also granted by a representative of the school district. Both individuals revised the research procedures and the instruments used in the project as a part of the process.

The survey instrument being used for the study, entitled, *About Me*, was locally developed and contains multiple questions that are based on the eight principles of the **8 to Great** curriculum. Questions were written after reviewing the written curriculum for each of the principles and then were approved by the curriculum developer, MK Mueller. It was also reviewed and found acceptable by nine certified instructors of the program. This was done to ensure the content validity of the instrument.

In addition to the locally developed questions, the instrument contains a ten item Self-Esteem scale developed by Stake, DeStefano, Harnisch, Sloane, and Davis (1997) as a part of the Evaluation of the National Youth Sports Program. This scale has proven validity and reliability. The scale that's used is a five point Likert Scale. A copy of the instrument is attached to this document. In addition to the survey question, students were asked to write reflected essays on subjects related to the principles in the curriculum.

Students in 9th-12th grade classes at the Westside Alternative School were included in the study. Students and parents signed a consent form prior to the start of data collection. Copies of both the Youth Assent and Parental Consent forms are located in Appendix B. In addition, prior to the state of the project, permission to conduct the study was obtained from the Westside School District. Those students who did not turn in their consent form by the deadline or whose parents did not return the consent form were not included in the data collection but were still able to take part in the classroom instruction.

The data collection was done as part of the Homeroom Activities prior to and following the *8 to Great* classes – twice a week for three weeks in April 2004. Students completed both the *About Me* instrument and the qualitative prompts. The instrument consists of nine separate scales which includes a set of questions from each of the 8 High-Ways principles as well as items from the Self-Esteem scale developed by Stake, DeStefano, Harnisch, Sloan e and Davis (1997).

The anonymity of the students was maintained in two ways. First a designated individual not associated with the research team was designated to collect the completed surveys and reflections and turn over to the researcher the completed instruments from those who had all necessary consent forms completed. At no time did the researchers or the instructor have identifying information that could link students to their responses. Secondly, only aggregate attitudinal and demographic data from the survey were reported.

Of the approximately 90 students at the Westside Alternative School, 35 qualified to participate in the project – approximately 39% of the student body. Prior to data analysis the survey instruments were scanned and incomplete surveys as well as surveys that showed evidence of response patterns were removed from the final data-set.

The pre and post surveys were matched for demographic characteristics of age and grade since student ID numbers were not included on the surveys. The data was analyzed using SPSS.

Since the purpose of the project was to gather baseline data, descriptive statics were used to determine the mean response to each item and the overall mean response to each scale. Scale reliability as well as overall instrument reliability was calculated suing a Chronbach Alpha which measures the internal consistency of the groups of scale items as well as the internal consistency of the entire instrument. A table containing the reliability data is found in Appendix A.

Effect sizes were calculated to determine the strength of the change that occurred as a result of the instruction. The effect size represents the magnitude of the discrepancy of the student attitude or belief represented by the item. When the effect size is large, or a pattern of

moderate effect sizes exists, it's likely that the quality of the student experience represented by the survey question(s) is appreciably different and therefore may be of practical as well as statistical significance. Below is a table that summarizes the strength of effect sizes.

- .20 is a small effect
- .50 is a medium effect
- .80 is a large effect

For technical information about effect sizes and their relationships to statistical significance measures, see Jacob Cohen, *Statistical power analysis for the behavioral sciences*.

SUMMARY OF MAJOR FINDINGS

It should be emphasized that this study was used as a means to test the survey with members of the target population who participate in *8 to Great* instruction. The small N, while adequate to use for a pilot test, as well as the shortage of time allotted for the instruction, contributed to the effect sizes for the items and scales.

Before the instruction in the *8 to Great* program, students were asked to write about the greatest challenge in their lives, and, in the form of a letter to a friend, describe the person they would want to be. Challenges centered around school and college decisions. Some also mentioned family and personal issues. Regarding the kind of person they would like to be, students generally shared that their goal was to be independent rather than being dependent on others. It appears from *8 to Great* results that the content and process gives students the tools to help them achieve their goals.

Tables that summarize the data are found in Appendix A. These include a table that summarizes all of the mean responses to pre and post items as well as tables that summarize effect sizes of the items contained on the revised survey and the revised scales.

Overall the data indicates that the 8 to Great instruction appears to play a role in helping students develop positive attitudes about themselves. The highest item effect size was for the item, **“I take a positive attitude toward myself”** which was .66.

The data also indicates that students appeared to receive help in dealing with feelings. This scale had the highest effect size. It appears that the most impact was in the area of dealing with anger. The item, **“I believe that anger can be used in positive ways”** had the highest effect size in this scale of .64.

In addition, the scale that measures attitudes regarding taking responsibility for your life had a mean effect size of .32. The two major areas that appeared to have the most impact were the concepts of **taking charge of your life**, which had an effect size of .48 and **owning up to your mistakes** which also had an effect size of .48.

It's also interesting to note that one item in the area of Gratitude had one of the highest item effect sizes. **“I believe grateful people are happier”** had an effect size of .61.

THE SURVEY INSTRUMENT

We are confident that this instrument has content validity because it was developed using the curriculum materials and was revised by the curriculum author as well as by those who were trained by her to teach the curriculum.

Reliability was measured using the Scale procedure in SPSS to produce a Chronbach Alpha for each scale and for the overall instrument. The Chronback Alpha measures the internal consistency of each scale and of the instrument overall. It is used to determine the extent that the items on the scale are measuring the same construct. The higher the Alpha, the better the internal consistency of the instrument or scale. A table summarizing the Alpha's for each scale and the instrument is found in Appendix A. The Alpha for the overall instrument is .84 which is acceptable. Each of the scales on the instrument is above .6.

CONCLUSION

This study indicates that the principles of *8 to Great* appear to have had a positive impact in the lives of the students at Westside Alternative School. The researchers would like to thank those at the school at in the Westside School District for their help with this project.

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■ Two Day Onsite Professional Experts (Mondays)

Professional Experts meaningfully interested in partnering with Innovations Academy as of January 2008

Dorothy Annette of San Diego's Arts Magazine - Arts Community Contact - dorothyannette@sbcglobal.net

Sherry Bittner Clothing Designer - Fashion Contact - charadesigns@myway.com

Adam Schomer with Becca and the Big Bubble - Author - adamschomer@yahoo.com

Jeffery Harry with Lego Playwell Technologies - Robotics - jeff@play-well.org

Silke with Conscious Artistry - kinesthetic arts/yoga - silkeconsciousartistry@gmail.com

Christy's Handcrafts - Arts and crafts - christy_s_Handcrafts@mail.vresp.com

Therese FitzRandolph - Master Gardener - sdtherese@cox.net

Michelle Boynton - Massage Therapist - purplelight67@earthlink.net

Tamsen Dunn - Space Engineer - laneante@yahoo.com

Daniel at Victory Gymnastics Academy - Physics of movement - flipndzy@yahoo.com

Helen Berry Friendly Village Photography - Photography and chemistry - hberry4@hotmail.com

San Diego Puppetry Guild - Theatre Arts - lynnejenn@aol.com

San Diego Archaeological Center - Science - acox@sandiegoarchaeology.org

The Actor's Alliance - Theatre/Dramatic Arts - sue@actorsalliance.com

Jing Institute of Martial Arts - jingjing@jinginstitute.com

Ron Malashock - Clinical psychologist - ron@dreamdestiny.net

Julie Jeanseau - artist - jeanseauxfive@cox.net

San Diego Science Alliance - Science contacts - jcholliday@sbcglobal.net

Lapidary Society - Geology - info@sandiegolapidarysociety.org

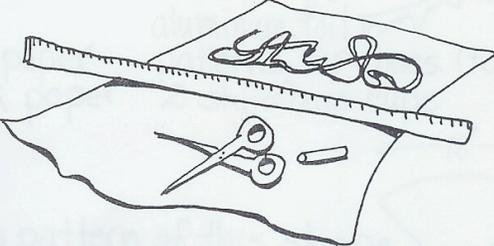
■ Example of Professional Expert Presentations

SUN AND SEASONS

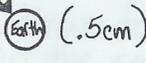
B-1, The Sun

How Far to the Sun?

You will need: paper
scissors
meter stick
string, chalk



Do This:

- Make a paper model of the sun and earth.
 Earth - Cut a paper circle this big.  (.5cm)
 Sun - Cut a paper circle 55cm in diameter.
 Use string and chalk to draw it. 
- Estimate how far the sun is from the earth.
 Place the two models that far apart.
 Measure the distance between
 My guess: _____
- The earth is 93,000,000 miles from the sun. Start at the earth and walk the model of the sun 100 suns away.
 Measure the distance between.
 My measurement: _____
- Glue your earth to the sun. Wow!
- If the sun is so much larger than earth, why does it look so small?



Mini-Solar Oven



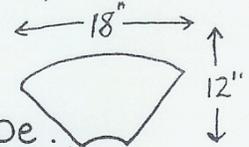
You will need: (makes 1 oven)

- 1- 12x18 white paper
- 1- 6x9 black paper

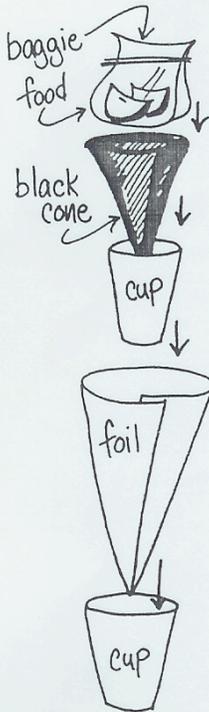
- aluminum foil
- patterns for cones (tag)
- 2 styrofoam cups

Do This:

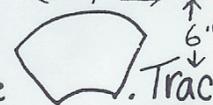
1. Use tagboard to make a pattern of this shape. Trace the tag pattern on white 12"x18" paper and cut out.



2. Cover both sides of the white shape with aluminum foil. Roll into a cone shape and put into the cup. Put the second cup inside. Push down all the way to hold the foil in place. This makes the oven's base.

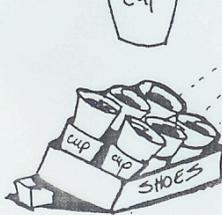


3. Make another tag shape and cut out of black paper. Make a cone shape and put inside the second cup.



4. The solar oven is now ready to cook in the sunshine. Put food inside a plastic baggie and place inside the oven.

5. Place 4-6 ovens into a shoebox. Tilt to catch the most direct rays of the sun. Turn box to keep the sun shining inside the ovens.

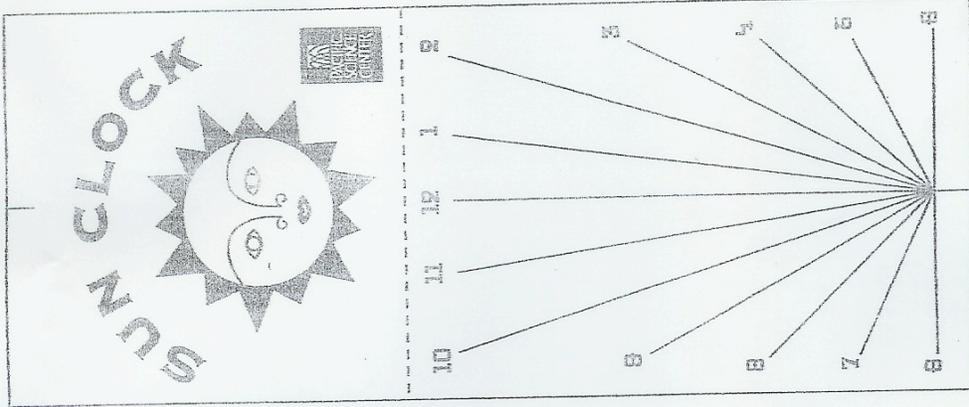


6. Things to cook include: apple slices with raisins and cinnamon, slice d hot dogs, or vegetables with butter.

*adapted from Student Solar Oven by Jo Anne Bottini, "The Pocket Book"

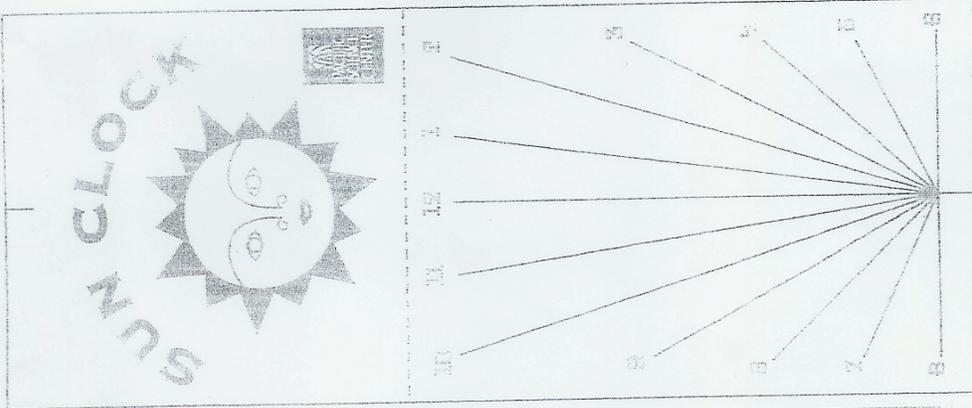
POCKET SUN CLOCK

CLOCK 1



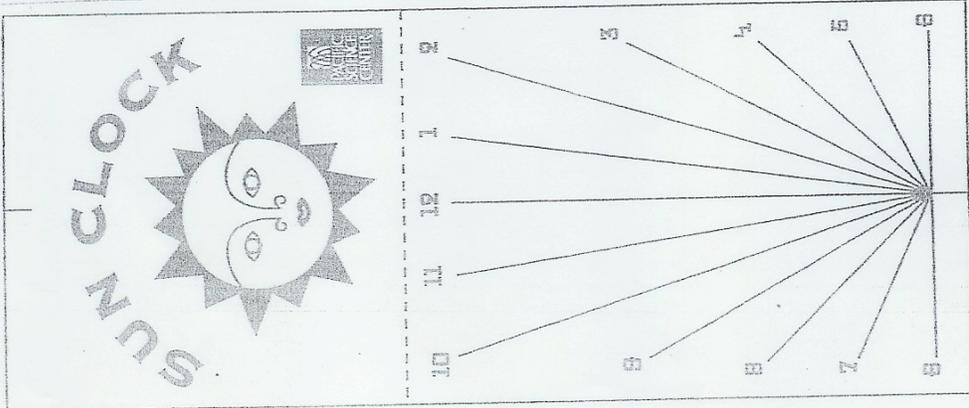
Use this Sun Clock if you live in: Southern California, Southern Nevada, Arizona, New Mexico, Oklahoma, Texas, Arkansas, Louisiana, Tennessee, Mississippi, Alabama, Georgia, Florida, North Carolina, South Carolina

CLOCK 1



Use this Sun Clock if you live in: Southern California, Southern Nevada, Arizona, New Mexico, Oklahoma, Texas, Arkansas, Louisiana, Tennessee, Mississippi, Alabama, Georgia, Florida, North Carolina, South Carolina

CLOCK 1



Use this Sun Clock if you live in: Southern California, Southern Nevada, Arizona, New Mexico, Oklahoma, Texas, Arkansas, Louisiana, Tennessee, Mississippi, Alabama, Georgia, Florida, North Carolina, South Carolina

... clocks must face South.

- Three Day on site schedule with Two Day PEP (Tuesday, Wednesday, Thursday)
- Teacher Created Lesson Plan

Unit Plan Outline:
“It’s ELEMENTary, My Dear Watson.”
And
Detailed Lesson Plan:
“Lesson 8: Whodunit? Your First Real Case”
Lisa Moncrief (Curriculum Coordinator at Innovations Academy)

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I Didn’t Catch Your Name... Deciphering Code Names

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Unit Overview

Unit Topic

The unit, “It’s ELEMENTary, my dear Watson” introduces students to atoms, elements and the periodic table. Each subject is presented with the intention of learning in greater detail as the course progresses. The “big idea” of this unit is help students recognize the importance of comprehending the basic building blocks of science in order to understand the world around them. The lessons were designed around a detective theme. The students start the first lesson becoming members of the Investigators of Scientific Processes for Youth (I-SPY) and progress toward graduation. The culminating event that allows the student to “graduate” is a mystery laboratory that utilizes the student’s prior knowledge, his ability to collect and analyze data, and his ability to produce and explain a logical solution to the question, “Whodunit?”

Situation/Context

This unit is presented as an introduction to the fundamental building blocks of physical science. The unit is developed primarily for third through sixth grade students. It may be simplified to include first and second grade students. Students will use cooperative learning skills to share what they have learned with one another. Older students will have the opportunity to mentor younger students during many activities

throughout the unit. The unit is designed to take between three to four weeks to complete.

Teaching Rationale

Students need a firm foundation in the basics of physical science in order to grasp more difficult concepts later. The lessons are designed to build upon one another and break down an otherwise scary and difficult subject by introducing science in its simplest form. The strength in this unit plan is that each lesson builds upon the next, so the facilitator need not be afraid to stop early or begin the next lesson under time constraints. Students will be able to build their knowledge from the ground up. The aim for students is to help them gain a greater appreciation for science, their classroom experience and the world around them. Students appreciate science as they recognize the world is one large chemistry laboratory. Students will learn that in order to be successful at anything they do, they must build a foundation centered on the basics. When they learn to utilize their prior knowledge, ask questions, problem-solve and ask for the help of others, they will be successful. Physical science has a reputation for being a difficult subject and many students enter the science classroom with the preconceived notion that they will struggle. The theme of this unit addresses these concerns by relating science to real life in a simplistic, fun and informative way.

The content of this unit will help students to organize themselves, develop inquiry, analysis, and reasoning skills. Many of the activities are created to cover the California state standards in a way that the students can understand and retain rather than through rote memorization. Students will use the knowledge they gain in this unit

to relate to the real world as they work in cooperative groups, role-play, investigate, learn to research, present findings, and come up with their own solutions to problems

Unit Goals and Learning Outcomes

Overarching Goals

This unit will help students to:

- Develop an appreciation for the world around them.
- Discover the importance of knowing the basics of physical science.
- Understand that atoms and elements are the basic building blocks of life.
- Learn the features and significance of the Periodic Table of the Elements.
- Examine how scientists develop new ideas from what others have discovered.
- Become aware that our current understanding of science is not set in stone.

Intended Learning Outcomes

The students will:

- Gain confidence by learning the basics of physical science.
- Learn about early scientific discoveries that shaped our current knowledge of physical science.
- Know atoms of different elements show different chemical behavior.
- Recognize the names of elements and their symbols.
- Characterize elements.
- Characterize substances as a solid liquid or gas.
- Develop cooperative learning skills.
- Read and utilize the Periodic Table of the Elements.
- Develop skills in observation and data analysis.
- Develop oral presentation skills.

Essential Questions

- Why do I need to know the basics of physical science?
- How do I think like a scientist?
- Why are elements important to my life?
- How valuable is the Periodic Table of the Elements?
- How does the basic organization of physical science relate to my life?

Lesson 1 Outline: Introduction

It's ELEMENTary: Basic tools every detective needs

Brief Overview

- Big Idea: Learning chemistry is easy when you master the basics.
- In order to understand future material, the building blocks of chemistry will be presented to the students in a manner that is relevant and logical to the student. A detective theme is presented as students begin their I-SPY training.

Student Objectives

The student will:

- Know what to expect to learn in the unit.
- Realize that science is not as difficult as they think if they master the basics.
- Recognize that our knowledge of science grows by looking at past investigations as well as through advances in technology
- Relate science to real life.

Materials

- Chemistry text p47
- LED projector
- Computer
- Handouts:
 - Welcome to I-SPY traing facility Unit Preview
 - Blank I-SPY notes templates
- Student's Working Notebook
- CD music: Waterfall by Jon Schmidt
- Photo of football player LaDainian Tomlinson
- (In case of LED problems) Overhead projector and overhead copies of handouts.

Instructional Strategies (T) and Student Activities (S)

- S: Journal writing in working notebook:
 1. List 5 things I think I know so far about science.
 2. Draw a picture of myself that represents my attitude about science.
- T: Demonstrates analogies to explain why a student cannot "get" difficult concepts in chemistry unless he learns the basics.
 - Analogy 1: T asks if anyone has a reading book in their backpack. Once book is presented T asks how student is able to read the book. T explains he could not read if he never learned the alphabet.
 - Analogy 2: T plays "Waterfall.. Pianist Jon Schmidt could not write intricate piano

music if he did not know what a note was.

Analogy 3: Show picture of LaDainian Tomlinson. Tomlinson could not set any NFL records if he didn't know the rules of the game

- S: Pair Share What do you think you need to know to understand science? Share with class.
- T: Pass out Unit Preview and welcome students to Detective School. Lead class in discussion/question-Answer session on what class will be learning.
- T: Review note taking format. Hand out colored paper for students and to write: Unit 2: Its Elementary My Dear Watson”
- T: PowerPoint notes “Starting at the beginning” a brief account of early science discoveries, and examples of technological advances that have changed our knowledge of science.
- S: Take notes using notes template.
- Wrap up-
 - T: Review Big Idea
 - S: Reflection: Complete questions on notes page and put in working notebook.

Accommodations

- Allow extra writing time for ELL, and challenged learners.
- Demonstrate analogies using visual, auditory and kinesthetic examples to accommodate all learning styles.
- Set time limits on sharing for students with attention/behavior difficulties.
- Reinforce organization skills by separating unit notes with colored title pages

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment
-Realize that chemistry is not as difficult as they think if they master the basics.	Process-Focused Assessment	Listen to responses to students Pair-Share activity.
-Recognize that our knowledge of chemistry grows by looking at past investigations as well as through advances in technology	Formative Assessment	Look at Chem-notes responses to teacher questions
-Relate chemistry to real life	Formative Assessment	Look at Chem-notes responses to teacher questions

California State Board of Education Content Standards

Grade Three

Science Content: Physical Sciences 1.i

Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

Grade Four

Science Content: Investigation and Experimentation 6.a

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:

Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.

Grade Five

Science Content: Physical Sciences 1.h

Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

Students know living organisms and most materials are composed of just a few elements.

Lesson 2 Outline: Atoms - Early Models

History Lesson: Digging For Clues From The Past

Brief Overview

- Scientists did not come up with the structure of the atom over night. Through trial and error and newer technology, scientists built the ideas of one another to come up with the structure of the atom. Students will start a classroom *Wise Guys Photo Album* to profile scientists and their discoveries that set the groundwork for our modern concepts of science

Student Objectives

The student will:

- Describe Atomic Theory.
- Summarize the experiments that characterized the atom.

Materials

- Class text
- Photo Album of Wise Guys
- 4-4x6 labeled photocopies, and 1 overhead copy each of:
 - John Dalton
 - J.J. Thomson
 - Robert Millikan
 - Ernest Rutherford
- 8 pieces light colored cardstock
- 4 Pushpins and yarn for scientist profiles.
- Overhead copy Internet websites of scientists from history
- Vocal of Peabody and Sherman
- Handout: Scientist fact sheet
- Exit Slips

Instructional Strategies (T)

and Student Activities (S)

- **S: Group Activity**(8 grps)
 - Each group of 4 has 1 poster board, 1 scientist fact sheets and 1 labeled photo of a scientist. 2 groups will research each scientist.
 - Internet search** Fill out fact sheet (15 min)
 - Make poster** of scientist and draw an interpretation of his contribution to atomic knowledge.
 - 2 groups that researched same scientist will choose four representatives to **role-play** their scientist's experiment and discovery.(5 min. each/ total 20 min.)
- **T:** Wrap up by **reviewing** contributions and relevance to chemistry. Add 1 poster of each scientist to Photo Album. Put other posters on Scientist Profile Wall. Using yarn and pushpins locate country of scientists birth.

•S: **Reflection:** Write 1 quiz question and answer on an Exit Slip.

Accommodations

- Write explicit instructions and time limits on the board for students with attention/behavior difficulties.
- Challenge gifted students to include information about other contributions and who were his contemporaries.

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment
<p>Lesson 2: -Describe Dalton’s Atomic Theory. -Summarize the experiments that characterized the structure of the atom</p>	<p>Performance Task Assessment Product Assessment</p>	<p>Students’ role-play scientists’ discoveries. Create a poster illustrating scientists’ experiments.</p>

California State Board of Education Content Standards

Grade Three

Science Content: Physical Sciences 1.h

Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

Students know all matter is made of small particles called atoms, too small to see with the naked eye.

Science Content: Investigation and Experimentation 5.b

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:

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.

Grade Four

Science Content: Investigation and Experimentation 6.a

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:

Differentiate observation from inference (interpretation) and know scientists’ explanations come partly from what they observe and partly from how they interpret their observations.

Grade Five

Science Content: Physical Sciences 1.a

Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

Students know all matter is made of atoms, which may combine to form molecules.

Grade Six

Science Content: Investigation and Experimentation 7.e

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:

Recognize whether evidence is consistent with a proposed explanation.

Lesson 3 Outline: Atoms - The Modern Concept

On the Lookout For The Atoms Family: Monitor the Hangouts of Your Suspects

Brief Overview

- The state Matterville is a popular hideout for members of the notorious Atoms Family. The community pool and the skateboard park in the town of Nucleus are favorite hangouts.

Student Objectives

The student will:

- Understand that the atom is the basic unit of matter.
- Be able to name the parts of an atom
- Be able to describe important features of subatomic particles

Materials

- Textbook
- Mini sticky notes
- Atoms Family Song
- Overheads and Handouts:
 - 1 Atoms Family Rap sheet
 - 2 Nucleus community Pool
 - 3 Skateboard Park
 - 4 Missing: Subatomic particles.
- 10 3x5 “photos” necklaces each of
 - Playful Priscilla Proton
 - Nada Nate Neutron
 - Exasperated Eddie Electron

Instructional Strategies (T) and Student Activities (S)

- T: **Pre-Reading Strategy:** Vocabulary Word Splash..
- S: **quick scan** the text for terminology and place mini sticky notes on word when they find it.
- T: **Lecture** using overheads 1,2,3.
- S: Work in pairs. Missing: Subatomic Particles **Worksheet**
- T & S: Outside Class activity:

Making the human atom. Students each wear photo necklace. Given the symbol of elements 1 thru 10, students work together to form an atom of that element.

Accommodations

- Allow extra help/time for ELL, and challenged learners.

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment
Lesson 3 Understand that the atom is the basic unit of matter.	Formative Assessment	Look at worksheets labeled with parts of the atom, descriptions of subatomic particles
-Be able to name the parts of an atom	Performance Assessment	Simulation exercise: The Human Atom
-Be able to describe important features of subatomic particles	Summative Assessment	Constructed response Quiz #1 on parts of an atom.

California State Board of Education Content Standards

Grade Three

Science Content: Physical Sciences 1.h

Energy and matter have multiple forms and can be changed from one form to another.
As a basis for understanding this concept:

Students know all matter is made of small particles called atoms, too small to see with the naked eye.

Grade Five

Science Content: Physical Sciences 1.d

Elements and their combinations account for all the varied types of matter in the world.
As a basis for understanding this concept:

Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.

Lesson 4 Outline: Element Names and Symbols

I Didn't Catch Your Name... Deciphering Code Names

Brief Overview

- This lesson is the first step in scaffolding toward the laboratory activity in lesson 9. In this lesson we will unveil the reason why students were given “Pet Elements” at the beginning of the unit. Students will conduct research using a variety of references supplied in the classroom. Students will use a giant periodic table to locate their element’s as well as other students’ elements.

Student Objectives

The student will:

- Begin research on his Pet Element.

- Learn the names of class members’ Pet Elements
- Learn the symbols for class members’ Pet Elements

Materials

- Textbook
- Resources for research:
 Books, other textbooks, journals, the Internet
- Giant Periodic Table (6x6 squares)
- Colored Pen in first thirty squares. Use different colored pen for each column of Periodic Table
- Graphic Organizer: Element Facts
- Investigation Sheet

Instructional Strategies (T) and Student Activities (S)

- T: Present “**Quick facts**” about relative abundance of familiar elements.
- S: **Brainstorm** about where we find these elements.
- S: Independent Research on Pet Element. Record information in working notebook
- T: Uses **guiding questions** if students are at a standstill
- S: After recording their name on their Pet Element’s square, students will do a “**Meet and Greet**” activity. After introducing themselves using element name, students share 3 interesting facts about their element. Students record element, symbol and facts on a **graphic organizer**. Their assignment is complete when they have met every students element
- T: Assigns **independent research homework**, do parts 1-3 on “Investigation Sheet”, that includes 1)locate 3 websites about the periodic table, 2) find an article about pet element, and 3) download a picture of pet element.

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment
-Begin research on Pet Element.	Product Assessment	Look at research notes in students’ working notebooks.
-Learn the names of class members’ Pet Elements.	Constructed Response	Graphic Organizer- Element Facts Sheet filled out.
-Learn the symbols for class members’ Pet Elements.		

California State Board of Education Content Standards

Grade Three

Science Content: Physical Science 1.i

Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

the basic Students know people once thought that earth, wind, fire, and water were elements that made up all matter. Science experiments show that

there are more than 100
periodic table of the elements.

different types of atoms, which are presented on the

Grade Five:

Science Content: Physical Science 1.d

Elements and their combinations account for all the varied types of matter in the world.
As a basis for understanding this concept:

Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.

Lesson 5 Outline: Features of the Periodic Table

“Just the Facts, Ma’am”: Learn All About Your Suspects

Brief Overview

- It is important become very familiar with the periodic table. This chart shows all of the known elements and gives a great deal of information about each element. It is useful in organizing knowledge and predicting properties about elements. Later we will use it predict molecular formulas, name compounds, and for calculations of reactions. Scientists use the periodic table often in their daily practice.

Student Objectives

The student will:

- Be able to identify various features of the periodic table such as arrangement of atoms, atomic number, groups and periods
- See that the periodic table is a valuable tool for organizing the elements in a systematic way.

Materials

- Chemistry text
- Overhead and 20 hard copies in page protectors of Periodic Table with only atomic number and element symbol
- Overhead markers in assorted colors
- Giant Periodic Table (6x6 squares)
- 20 Colored Pens using different color for each group in periodic table
- Overhead of Word Splash of vocabulary words learned so far in the unit

Instructional Strategies (T) and Student Activities (S)

- T: Handout copies of periodic table to students. Using overhead of Periodic Table, students follow along as the teacher describes:
 - Placement of elements by atomic number
 - Periods and Groups(color in groups on table while describing them by their group number).
 - General location and properties of metals and nonmetals
- S: Use colored pencils to color in groups during teacher instruction
- S: Variation of **20 questions game**. Word Splash is on overhead. One student stands up. The class asks yes or no questions using scientific terminology to discover student's pet element.

- S: Write atomic mass and atomic number in element square on giant periodic table and decide what group their element is a part of. Students gather themselves according to group number of their element and write down the names of the people in their group in preparation for tomorrow's lesson.

Accommodations

- Write explicit instructions and time limits on the board for students with attention/behavior difficulties.
- Challenge gifted students to include information about other contributions and who were his contemporaries

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment
-Relate the position of an element in the periodic table to its atomic number and atomic mass. -Be able to identify various features of the periodic table such as arrangement of atoms, atomic number, groups and periods -See that the periodic table is a valuable tool for organizing the elements in a systematic way.	Process Focused Assessment Formative Assessment	20 Questions - Oral Questioning: Class guesses what element a student is thinking of using vocabulary from a Word Splash. Observe students as they record their periodic element information on the Giant Periodic Table.

California State Board of Education Content Standards

Grade Three

Science Content: Investigation and Experimentation 5.e

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:

Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade Five

Science Content: Physical Science 1.d

Elements and their combinations account for all the varied types of matter in the world.

As a basis for understanding this concept:

Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.

Science Content: Investigation and Experimentation 6.a

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:

Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.

Grade Six

Investigation and Experimentation 7.b

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

Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Lesson 6 Outline: Organizing Elements By Similar Characteristics

Organized Crime: Log and Organize Clues About Your Suspects

Brief Overview

- Many Groups in the periodic table have special names. These names describe characteristics of elements in that group. This lesson will break down the periodic table into more detail and teach students how to record data so others can understand and follow it.

Student Objectives

- Describe characteristics of elements using scientific terminology
- See the periodic table as a valuable tool for organizing accumulated knowledge and predicting the properties we expect a given element to exhibit.

Materials

- Textbook
- Overhead of Periodic Table from previous lesson
- Overhead markers in assorted colors
- Investigation Sheet from lesson 5
- Samples of elements in beakers
- Metal or Nonmetal? worksheet

Instructional Strategies (T) and Student Activities (S)

- T: Anticipatory Set **Discrepant event:** Metal or Nonmetal? Students decide whether samples are metals or nonmetals by observation and write their guesses on worksheet (Answers will be discuss at end of lesson)
- T: . Using overhead of Periodic Table, students follow along as the teacher describes:
Group names
Characteristics of elements within groups
- S: Students get into their Groups made up in previous lesson and decide a motto for themselves related to their group name. Using “Investigation Sheet” Part 4, and 5, students discuss and record information about their element’s characteristics. In Part 6, students note differences and similarities between elements in their group.
- T: Wrap up. Revisit Metal or Nonmetal exercise. Ask students if they are sticking to their first responses and why?
S: Exit Slip. Write a quiz question and answer relating to the Periodic Table.

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment
<p>Lesson 6: Describe characteristics of elements using scientific terminology</p> <p>See that the periodic table is a valuable tool for organizing accumulated knowledge and predicting the properties we expect a given element to exhibit</p>	<p>Progress Checklist Group Assessment Part 1</p>	<p>Observation of groups as they discuss characteristics, similarities and differences and record on Investigation Sheet</p>

California State Board of Education Content Standards

Grade Three

Science Content: Physical Science Physical Sciences 1.i

Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

Science Content: Investigation and Experimentation 5.e

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:

Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade Four

Science Content: Investigation and Experimentation 6.a,c,f

Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.

Formulate and justify predictions based on cause-and-effect relationships.

Follow a set of written instructions for a scientific investigation.

Grade five

Science Content: Physical Science 1.c,d

Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept: Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.

Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.

Science Content : Investigation and Experimentation 6.g

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:

Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

Grade Six

Science Content : Investigation and Experimentation 7.e

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

Recognize whether evidence is consistent with a proposed explanation.

Lesson 7: Combining Elements to Make Compounds and Physical Properties

Two Case Studies: Supersize Me and The Iceman

Brief Overview

- Students will learn how elements form compounds as they study the case “Supersize Me: See How It Grows”. They will also learn about solids, liquids and gases while reading “The Disappearance of the Iceman”. They will also see how a compound is formed as they create a scenario using a human model of the water compound.

Student Objectives

The student will:

- Learn the nature of common elements
- Understand matter can be determined as a solid, liquid or gas
- Discover how elements combine to form a new substance

Materials

- Textbook
- Overhead and Handouts of Case Studies
 - Case Study 1: Supersize Me: See How It Grows
 - Case Study 2: The Disappearance of the Iceman
- Investigation Sheet from lesson 5
- Group Fact Sheet Rubric

Instructional Strategies (T) and Student Activities (S)

- S: Volunteer student reads case study 1
- T: guided instruction about elements in their natural state using Case Study 1 worksheet.
- S: Volunteer student reads case study 2
- S: Reenactment of the scenario using a “Human Iceman” demonstration: Students form human model of water .
- S: Brainstorm: Why did this happen? Ask reasons are given, the teacher writes them on the board.
- T: Clarification of what happened in demo is done through guided instruction about ions using Case Study 2 Worksheet
- S: Students get into their Groups. -Using information learned in today's lesson, work together to complete “Investigation Sheets” -Create and prepare to present a Group Fact Sheet, using given Rubric, collaborating information from each student's “Investigation Sheets”
- S: Exit Slip: Quiz question and answer about ions

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment

<p>Lesson 7 -Learn the nature of common elements -Describe the formation of ions from parent atoms. -Predict the charge of an ion by using the periodic table</p>	<p>Progress Checklist Group Assessment Part 2 Performance Assessment</p>	<p>Check for completion of individual Investigation Sheet and group Fact Sheet Human ion demonstration</p>
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California State Board of Education Content Standards

Grade Three

Science Content: Physical Science 1.d,f

Energy and matter have multiple forms and can be changed from one form to another.

As a basis for understanding this concept:

Students know matter has three forms: solid, liquid, and gas.

Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.

Grade five

Science Content:Physical Science 1.d,f

Elements and their combinations account for all the varied types of matter in the world.

As a basis for understanding this concept:

Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.

Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.

Science Content: Investigation and Experimentation 6.h

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:

Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Grade Six

Science Content: Investigation and Experimentation 7.d,e

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:

Communicate the steps and results from an investigation in written reports and oral presentations.

Recognize whether evidence is consistent with a proposed explanation.

Lesson 8 Outline: Culminating Lab Activity *

“Whodunit?” Your First Real Case

Brief Overview

- This laboratory activity will involve simple experiments to determine unknown substances

Student Objectives

The student will:

- Utilize prior knowledge to identify an unknown
- Design a practical method to collect and organize data.
- Propose a logical explanation to rationalize their solution to the mystery.

Materials

- 9 Copies of Group Fact Sheets
- Laboratory instructions
- Laboratory Rubric
- Lab Stations

Instructional Strategies (T) and Student Activities (S)

•S: Group Presentations:

Present Group Fact Sheets

- T: Give explicit instructions for laboratory activity and present a rubric. **Read together with class** through entire lab. Ask students if they need **clarification** before proceeding.

•S:

-Groups work together to **design a practical method** of collecting and organizing data. Each student explains the group's method in their individual laboratory notebooks

- The students move from station to station **collecting** evidence and **recording** observations in their notebooks
- After collecting data the groups work together to **debrief** and **rationalize** whodunit.
- Students individually put together laboratory write-up as if it were a top story on the Evening News according to a Laboratory Report Rubric
- Groups present their findings

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment
-Present Group Fact Sheets	Progress Checklist Group Assessment Part 3	Group Presentation of Fact Sheet
-Design a practical method to collect and organize data.		
-Utilize prior knowledge to identify an unknown	Progress Checklist Group Assessment Part 4	Method to collect and organize data recorded in student’s laboratory notebook.
-Propose a logical explanation to rationalize their solution to the mystery.	Progress Checklist Final Group Assessment And Product Assessment	Laboratory Report written in the form of a Top Story on the Evening News Report. Evaluation according to Laboratory Report Rubric.

California State Board of Education Content Standards

Grade Three

Science Content: Investigation and Experimentation 5.d,e

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:

Predict the outcome of a simple investigation and compare the result with the prediction.

Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade Four

Science Content: Physical Science 1.a

Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept: Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.

Science Content: Investigation and Experimentation 6.c,d,f

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:

Formulate and justify predictions based on cause-and-effect relationships.

Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.

Follow a set of written instructions for a scientific investigation.

Grade Five

Science Content: Physical Science 1.f

Elements and their combinations account for all the varied types of matter in the world.

As a basis for understanding this concept:

Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.

Science Content: Investigation and Experimentation 6 a,b,c,g,h,i

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:

Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.

Develop a testable question.

Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

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

Grade Six

Science Content: Investigation and Experimentation 7.a,b,c,d,e

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: Develop a hypothesis.

Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Construct appropriate graphs from data and develop qualitative statements about the relationships between variables. Communicate the steps and results from an investigation in written reports and oral presentations.

Recognize whether evidence is consistent with a proposed explanation.

Lesson 9: Closing Lesson

I-Spy Graduation

Brief Overview

- This lesson will provide closure and an opportunity to reflect on what they have learned. Students will gather unit work together and put together a concept map describing what they learned. As a class review for the unit test, a jeopardy game in the shape of the periodic table will be played.

Student Objectives

The student will:

- Reflect on what he learned and find relevant
- Review key concepts
- Feel prepared knowing the basics of physical science

Materials

- Student working notebooks
- An overhead example of a concept map
- Jeopardy game on PowerPoint

Instructional Strategies (T) and Student Activities (S)

- S: Reflection: Journal writing:
 - What did I learn
 - What will I remember
 - What was a waste of my time
- T: Explain and give an example of a concept map.
- S: Work in small groups to design a concept map of concepts learned this unit.
- S: Review for test: Play Jeopardy

Student Performance Assessment Plan

Learning Goals	Assessments	Format of Assessment
Lesson 9 -Reflect on what student learned and found relevant. -Review key concepts -Feel prepared knowing the basics of chemistry	Product Assessment Summative Response	Journal Reflection on -What did I learn? -What will I remember? -What was a waste of my time? Students work in pairs to put together a concept map of concepts learned this unit.

California State Board of Education Content Standards

Grade Five

Science Content: Investigation and Experimentation 6.g

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:

Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

Grade Six

Science Content: Investigation and Experimentation 7. b,d

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:

Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Communicate the steps and results from an investigation in written reports and oral presentations.

Detailed Lesson Plan

Lesson 8: Culminating Lab Activity

“Whodunit?”

Your first real case

Lesson Summary:

- This laboratory activity will involve simple experiments to determine unknown substances. The laboratory will be set up as a crime scene based on the board game, “Clue.” Students will move through rooms to perform simple experiments and determine unknown substances. Students will rely on prior knowledge, recent ‘investigation’, the giant class periodic table and each other as they discover clues to solve the case.

Time Required:

- Three to Four class periods.

Key Concepts

- Essential Questions:
 - How do I think like a scientist?
- Instructional Objectives:
 - The student will:
 - Design a practical method to collect and organize data.
 - Be able to classify an element as a metal or a nonmetal based on observations of physical and chemical properties.

- Utilize information collected on Group Fact Sheets to identify 6 unknown clues.
- Understand that every element is classified as a metal, nonmetal or metalloid based on its properties
- Propose a logical explanation to rationalize a solution to the mystery.

Materials & Resources:

Crime Scene Tape

Large sign on the classroom door instructing students to meet in the library.

9 Copies of each Groups Fact Sheets (provided by students in earlier lesson)

Laboratory instructions (Appendix 1)

Laboratory Rubric (Appendix 2)

A taped outline of a square with a question mark in the middle of it on the floor with 9 sealed envelopes containing the crime scene evidence laying on the floor inside the square.

9 Evidence Envelopes with enclosed Evidence Sheet (Appendix 3)

Laboratory Checklist Assessment (Appendix 4)

6 lab stations

- Each lab station will have 9 vials with caps filled with an unknown substance labeled by number.
 - The Kitchen: Unknown substance # 1 -Iron filings
 - The Study: Unknown substance # 2 - Sulfur rolls
 - The Dining Room: Unknown substance # 3 - Mossy zinc

- The Conservatory: Unknown substance # 4 - Graphite (replacement leads for mechanical pencils work well)
- The Library: Unknown substance # 5 - Mossy tin
- The Billiard Room: Unknown substance # 6 – Carbon
- Silicon(If the above materials are not available, some substitutes are:
paper clips, beebees, nails, fishing weights, charcoal)
- At each lab station: A conductivity apparatus such as 9-volt battery, a small appliance light bulb, and three pieces of insulated copper wire to make an open circuit (the circuit will be closed with the sample)

Each student group (9 groups) should have the following:

- One dropper bottle filled with 6M hydrochloric acid
- One hammer
- 6 pieces of 3 x 5 white paper
- One test tube holder
- Six test tubes

Lesson Procedures:

- Pre Laboratory Activity
 - Before entering the classroom, the students will see crime scene tape and a note on the classroom door that will instruct them to proceed to a prearranged classroom.
 - The teacher will meet the students at the prearranged classroom and begin the class. After explaining that the authorities need to clean up the room before we can enter it, the teacher gives no other clues as to what

happened. She asks students to present their Group Fact Sheets. Each group should have made a total of 9 copies of their Fact Sheets to distribute to the other groups.

- Laboratory Activity
 - The teacher announces that she has received the all clear and it is now safe to go back to the classroom. As the students enter they gather around the outline of the square and see the “Evidence Envelopes”. She explains and describes to the students that six suspects were found hiding in each room in the victim’s house. The teacher explains to the students that the envelopes contain evidence that the police found around the house. She explains that the students will receive the evidence envelope after they have examined the clues left behind by the suspects in each room.
 - The teacher distributes the Laboratory Instructions and a Laboratory Report Rubric. The teacher gives explicit instructions for the laboratory activity and presents the rubric. She reads together with class through the entire lab and asks students if they need clarification before proceeding.
 - Groups work together to design a practical method of collecting and organizing data. Each student explains the group’s method in their individual laboratory notebooks
 - The students move from station to station following the laboratory instructions and recording observations in their notebooks using their method of collection.

- Post Laboratory Activity

- After collecting data from each room, the groups are given the evidence envelopes. Using their Group Fact Sheets, their collected data and the police evidence, the groups work together to debrief and rationalize whodunit.
- Groups put together a laboratory write-up as if it were a top story on the Evening News according to a Laboratory Report Rubric.

Assessment of Instructional Objectives:

Learning Goals	Assessments	Format of Assessment
<p>Student will:</p> <ul style="list-style-type: none"> ▪ Present Group Fact Sheets ▪ Design a practical method to collect and organize data. ▪ Be able to classify an element as a metal or a nonmetal based on observations of physical and chemical properties. ▪ Utilize information collected on Group Fact Sheets and data collection to identify 6 unknown clues. ▪ Understand that every element is classified as a metal, nonmetal or metalloid based on its properties ▪ Propose a logical explanation to rationalize a solution to the mystery. 	<p>Progress Checklist Group Assessment Part 3</p> <p>Progress Checklist Group Assessment Part 4</p> <p>Progress Checklist Final Group Assessment</p> <p>Product Assessment and Evaluation according to Laboratory Report Rubric.</p>	<p>Group Presentation of Fact Sheet</p> <p>Method to collect and organize data recorded in student's laboratory notebook.</p> <p>Observe students as they follow lab procedure and record data and analyze results</p> <p>Laboratory Report written in the form of a Top Story on the Evening News Report.</p>

Accommodations for Diverse Learners

Review procedures for note taking for diverse learners.

Monitor students with attention/behavior problems to stay on task.

Make sure room is easy to move around in for any disabled students.

California State Standards (see Lesson 9 outline)

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Appendix 1

“Whodunit?” Laboratory Instructions

Statement from Deputy I. O. Silver:

Ron Radon, billionaire nuclear physicist has disappeared from his Atomic City mansion early this morning. A suspicious substance was found on the floor and may point to the suspect involved. After a thorough search, six suspects were found hiding throughout his home. They were identified as Diamond Jones, Cam Copperhead, Tim “The Tinman” Black, Gabbie Goldman, Rusty Morris, and Donny Osmium. Their alibi is that they attended last night’s Metallica concert and then came for ice cream at Ron’s mansion. After being questioned and searched, each suspect was found possessing a curious substance. The substances were taken to the forensics lab to be analyzed. We are currently waiting for the results so we can finish our criminal report. We are looking for a few good men willing to help us out with this baffling case.

Your detective training is nearly complete

and you have gained the tools to

assist with this case.

Your mission, if you choose to fulfill it

is to identify the perpetrator.

Enclosed are a few pointers to help you out.

Pre-Laboratory Preparation:

1. Read this whole assignment before beginning your investigation.
2. Decide as a group how you will collect and record your data.
3. Remember to be systematic and thorough and write down everything.
4. Utilize the skills of all members in your group.
5. Wear safety goggles at all times during your investigation.

Investigation Procedure:

1. Before you begin the experiment, make sure you are wearing safety goggles.
Start in any room you would like. Try not to have more than two groups in one room. One student in your group will take a piece of white paper, fold it in half, open it, and place it on the lab top. Another member of the group should then open one vial and shake about a pea-sized portion of the sample onto the white paper. Each student in the group should observe the appearance of the sample and record his observations about the “color” and “luster” of the sample in his laboratory notebook.
2. Have one student in your group place a second piece of paper over the top of the sample and crush the sample with the hammer. The student should then remove the top piece of paper and each student in the group should observe the sample and record his or her observations about the “malleability” of the sample.
3. Have one student within each group test the conductivity of the sample with the conductivity apparatus by placing the ends of the wires not attached to

the power source or light bulb into the sample vial. DO NOT LET THE WIRES TOUCH EACH OTHER. Each student should observe the light bulb and record his or her observations about the “conductivity” of the sample.

4. Have one student place a test tube in the test tube rack. The student should then pour the sample from the paper into the test tube and add 10 to 20 drops of 6M hydrochloric acid. Each student should then wait at least three minutes before observing and then record his or her observations about the sample’s “reaction with acid”.
5. Take the container holding the paper, the hammer, dropper bottle of HCl, and the test tubes to the another room in Ron’s mansion. Repeat steps 1-4. Repeat this procedure until you have investigated all six rooms.
6. Based on your group’s experimental observations and the knowledge from your group Fact Sheets, about the properties of elements in different groups, classify each of the samples as a metal, nonmetal, or semimetal. Record this “classification” in your notebook.
7. When all rooms have been investigated, report to the teacher to pick up your evidence envelope.

Interpreting your information:

1. Read the evidence from the police report. This evidence was taken from the victim’s home.
2. Compare the evidence to your observations to determine which unknown matches the evidence. Record your results in your notebook.

3. Create a headline television news report pointing out the perpetrator and explain how you figured it out. Your final product will be turned in as the written script of the news report.

An excellent news report will have memorable characters, an interesting story line and will capture the attention of the viewing audience. Make sure to give an accurate account of the event and describe those involved in the case. Everyone in your group should have a role in creating the news piece. The script should convey knowledge of scientific terms and an explanation of the procedures used to capture the culprit.

Appendix 2

“Whodunit?” Laboratory Rubric

LAB PROCEDURE S: Individual Grade	4	3	2	1
Plan For Data Collection	Designs a data collection system that is clear and readable	Data collection system is complete but lacks clarity and readability	Data collection design is incomplete	Data collection system is missing
Observations of Data & Recording	Data recorded completely and descriptive	Data recorded but lacks details	Data records incomplete	Data missing
Logic and Reasoning to come up with conclusion	Identifies question, forms a possible solution and concludes about the validity of the solution.	Identifies question, forms a possible solution, conclusion lacks clarity to explain solution	Identifies question but does not form a complete solution. Conclusion does not speak to a possible solution	No question identified, no solution given and conclusion is incomplete or missing
NEWS REPORT: Group Grade				
Creativity And Quality	News story is interesting and grabs the audience’s attention. Characters and evidence described in detail	Story is interesting and grabs audience attention but lacks detail . Characters and evidence have some detail	Story gives some detail but does not hold audience attention. Characters and evidence missing details	Story lacks detail, and does not get audience attention. No description of characters and evidence
Participation	All students in group have a role in creating news piece. Students participate without prompting.	All students have role in creating news piece. Students need prompting.	Some students have roles in creating news piece. Students need prompting.	Students need prompting and do not work cohesively as a group.
Scientific Literacy	Uses scientific terminology to identify question and possible solutions. Describes steps of procedure to test for solution.	Uses scientific terms to identify question and possible solutions. Description of test procedure lacks clarity.	Uses some scientific terminology. Description of procedure is incomplete	Uses some scientific terminology. Procedure is missing.

Appendix 3

Evidence Sheet

Atomic City Police Department Criminal Report

Suspects:	Location of Interview
#1 Diamond Jones	The Kitchen of Ron Radon's Mansion
#2 Cam Copperhead	The Study of Ron Radon's Mansion
#3 Tim "The Tinman" Black	The Dining Room of Ron Radon's Mansion
#4 Gabbie Goldman	The Conservatory of Ron Radon's Mansion
#5 Rusty Morris	The Library of Ron Radon's Mansion
#6 Donny Osmium	The Billiard Room of Ron Radon's Mansion

Victim: Ron Radon. A gray substance was found on the floor where he was last seen. The substance was dull in appearance and did not react with acid. When crushed, the substance turned powdery and showed no conductivity.

Conclusions: We are at a standstill at this time as to who is the perpetrator of this crime. The case remains a mystery.

Appendix 4

Laboratory Checklist Assessment

Project Based Service Learning Sample

Project: Garden Growth

Grade: 3

Overview: Students will identify an area that needs to be landscaped in the community and how many plants of which variety should fill the area based on research and calculations. Students will solicit the local nurseries for discounted or donated plants and will landscape the designated area.

Outline of activities:

- Identify areas in the community that might need landscaping
- Students will research different environments and share their findings in a short written summary and verbal presentation
- The class will decide what type of landscaping will be best for the identified area
- Measure the area. Find the perimeter and area
- Research plants and request donations and discounts from local nurseries.
- Calculate the value of plants and the cost with any applicable discounts.
- Students will do the landscaping
- Students will write up recommendations for how to continue to garden and take care of the plants best.

CA State Standards that might be addressed:

Science:

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

1. Students know energy comes from the Sun to Earth in the form of light.

3 Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

1. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

2. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

3. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

4. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Reading:

2. Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.4 Recall major points in the text and make and modify predictions about forthcoming information.
- 2.5 Distinguish the main idea and supporting details in expository text.
- 2.6 Extract appropriate and significant information from the text, including problems and solutions.

Writing:

Organization and Focus

1.1 Create a single paragraph:

- 1. Develop a topic sentence.
- 2. Include simple supporting facts and details.

Research

- 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

2.3 Write personal and formal letters, thank-you notes, and invitations:

- 1. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
- 2. Include the date, proper salutation, body, closing, and signature.

Written and Oral Language Conventions:

- 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Mathematics:

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 ($3,671 \times 3 = \underline{\quad}$).
- 2.7 Determine the unit cost when given the total cost and number of units.

2.8 Solve problems that require two or more of the skills mentioned above.

3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

Algebra and Functions

1.4 Express simple unit conversions in symbolic form

(e.g., ___ inches = ___ feet x 12).

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).

Measurement and Geometry

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).

Project Based Service Learning Sample

Grade 5

Students will target areas of human impact on Earth by taking pictures of the Earth from space and comparing to older images. Students will determine if the human impact is harmful and if so, contact organizations that could help mitigate the problem and offer alternative solutions.

Time required: 24 hours (5-6 weeks)

Outline:

- Teacher/school: Register with ISS EarthKAM at <http://www.earthkam.ucsd.edu>. (It's a NASA program that is free for teachers.)
 - Using the previously taken EarthKAM images and other research, find areas that are likely to show human impact over a period of about 10 years. (Time required: 1 day to 1 week depending on how in-depth your searches are.)
 - Learn latitude and longitude. Play Orbit Bingo. (Time required: 1 hour)
 - Determine the latitude and longitude of the location each student group would like to target. (1 hour)
 - Learn how to select and input the image requests into the system. (3 hours)
 - Participate in an EarthKAM mission (4 days, scheduled by NASA, with participation varying within that period. Typically best to devote as much time as possible during this period.)
 - Review images and add as much information as possible based on map and other known data. Compare to older images. Present your findings to the class. (5 hours)
 - As a class, select one (or more) areas that are worth investigating more.
 - Create posters as groups to hang in the school/community about the problem. (2 hours)
 - Research other ideas for solving, preventing, or reducing the problem. (2 hours)
 - Write letters to an organization identifying the problem and suggesting the alternatives. (2 hours)
-

Educational Product
Educators Grades 5-8

EP-2002-09-407-HQ



National Aeronautics and
Space Administration

Educational Resources

ISS EarthKAM is designed to engage and motivate educators and students. Many materials are available to assist with using the ISS EarthKAM images to enhance learning in the classroom. Educators are invited to join the ISS EarthKAM Community, which provides the opportunity for participation in an ISS EarthKAM mission. For more information, visit the ISS EarthKAM Web site at <http://www.earthkam.ucsd.edu>

For information on other NASA educational programs and products, visit the NASA Education Home Page at <http://education.nasa.gov>

Funded by NASA, ISS EarthKAM is a collaboration of the following partners: JPL, NASA, TERC, Texas A&M, and UCSD.

Benefits

ISS EarthKAM brings education out of textbooks and into real life. By integrating Earth images with inquiry-based learning, ISS EarthKAM offers students and educators the opportunity to participate in a space mission and develop teamwork, communication, and problem-solving skills as they prepare for and participate in an ISS EarthKAM mission.

Long after the photographs are taken, students and educators continue to reap the benefits of ISS EarthKAM. Educators use the archived images in conjunction with curriculum plans for studies in physics, technology, geography, math, Earth science, biology, art, history, cultural studies, and more.



This image shows a close-up of the ISS EarthKAM camera mounted in an ISS laboratory window with the 180-millimeter lens attached.

International Space Station (ISS) EarthKAM



<http://www.earthkam.ucsd.edu>

■ DIBS Program Lesson Sample for Reading

148 **LESSON 37**

TASK 1 SOUNDS INTRODUCTION

1. (Point to ā.)
(Touch first ball of arrow. Move quickly to second ball. Hold.)
2. (Touch first ball.) (Move quickly to second ball. Hold.) "āāā."
(Repeat step 2.)
3. (Touch first ball.) (Move quickly to second ball. Hold.) "āāā."

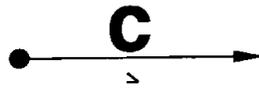
(To correct child saying a wrong sound or not responding:) (Repeat step 2.)

TASK 2 SOUNDS

- 1.
2. (Touch first ball for a.) (Quickly move to second ball. Hold.) "aaa."
3. (Repeat step 2 for c, o, g, ā, and sh. Remember to move quickly to end of arrow if there is no ball on arrow for sound.)

TASK 3 WORD READING

1. (Touch first ball for said.) (Touch balls for sounds as child says:) "sssaaaiid."
2. (Pause.) "said."
3. (Return to first ball.) (Touch balls for sounds as child says:) "sssaaaiid." "said."
(Repeat until firm.)



150 **TASK 6 FIRST READING**

1.
 (Child touches under and says:)
 "sssēēē." "see."
2. Sound out the next word. (Child touches under and says:) "thlhthaaat." "that."
3. (Repeat step 2 for remaining words in story.)

TASK 7 SECOND READING

1.
 (Touch period after **shack**.)
2. (After child reads "See that little shack," ask:)
3. (Touch period after **shack** in second line.)
 (After child reads "Sand is in the shack," ask:)
4. (Touch period after **sand**.)
 (After child reads "We will run in the sand," ask:)

TASK 8 PICTURE COMPREHENSION

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

TASK 9 READING THE FAST WAY

- 1.
2. (Point to **sēē**. Pause.)
3. (Repeat step 2 for remaining words in first sentence: **that**, **little**, and **shack**.)

TASK 10 WORD FINDING

- 1.
2. (pause)
3. (Repeat step 2 for **see**, **little**, **shack**, **little**, **see**, **shack**, **little**.)
- 4.

• **sēē that little shack.**

• **sand is in thē shack.**

• **wē will run in thē sand.**



TASK 11 CHILD READS THE FAST WAY

1. _____
"see."
2. _____
"that."
3. (Repeat step 2 for **little** and **shack**.)

TASK 12 SOUNDS WRITING

1. _____
(Write **f** at beginning of first line. Point to **f**.)
"fff."
2. _____
(After tracing **f**
several times, child is to make three to five
f's. Help child if necessary. For acceptable
letters say:)
3. _____
(Write **g** at beginning of second line. Point to
g.)
"g."
4. _____
(After tracing **g**
several times, child is to make three to five
g's. Help child if necessary. For acceptable
letters say:)

■ DIBS Program Math Sample

Figure 15.3 Format for Converting Percent to Decima

Day	Part A Reading and Writing the Percent Sign Problems	Part B Structured Board Presentation Problems	Part C Structured Worksheet Problems	Part D Supervised Practice Problems	Part E Independent Practice Problems
1	6				
2	4	6			
3-5		3	6		
6-till accurate				9	9
Till fluent					9

PART A: Reading and Writing the Percent Sign

TEACHER

- Write on board: %
"THIS IS A PERCENT SIGN. WHAT IS THIS?"
- Write on board: 42%
"THIS SAYS 42%. WHAT DOES THIS SAY?"
- Repeat step 2 with 20%.
- Write on board: 30%
"WHAT DOES THIS SAY?"
Repeat step 4 with 8%, 142%, 96%, 300%.

STUDENTS

- "A percent sign"
"42%"
"30%"

PART B: Structured Board Presentation

- "PERCENT MEANS HUNDREDTHS. WHAT DOES PERCENT MEAN?"
- "87% MEANS 87 HUNDREDTHS. WHAT DOES 87% MEAN?"
Repeat step 2 with 50%, 214%.
- "WHAT DOES 30% MEAN?"
Repeat step 3 with 248%, 8%.
- "HOW MANY DECIMAL PLACES IN A HUNDREDTHS NUMBER?"
- "HERE'S A RULE FOR CHANGING A PERCENT NUMBER TO A DECIMAL NUMBER. GET RID OF THE PERCENT SIGN AND PUT IN A DECIMAL POINT SO THAT THERE ARE TWO DECIMAL PLACES. HOW MANY DECIMAL PLACES MUST WE HAVE WHEN WE CHANGE A PERCENT NUMBER TO A DECIMAL NUMBER?"
- Write on board: 236%
"READ THIS."
"I WANT TO CHANGE THIS NUMBER TO A DECIMAL. WHAT DOES 236% MEAN?"
"HOW MANY DECIMAL PLACES IN A HUNDREDTHS NUMBER?"
"SO I GET RID OF THE PERCENT SIGN AND PUT IN TWO DECIMAL PLACES." Write 2.36.
"READ THIS."
"YES, 236% = 2.36."

- "Hundredths"
"87 hundredths"
"30 hundredths"
"Two"
"Two"
"236%"
"236 hundredths"
"Two"
"2 and 36 hundredths"

Figure 15.3 cont'd

TEACHER

7. Write on board: 8%
 "READ THIS."
 "I WANT TO CHANGE THIS NUMBER TO A DECIMAL. WHAT DOES 8% MEAN?"
 "HOW MANY DECIMAL PLACES IN A HUNDREDTH NUMBER?"
 "SO I GET RID OF THE PERCENT SIGN AND PUT IN TWO DECIMAL PLACES." Write .08.
 "READ THIS"
 "YES, 8% = .08."
 Repeat steps 6 and 7 with 34%, 126%, 5%, 82%.

PART C: Structured Worksheet

Change these percents to decimals:

- a. 35% = _____ d. 72% = _____ g. 374% = _____
 b. 200% = _____ e. 1% = _____ h. 2% = _____
 c. 6% = _____ f. 192% = _____

- "READ THE DIRECTIONS."
- "READ THE PERCENT NUMBER IN PROBLEM a."
- "WHAT DOES 35% MEAN?"
- "HOW MANY DECIMAL PLACES IN A HUNDREDTHS NUMBER?"
- "WHERE WILL WE WRITE THE DECIMAL POINT?"
- "WRITE THE DECIMAL NUMBER."
- "WHAT DECIMAL DID YOU WRITE?"
 "YES, 35% EQUALS 35 HUNDREDTHS."
 Repeat steps 1-7 with remaining problems.

STUDENTS

- "8%"
 "8 hundredths"
 "Two"
 "8 hundredths"

"Change these percents to decimals."

- "35%"
 "35 hundredths"
 "Two"
 "In front of the 3"
 Students write .35.
 "35 hundredths"

presents the percent sign and teaches students to read percent numbers. In Part B, a structured board exercise, the teacher demonstrates how a percent number can be written as a decimal number by rewriting the numerals, deleting the percent sign, and placing a decimal point so that there are two decimal places. Part C is a structured worksheet exercise. Daily worksheet practice should continue for several weeks.

Example selection is quite important in this format. One-third of the percent figures should be below 10%, one-third between 10 and 100% and one-third over 100%. For example, a conversion exercise might include the following percents: 5%, 28%, 1%, 235%, 30%, 300%. Exposure to these problem types provides students with the practice needed to generalize the strategy to a wide range of examples. Percents below 10 are included to teach students that when converting a percent

below 10 they must write a zero in front of the decimal number (e.g. 6% = .06, 1% = .01). Percents of 100 and above are included to show that a whole number can be produced (e.g., 354% = 3.54, 200% = 2). The rule regarding moving the decimal point two places provides students with a strategy to solve all these problems.

Problems in which a percent, such as 87.5%, is converted to a decimal would not be included initially. Problems of this type require the students to add two more decimal places (e.g., 87.5% = .875). An adaptation of the format in Figure 15.3 would be used. The teacher would explain that two more decimal places must be added.

Percentage Problems

Simple percentage problems are comprised of a quantity multiplied by a given percent; students

■ Brain Gym

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What is Brain Gym?

- ✓ Brain Gym is an effective learning and performing readiness program designed to directly enhance brain function through the use of quick, simple, physical activities.
- ✓ Simple fine and gross motor movements designed to “wake up and reset the brain”, producing effortless learning and performance.
- ✓ 26 basic movements, each taking between 45 seconds and a minute to complete.
- ✓ A technique rooted in kinesiology, and designed to draw out inner awareness of what’s going on and what is needed.
- ✓ Movement that “changes **trying** to **automatic**, and **reflex** to **conscious choice**.”
 ~Paul Dennison, PhD

History of Brain Gym:

- ✓ Founder, Dr Paul Dennison opened his 1st reading clinic in 1969 out of a desire to assist children and adults labeled learning disabled.
- ✓ Originally, Paul and Gail Dennison were seeking more effective ways to help children and adults who had been identified as “learning disabled.” They drew from a large body of research by developmental specialists who had been experimenting with using physical movement to enhance learning ability.
- ✓ In the 1970s, the Dennisons produced an innovative new approach to learning that includes the Brain Gym activities, and the field known as Educational Kinesiology (Edu-K), “learning through movement.”
- ✓ 1981 first BG course was taught; 1987 Educational Kinesiology Foundation formed. Since 1990 BG has been selected annually by the NLF (private sector of the White House Task Force) as one of today’s leading educational tools.
- ✓ Today Brain Gym supports people of all abilities in making wide-ranging changes in their lives. Brain Gym is used in more than 80 countries and is taught in thousands of public and private schools worldwide, and in corporate, performing arts, and athletic training programs.

About the Brain:

- ✓ There are three main parts to the brain/body system; each relating to specific abilities: **comprehension, organization, or communication.**
- ✓ When stress is present, one or more of these three parts of the brain begins to lose or slow down its ability to process information easily, thereby inhibiting our learning, performing and thinking capabilities.
- ✓ This creates confusion for us with regards to the following questions:
 1. Where am I in space?
 2. Where am I in relationship to other people, places, and things?
 3. Who am I, what do I know, and how do I express it?
- ✓ An integrated or “switched on” brain/body system increases self-confidence, and maximizes academic, mental, physical, and creative abilities.

How does Brain Gym work?

- ✓ Much of brain development is based on early primitive reflex patterns, which facilitate the growth and advancement of the brain. These reflex patterns are designed for survival in utero, and as newborns and infants. The maturation of the primitive reflexes is dependent on specific developmental movement patterns. Later on when there is distress, the dormant reflexes may become active again, which keeps a person in survival mode, and inhibits the ability to participate, interact, process, and communicate. Brain Gym works specifically with these developmental movement patterns to re-set the brain/body system, and is based strongly in the theory of innate intelligence: the body knows exactly what it needs.
- ✓ Brain Gym uses three main types of movements, each performing one of the following three functions:
 - To return a muscle to its natural length, sending a message to the brain that it is safe to move and participate.
 - To stimulate or activate certain electrical points on the body, which encourages the integration of the central nervous system.
 - To work within the lateral midline of the body, creating communication between the two hemispheres such that the brain is easily able to maintain perspective while working with the details of a specific task.

End result - an integrated brain/body system which:

- ✓ Allows the person to say “I am safe”, “I can make connections and interact with my world”, and “I know how to express who I am and what I know”.
- ✓ Activates attentional, emotional, and informational intelligence.
- ✓ Stimulates the ability to achieve and maintain peak performance levels.
- ✓ Increases or Improves:
 - Creativity
 - Productivity
 - Mental clarity
 - Communication skills
 - Academic skills
 - Confidence/Self-esteem
 - Coordination/Athletic skills
- Reduces or Releases:
 - Learning disabilities
 - Attention deficit
 - Performance anxiety
 - Emotional blocks
 - Test anxiety
 - Behavioral Challenges
 - Procrastination

About Denise Hornbeak aka ‘Dee Dee’

Ms Hornbeak, a Licensed Educational Kinesiologist and Natural Vision Practitioner, has been practicing Brain Gym since the late 80’s. She has facilitated In-Services at local schools—preschool through the graduate level— and presented at the Annual CA Regional Vision Therapy Forum, READ annual Tutor Conference and Whole Life Expos. Currently she teaches the basic Brain Gym course, Visioncircles and Optimum Brain Organization. She also holds various other workshops including Be a **STAR** Tester and Parent Workshops based on her book, *The SuperConfitelligent Child: Loving to Learn through Movement and Play*. In her practice Ms Hornbeak implements such modalities as Educational Kinesiology, Neurokinesiology, Touch for Health®, Heartmath®, Natural Vision Techniques, Phototherapy® and Bal-A-Vis-X.

WHAT IS BRAIN GYM®?

Brain Gym® (a modality of Educational Kinesiology), is a series of simple body movements used to integrate all areas of the brain to enhance learning and build self-esteem. The exercises can be done in just a few minutes



Normal brain activity requires efficient communication among the functional centers located throughout the brain. When information cannot flow freely among these centers--because of some form of stress or damage--learning blockages occur. The Brain Gym movements and activities facilitate the flow of information within the brain, restoring our innate ability to learn and function at top efficiency. They reestablish the natural learning patterns and return the child to automatic, integrated movement.

"Brain Gym is a series of movements that wake up and balance the brain by creating new neuro-pathways so individuals can reach their full potential in Learning and other Life Skills."

*- Dee Dee Hornbeak's
BG101, July 2003*

and can be used by anyone. They are easy to do, and the benefits are immediate and obvious. These movements facilitate the integration of the brain's neural pathways for whole-brain learning and aid in

completing neurological development. Simply stated, Brain Gym is movement that stimulates or calms brain function. We can tell the children that Brain Gym is "moving their bodies to wake up their brains."

In the Edu-K philosophy, children are always invited--never forced--to move. The movement of Brain Gym, used at the child's own natural pace, effectively helps him learn to notice and "switch back on" into an optimal state of learning. In technical terms, information is received by the brain stem as an "impress" and yet may be inaccessible to the front brain as an "express," or expression. This inability to express what is learned locks the child into a failure syndrome.

Whole-brain learning draws out the potential locked in the body and enables the child to access those areas of the brain previously unavailable to her. Improvements in learning and behavior are often immediate and profound as the child discovers how to receive information and express himself simultaneously. The result is significantly improved education and performance.

"In Edu-K, in the spirit of true education, we seek to accept ourselves as individuals with unique challenges and great potential...As parents and teachers, we have a perpetual opportunity to work with our own issues--to experience Edu-K as a way to notice and move through our individual sensory integration. When we rediscover the physical skills requisite to our personal learning, we can begin to realize some of the subtle ways that each of us is involved in a process of growth. This first-hand experience reminds us to bring patience and kindness to our role as teachers, and to avoid any labeling of another's behavior."

- Paul E. Dennison, Ph.D. & Gail E. Dennison

Teachers, therapists and parents from around the world use Brain Gym for children at any learning level, ranging from "healthy" to severely challenged with developmental and learning difficulties and special needs.

If you have an interest in furthering your depth of knowledge and broadening your skills in movement-based learning, you can contact:

Dee Dee Hornbeak, M.S., L.E.K. (760) 634-2325, ddhorn@cox.net

Brain Gym International/Educational Kinesiology Foundation • (800) 356-2109 • www.braingym.org

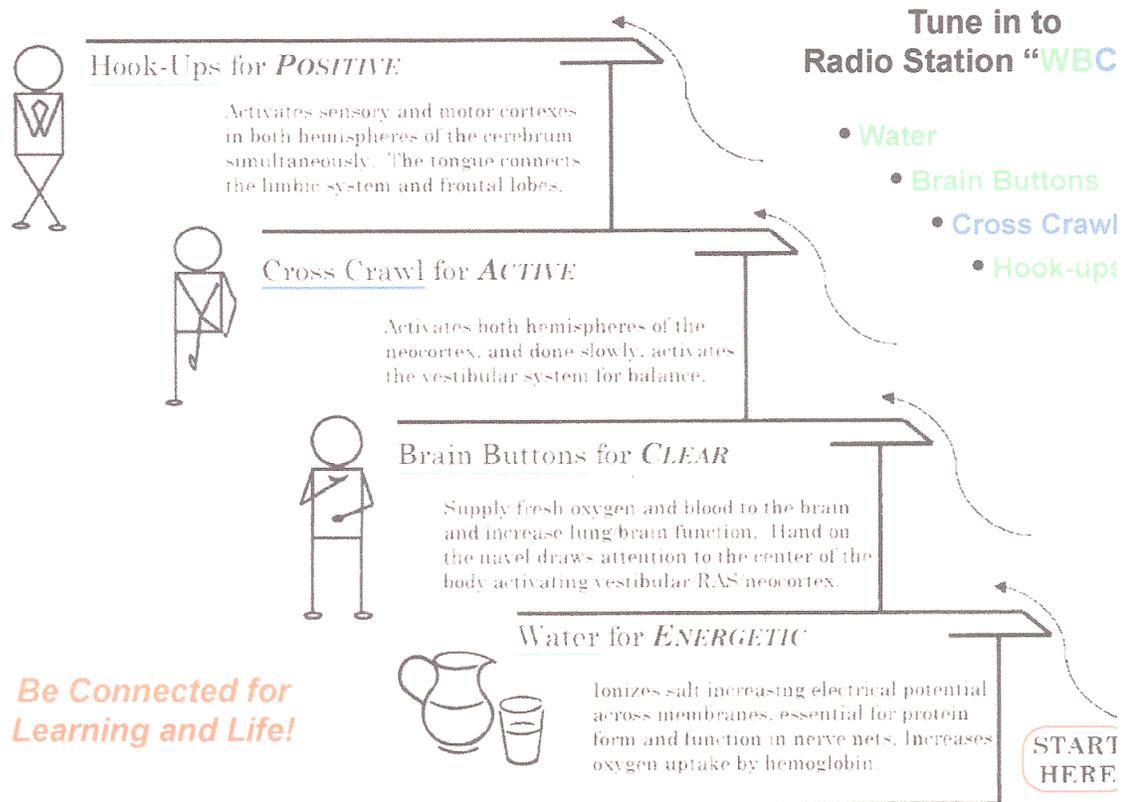
*Text was extracted from the Brain Gym Handbook, Revised (1997) by Paul E. Dennison, Ph.D. and Gail Dennison, and the Course Manual for Brain Gym 101S: Interfacing Brain Gym with Children who have Special Needs (2004) by Cecilia Koester, M.Ed. Formatted by Teena Woeber, L.E.K.

Samples of Brain Gym

TUNE IN FOR LEARNING

PACE is an acronym that stands for *Positive, Active, Clear, and Energetic*, and is a series of four movements that, when done in a specific order, gets the brain/body system ready for learning or performing.

Start at the bottom of the stairs and walk up.



Overall Benefits of PACE

- Increases oxygen amount and flow to the brain.
- Increases and balances electrical energy to the neocortex, moving it away from the survival centers of the brain stem, allowing the ability to choose by providing access to reasoning centers.
- Increases polarity across cell membranes, for more efficient thought processing and focused attention.

Design by Jani Swanson, M.A. Information taken from Brain Organization Manual, Brain Gym[®] International, Ventura, CA. Used with permission. Format revised for use as a handout by Dee Dee Hornbeak, M.S., L.E.K. (Tel. 760/634-2325) and Teena Woeber, L.E.K. (Tel. 858/205-6852).

HANDWRITING

Lazy 8s

Draw an 8 on its side in the air.
Start with the left hand for 3 then swap.
Follow the 8 with eyes.

Variations
Eyes shut
Hum
Different sizes
Both arms

Arm Activation

Stretch one arm above head, grasp elbow of this arm with other arm. Stretch arm away from head, forward, backward, then towards ear. Exhale and hold for 8 counts.

Variations
Standing
Arm straight ahead,
next to hip, behind
waist

Brain Buttons

Put one hand on navel.
With other hand massage points to the left and right of the sternum for 20 seconds.
Change hands.

Variations
Do 8s with nose while
holding points.
Massage to left and
right of navel.

ENERGISING

Energiser

Sit in chair, head resting on desk, hands flat in front.
Inhale, lift forehead, neck then upper back.
Release, curl head down towards chest, then forehead back on desk.

Variations
In PE on a mat lying
down.

Energy Yawn

Pretend to yawn, close eyes tight and massage face where upper and lower back molars are. Make a deep relaxed yawning sound while massaging muscles.

Variations
Strengthen tongue by
spreading over upper
palate while doing
yawn.

BRAIN BREAK MENU



YEAR X
MR XYZ

XYZ Primary School

SPELLING

Cross Crawl

Move 1 arm and opposite leg on the spot
Move other arm and opposite leg.

Variations

Hand to opposite knee
Slow motion
Eyes closed

The Owl

Squeeze one shoulder to release neck muscles. Move head slowly to left then right
Repeat with other shoulder.

Variations

Blink lightly while turning head.
Add a breathing cycle to each movement.
Make an owl sound while exhaling.

Arm Activation

Stretch one arm above head, grasp elbow of this arm with other arm. Stretch arm away from head, forward, backward, then towards ear. Exhale and hold for 8 counts.

Variations

Standing
Arm straight ahead, next to hip, behind

Thinking Cap

Use thumb and index fingers to pull ears gently back and unroll them. Begin at top of ear and gently massage down and around curve, ending with bottom lobe.

Variations

Thinking cap while doing energy yawn.
Include sounds
Thinking cap while studying spelling list.

WRITING

Cross Crawl

Move 1 arm and opposite leg on the spot
Move other arm and opposite leg.

Variations

Hand to opposite knee
Slow motion
Eyes closed

Footflex

Sit with ankle resting on opposite knee. Place finger tips at beginning and end of calf muscle. Massage muscle and flex foot up and down.

Variations

Straighten leg in front of you. Hold below knee and above ankle and flex.

Calf Pump

Place hands on back of chair.
Place one leg behind, keep it straight and lean forward.
Lift back heel off floor and put weight on forward leg.
Shift weight to back leg, press heel down and exhale.

Variations

None

Arm Activation

Stretch one arm above head, grasp elbow of this arm with other arm. Stretch arm away from head, forward, backward, then towards ear. Exhale and hold for 8 counts.

Variations

Standing
Arm straight ahead, next to hip, behind waist

MATHS

Gravity Glider

Sit down. Cross feet and bend forward. Reach out with head down and allow arms to glide.
Exhale while reaching forward, inhale while lifting up
Change legs.

Variations

With eyes closed
While standing—keep knees unblocked and lower back flat.

Energy Yawn

Pretend to yawn, close eyes tight and massage face where upper and lower back molars are. Make a deep relaxed yawning sound while massaging muscles.

Variations

Strengthen tongue by spreading over upper palate while doing yawn.

LISTENING

READING ALOUD/PUBLIC SPEAKING

Energy Yawn

Pretend to yawn, close eyes tight and massage face where upper and lower back molars are. Make a deep relaxed yawning sound while massaging muscles.

Variations

Strengthen tongue by spreading over upper palate while doing yawn.

Thinking Cap

Use thumb and index fingers to pull ears gently back and unroll them. Begin at top of ear and gently massage down and around curve, ending with bottom lobe.

Variations

Thinking cap while doing energy yawn. Include sounds. Thinking cap while studying spelling list.

Belly Breathing

Rest hand on tummy. Inhale through nose. Exhale in short puffs. Keep breathing.

Variations

To music. While walking.

Neck Rolls

Allow head to roll slowly from side to side. Roll head in forward position only. Breathe deeply. Roll with eyes close. Roll with eyes open.

Variations

Move head in small circles. Touch point of tension in head and to lazy 8s with nose.

The Owl

Squeeze one shoulder to release neck muscles. Move head slowly to left then right. Repeat with other shoulder.

Variations

Blink lightly while turning head. Add a breathing cycle to each movement. Make an owl sound.

Cross Crawl

Move 1 arm and opposite leg on the spot. Move other arm and opposite leg.

Variations

Hand to opposite knee. Slow motion. Eyes closed.

Energiser

Sit in chair, head resting on desk, hands flat in front. Inhale, lift forehead, neck then upper back. Release, curl head down towards chest, then forehead back on desk.

Variations

In PE on a mat lying down.

The Owl

Squeeze one shoulder to release neck muscles. Move head slowly to left then right. Repeat with other shoulder.

Variations

Blink lightly while turning head. Add a breathing cycle to each movement.

Footflex

Sit with ankle resting on opposite knee. Place finger tips at beginning and end of calf muscle. Massage muscle and flex foot up and down.

Variations

Straighten leg in front of you. Hold below knee and above ankle and flex.

Calf Pump

Place hands on back of chair. Place one leg behind, keep it straight and lean forward. Lift back heel off floor and put weight on forward leg.

Variations

None

Thinking Cap

Use thumb and index fingers to pull ears gently back and unroll them. Begin at top of ear and gently massage down and around curve, ending with bottom lobe.

Variations

Thinking cap while doing energy yawn. Include sounds. Thinking cap while studying spelling list.

READING

Cross Crawl

Move 1 arm and opposite leg on the spot.
Move other arm and opposite leg.

Variations
Hand to opposite knee
Slow motion
Eyes closed

Lazy 8s

Draw an 8 on its side in the air.
Start with the left hand for 3 then swap.
Follow the 8 with eyes.

Variations
Eyes shut
Hum
Different sizes
Both arms

Belly Breathing

Rest hand on tummy. Inhale through nose. Exhale in short puffs. Keep breathing.

Variations
To music.
While walking

Neck Rolls

Allow head to roll slowly from side to side. Roll head in forward position only. Breathe deeply.
Roll with eyes close. Roll with eyes open.

Variations
Move head in small circles.
Touch point of tension in head and to lazy 8s with nose.

Footflex

Sit with ankle resting on opposite knee. Place finger tips at beginning and end of calf muscle. Massage muscle and flex foot up and down.

Variations
Straighten leg in front of you. Hold below knee and above ankle and flex.

Calf Pump

Place hands on back of chair.
Place one leg behind, keep it straight and lean forward.
Lift back heel off floor and put weight on forward leg.
Shift weight to back leg, press heel down and exhale.

Variations
None

READING

Gravity Glider

Sit down. Cross feet and bend forward. Reach out with head down and allow arms to glide.
Exhale while reaching forward, inhale while lifting up
Change legs.

Variations
With eyes closed
While standing—keep knees unlocked and lower back flat.

Brain Buttons

Put one hand on navel.
With other hand massage points to the left and right of the sternum for 20 seconds.
Change hands.

Variations
Do 8s with nose while holding points.
Massage to left and right of navel.

THINKING

Gravity Glider

Sit down. Cross feet and bend forward. Reach out with head down and allow arms to glide.
Exhale while reaching forward, inhale while lifting up
Change legs.

Variations
With eyes closed
While standing—keep knees unlocked and lower back flat.

Thinking Cap

Use thumb and index fingers to pull ears gently back and unroll them. Begin at top of ear and gently massage down and around curve, ending with bottom lobe.

Variations
Thinking cap while doing energy yawn.
Include sounds
Thinking cap while studying spelling list.

■ Student Support Program

Student Support Program - Meaningfully interested speakers as of January 2008

Therese FitzRandolph - Reading Specialist - sdtherese@cox.net

Susie Walton of Redirecting Children's Behavior - Parenting Program - patty@indigovillage.com

Barb Shanley of Juice Plus - Proper Nutrition for Children and Teens - bwynn@cox.net

Ron Malashock - Clinical psychologist - ron@dreamdestiny.net

Tom Vanderbeck - Leadership Coach - tomvanderbeck@cox.net

Amelia Roache - Nonviolent Communication Trainer - agentchanges@gmail.com

Alexander Zorach - Masters in Mathematics - alexander.zorach@yale.edu

Danielle Strachman - Teacher and Communication Facilitator - danielle@innovationsacademy.org

Christine Kuglen - Le Leche League Speaker - christine@innovationsacademy.org

Redirecting Children's Behavior

A Practical Parenting Program

RCB is a 5-week parenting course based upon the work of Dr. Rudolf Dreikurs, a highly noted therapist, researcher, and author of Children the Challenge. The course is endorsed and recommended by pediatricians and mental health professionals nationwide.



What children gain from adults taking this course:

- Responsibility and initiative**
- Self-control and self-calming**
- Good decision making skills**
- Less power struggles**
- Cooperation skills**
- Successful attitudes**

Jack Canfield, parent and author, Chicken Soup for the Soul, says this about Redirecting Children's Behavior... "The most useful book on parenting I've ever read."

Jeff of the JEFF & JER Showgram, 94.1 - "The RCB Seminar is like having someone handing you nuggets of gold. There are things in this class that have already changed our kids AND our family. Not 'someday' stuff, but things that made a difference after the first week."



Susie Walton
 Founder of The Village, Encinitas, CA
 -Parent Educator of the Year Recipient

Winter and Spring 2008 Schedule – Instructors: Susie Walton/Denise Peralta
♥ Thursday Mornings: January 10 th , 17 th , 24 th , 31 st , February 7 th (Indigo Village, Denise Peralta)
♥ Tuesday Evenings: January 15 th , 22 nd , 29 th , February 5 th , 12 th (Scripps La Jolla, Susie Walton)
♥ Monday Evenings: January 21 st , 28 th , February 4 th , 11 th , 18 th (Indigo Village, Susie Walton)
♥ Tuesday Evenings: February 19 th , 26 th , March 4 th , 11 th , 18 th (Scripps La Jolla, Susie Walton)
♥ Monday Evenings: March 31 st , April 7 th , 14 th , 21 st , 28 th (Indigo Village, Susie Walton)
Times
♥ Evenings: 6:30 p.m. ~ 9:00 p.m. ♥ Mornings: 9:15 a.m. ~ 11:45 a.m.
Locations
♥ Indigo Village - 609 South Vulcan Ave., Suite 201, Encinitas, CA 92024
♥ Scripps La Jolla Memorial Hospital - 9890 Genesee Ave., La Jolla, CA 92037 (Classes at Scripps La Jolla will be held in the Schaezel Building in The Walker Room)
Price
♥ \$395 includes you, one guest who may attend with you, 1 book and 1 workbook.
♥ Corporate Packages available
♥ Credit Cards accepted ♥ Payment Plans & Partial Scholarships Available
Register by Phone or online
♥ Call Patty or Denise at 760.633.3754 ♥ Online www.indigovillage.com

This Course is recommended to Parents of Toddlers to Teens!

Barbara Shanley
Juice Plus+

The training will show parents the necessity of motivating, teaching, and training children to listen to their bodies, regarding nutrition. Even if we are able to get our children out the door with a somewhat healthy breakfast we can't always control what they will select out of the vending machine or get at their friends homes.

Nutrition, good nutrition plays a key part of how a child will perform. When you have junk for food you can suppress your immune system for up to 6 hours or more! With proper nutrition we can enhance our childrens performance and maximize their immune systems.

No matter what dietary plan you or your family follow what I have found them all to be in agreement on is the need for 4 fundamental elements; filtered water, clean air, physical activity, fruits and vegetables. What I want to focus on right now are the Fruits and Vegetables. When was the last time your child ate kale or broccoli or had papaya? Think back to yesterday, how many raw, fresh fruits and vegetables did your child consume? Scary isn't it? Everywhere you go you see signs saying "5 a day" for better health". That number is a minimum; we should be consuming 9- 12 servings of fruits and vegetables.

Why Fruits and Vegetables? Antioxidants, phytonutrients, minerals, all of which are needed to maintain a healthy lifestyle are in fruits and vegetables. Researchers continue to find elements in fruits and vegetables that strengthen our immune systems, impede the development of disease, and contribute to good health in many other ways. We need to give our bodies the equipment to fight of oxidative stress, viruses, and colds. A coke and a bag of chips aren't going to do that.

I teach by using visual demonstrations (the amount of sugar in popular school age drinks, high Trans fat products, etc,) sharing information and encouraging parents.

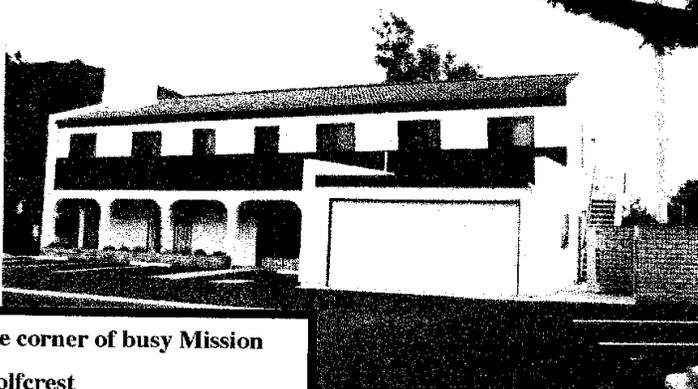
Appendix D - Realty and Back Office Support

■ Realty

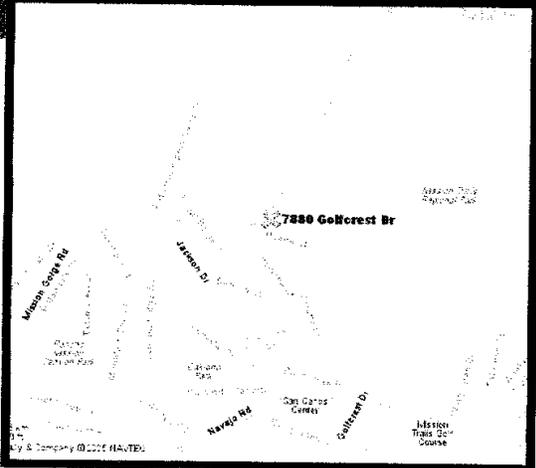
OFFICE FOR LEASE

6,000 S.F. AVAILABLE

7880 Golfcrest, San Diego, California



- Located at the corner of busy Mission Gorge and Golfcrest
- Well maintained, professional, stand alone building
- Currently configured with large office, upscale two bedroom apartment, and large basement with class A vault
- \$1.60 gross per s.f.
- Easy access to Mission Valley, Santee and La Mesa
- Located directly across from Mission Trails Regional Park
- Tenant Improvements negotiable
- Outside patio area



Presented By:
Tamara Brown
 (619) 596-1880 phone (619) 596-1885 fax
 8665 Argent Street, Suite C, Santee CA 92071
www.ipcommercialproperties.com

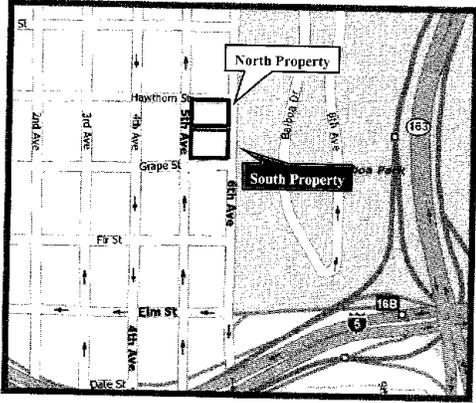


This information above was furnished by the owner or obtained from information we understand was authorized by the owner. No warranties or representations, expressed or implied, are made as to the accuracy of the information contained herein, and same is submitted subject errors, omissions, change of price, rental or other conditions, withdrawal without notice, and to any special listing conditions imposed by our principals. This information is given with the understanding that all negotiations relating to the purchase, renting or leasing of the property described herein shall be conducted through Inland Pacific.

**FOR SALE—RESIDENTIAL/MIXED USE
DEVELOPMENT SITE
Full City Block**



- Full City Block— Up to 1.16 Acres (50,306 sf)**
- **North Property—515 Hawthorn Street**
13,425 sf existing building, owner occupied
Owner willing to consider flexible leaseback terms and conditions
.58 Acres (25,264 sf)
Plans for 24 residential units, geotechnical reports, environmental studies and other redevelopment documents available.
 - **South Property—526 East Grape Street**
.58 Acres (25,042 sf)
Plans for 22 residential units, geotechnical reports, environmental studies and other redevelopment documents available.
 - Perfect flag ship development site
 - These two properties can be purchased individually
 - MR-800B/CV-4 zoning; allows for residential or mixed use
 - Across the street from Balboa Park
 - 3 Minutes to San Diego International Airport
 - DO NOT DISTURB TENANT, Call agent to schedule tours



The information contained herein has been given to us by the owner of the property or other sources we deem reliable, we have no reason to doubt its accuracy, but we do not guarantee it. All information should be verified prior to purchase or lease.

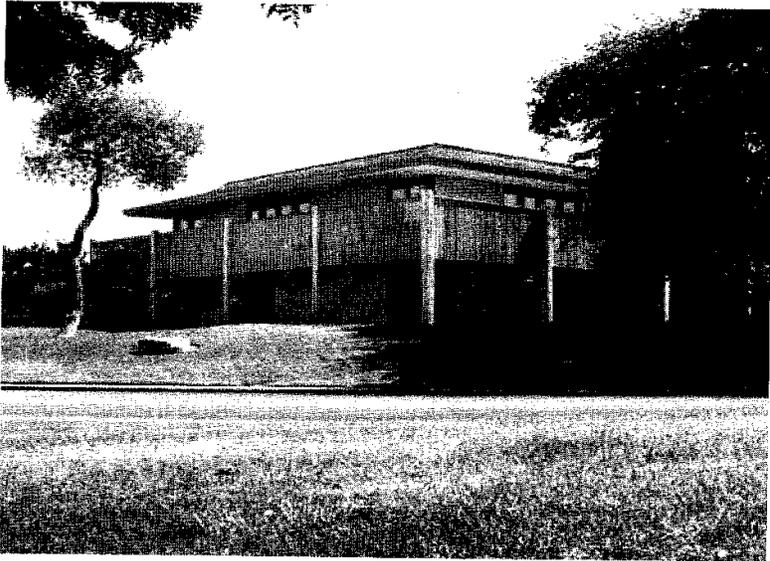
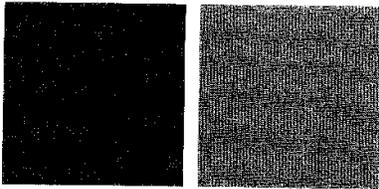
contact information
NAI San Diego
 123 Camino de la Reina
 Ste 200 South
 San Diego, CA 92108
 Fax 619 497 2265
www.NAISanDiego.com

Robert Kerr, AACI
 tel 619 497 2255 ext. 1149
rkerr@NAISanDiego.com

Josh Buchholz
 tel 619 497 2255 ext. 1141
buchholz@NAISanDiego.com

Doug Ceresia, CCIM
 tel 619 497 2255 ext. 1146
dceresia@NAISanDiego.com

**For Lease
Golden Valley Office Park
Mission Valley**

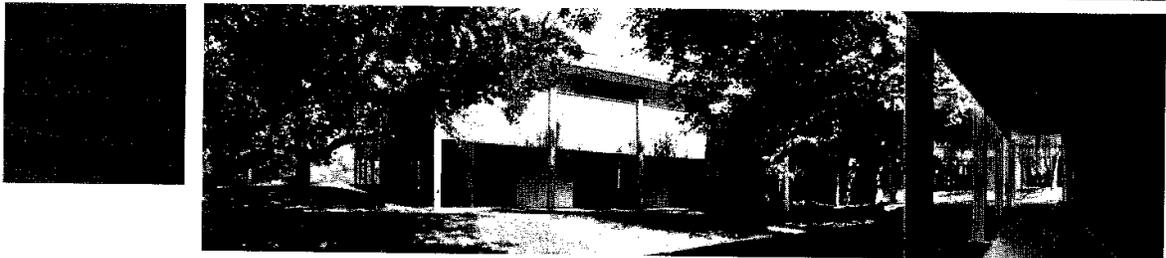


**123 Camino de la Reina
San Diego, CA 92108**

- Campus Environment
- Lush Landscaping
- Walking Distance to Trolley and Fashion Valley Mall
- Easy Access to Hwy 163 and I-8

**NEW OWNERSHIP WITH
CAPITAL IMPROVEMENT
PLAN!**

**UNDER NEW ONSITE
MANAGEMENT!**



NAI San Diego

Commercial Real Estate Services, Worldwide.

The information contained herein has been given to us by the owner of the property or other sources we deem reliable. We have no reason to doubt its accuracy, but we do not guarantee it. All information should be verified prior to purchase or lease.

contact information
NAI San Diego
123 Camino de La Reina
Ste 200 South
San Diego, CA 92108
fax 619 497 2265
www.NAISanDiego.com

Doug Ceresia, CCIM
tel 619 497 2255 ext. 1146
dceresia@NAISanDiego.com

Josh Buchholz
tel 619 497 2255 ext. 1141
jbuchholz@NAISanDiego.com

Dear Ms. Kuglen and Ms. Strachman,

Here is a breakdown of costs associated with spaces we discussed last week. This is a first pass of what we discussed.

Classroom Spaces - shared use, tentative times are daily 8am-3:30pm, term 9/1/08-6/30/08

Classroom A159A & 159B 439 sq. ft.

Classroom A160A & 160B 439 sq. ft.

Classroom A162 270 sq. ft.

Classroom B217 656 sq. ft.

Classroom B218 656 sq. ft.

Classroom B219 656 sq. ft.

Classroom B220 656 sq. ft.

Band Room (2 classes) 1,192 sq. ft.

Art Room (2 classes) 942 sq. ft.

Education Offices - exclusive use, term 8/1/08-6/30/08

B214A 121 sq. ft.

B214B 90 sq. ft.

B214C 45 sq. ft.

B214F 144 sq. ft.

B214G 80 sq. ft.

Athletic Facilities

1 hour per day on Recreation Field at a time TBD. Gymnasium offered on a space available basis in the event of rain.

Additional Areas

1. Courtyard or other similar space provided for lunch at times TBD at no charge.
2. Access to the Cox Technology Center on a space available basis.
3. Access to Multipurpose Room (MPR) on a space available basis. Set-up fees may apply depending upon configuration.
4. Rental of additional non-contracted spaces at a 50% discount.

Other Considerations

1. Office and classroom space includes basic janitorial services and utilities.
2. You would be charged for any damage not considered normal wear and tear.
3. Innovations Academy would become a Kroc Center Partner in Education, thus providing Innovations Academy access to the free Arts & Literacy Program and other free center activities.
4. The Kroc Center will develop/offer after school programming on a fee-for-service basis. Children that cannot afford to pay will be offered Scholarship opportunities.
5. Families/children that join the Kroc Center as members will have their registration fees waived (a \$99 savings).

6. Kroc Center agrees to be flexible in allowing access to rented spaces in August as needed to facilitate staff training and move-in at no extra charge.
7. Kroc Center agrees to assist in submission of NSLP application to Department of Education to provide breakfast & lunch programs for students.
8. Innovations Academy agrees to provide proof of liability insurance in the amount of \$1,000,000, with Kroc Center named as additional insured.

Rental Fees

One-year agreement for 2008/09 School Year \$114,948.00 (6,386 sq. ft. x \$2 per sq. ft. x 9 months)

Two-year agreement for 2008/09 and 2009/10 School Years \$103,453.20 (6,386 sq. ft. x \$1.80 per sq. ft. x 9 months)

Fees would be payable in monthly installments on the first day of each month. The first and last payments are payable prior to occupancy of Kroc Center facilities.

Please review and let me know if this works for you. Obviously, I am willing to answer and questions or concerns you may have.

Sean F. Cummings
Program Director
The Salvation Army Kroc Center - San Diego
6845 University Avenue
San Diego, CA 92115
Phone: 619.269.1404
FAX: 619.287.2236
Website: www.kroccenter.org

■ Back Office Support



411 Camino Del Rio South, Suite 203
 San Diego, CA 92108
 phone: 619.266.3230 fax: 619.266.2191
 www.exed.net

EXED PROPOSAL: Innovations Academy

08-09 Year

of Enrolled Students 120

INFRASTRUCTURE SET-UP

Infrastructure set-up

- Turn Funding On
- Obtain Employer Numbers
- Set-up Accounting System
- Set-up Payroll System
- Enter Employee Information into System \$2,000

Vendor/Purchasing

- Recommendations of Vendors
- Health Benefits Set-up
- Liability Insurance Applications \$1,500

Technical Assistance

- Fiscal Implications
- Strategic Planning
- Policies and Procedures Included

ACCOUNTING/FINANCE

Budgeting & Forecasting

- Annual Budget preparation
- Annual Cash Flow Projections
- September Budget Revisions
- Multi-year budget (3-5 years)
- Quarterly forecasting \$4,000

Bookkeeping Services

- Establish & Maintain General Ledger
- Reconciliation of Balance Sheet Items
- Accounts Payable
- Accounts Receivable
- Audit Preparation & Compliance

Financial Management Reporting

- Monthly, send Financial Reports to School (P & L Analysis, G/L Detail, Balance Sheet)
- Quarterly, review finances with School Administrators
- Cash Flow Monitoring
- Quarterly Board Meeting Attendance \$16,000

Technical Assistance

- How to read financial reports
- How to code bill/checks sent to ExED
- Budget workshops
- Training on AP process
- Training on AR process
- Responding to Info Requests Included

HUMAN RESOURCES

Payroll Processing

- Maintenance of Employee Database
- Process Payroll



411 Camino Del Rio South, Suite 203
 San Diego, CA 92108
 phone: 619.266.3230 fax: 619.266.2191
 www.exed.net

EXED PROPOSAL: Innovations Academy		08-09 Year
<input checked="" type="checkbox"/>	Check Distribution	
<input checked="" type="checkbox"/>	Payroll Taxes Payments	
<input checked="" type="checkbox"/>	Payroll Reconciliation	
<input checked="" type="checkbox"/>	Health Benefit Administration	
<input checked="" type="checkbox"/>	Retirement/Pension Reconciliation	\$7,000
<hr/>		
<input checked="" type="checkbox"/>	Personnel	
<input checked="" type="checkbox"/>	EDD Consultant & New Hire Reporting	
<input checked="" type="checkbox"/>	Preparation & Distribution of W2s and 1099s	
<input checked="" type="checkbox"/>	Coordinate SDI, WC, and UI	
<input checked="" type="checkbox"/>	Assist with Management of Employee Records	
<input checked="" type="checkbox"/>	Hiring/Firing Processing	
<input checked="" type="checkbox"/>	Monitoring Compliance w/Policies	\$4,000
<hr/>		
<input checked="" type="checkbox"/>	Technical Assistance	
<input checked="" type="checkbox"/>	Train staff to complete ExED forms	
<input checked="" type="checkbox"/>	How to understand paychecks for Admin	
<input checked="" type="checkbox"/>	Review/recommend policies and procedures	
<input checked="" type="checkbox"/>	Perform informal audits to enforce compliance	Included
<hr/>		
<input checked="" type="checkbox"/>	FUNDING/REPORTING	
<input checked="" type="checkbox"/>	Attendance Reporting	
<input checked="" type="checkbox"/>	Preparation of Monthly Attendance Reports, if applicable	
<input checked="" type="checkbox"/>	Prepare P1, P2 and Annual Report	\$2,000
<hr/>		
<input checked="" type="checkbox"/>	Preparation, Monitoring and Compliance of Categorical Funding Applications	
<input checked="" type="checkbox"/>	Consolidated Application	
<input checked="" type="checkbox"/>	Funding Survey	
<input checked="" type="checkbox"/>	Other State or Federal funds	\$3,000
<hr/>		
<input checked="" type="checkbox"/>	Compliance & Fiscal Reports	
<input checked="" type="checkbox"/>	Budget Report	
<input checked="" type="checkbox"/>	Interim Reports (2)	
<input checked="" type="checkbox"/>	Actuals Report & Program Cost Report if applicable	
<input checked="" type="checkbox"/>	Payroll Tax Filings (Quarterly and Annual)	\$3,500
<hr/>		
<input checked="" type="checkbox"/>	Technical Assistance	
<input checked="" type="checkbox"/>	New Programs research	
<input checked="" type="checkbox"/>	Review of Governor's Budget and new legislation	Included
<input checked="" type="checkbox"/>	Review of LEA Plan (school develops)	
<input checked="" type="checkbox"/>	Compliance Monitoring	
<hr/>		
TOTAL PACKAGE:		\$ 43,000

Appendix E: Conflict of Interest Code for Innovations Academy

I. Adoption

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Innovations Academy hereby adopts this Conflict of Interest Code, which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Innovations Academy, as specifically required by California Government Code Section 87300.

II. Definition of Terms

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code. Innovations Academy will comply with all applicable conflict of interest laws.

III. Designated Employees

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.”

IV. Statement of Economic Interests: Filing

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income require to be reported under the category or categories to which the employee’s position is assigned.

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position.

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).

- A. Members of the Governing Board and their alternates (if applicable)
- B. Candidates for Member of the Governing Board
- C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
- D. Director of Charter School
- E. Principal of Charter School
- F. Assistant Principals
- G. Chief Business Officer
- H. Director Personnel Services
- I. Assistant Director of Personnel Services
- J. Consultants³

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”

- A. Purchasing Manager
- B. Assistant Business Officer

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”

- A. Information Systems Technician
- B. Contractor

¹

The Charter School Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity’s share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the

performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Director. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Director. Investments include the interests described in Category 1.

Appendix F: Bylaws

**BYLAWS
OF
INNOVATIONS ACADEMY
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

**ARTICLE 1
OFFICES**

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located in San Diego County, California.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation's principal office can be changed only by amendment of these bylaws and not otherwise. The board of directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these bylaws.

_____	Dated: _____
_____	Dated: _____
_____	Dated: _____

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

**ARTICLE 2
PURPOSES**

SECTION 1. OBJECTIVES AND PURPOSES

The primary objectives and purposes of this corporation shall be: **EDUCATIONAL - TO ESTABLISH A PUBLIC CHARTER SCHOOL.**

**ARTICLE 3
DIRECTORS**

SECTION 1. NUMBER

The corporation shall have **NOT FEWER THAN TWO (2) NOR MORE THAN SEVENTEEN (17) DIRECTORS WITH THE EXACT NUMBER FIXED TO BE WITH IN THESE LIMITS BY APPROVAL OF THE MEMBERS, IF ANY IN THE MANNER PROVIDED IN THESE BYLAWS** and collectively they shall be known as the board of directors. The number may be changed by amendment of this bylaw, or by repeal of this bylaw and adoption of a new bylaw, as provided in these bylaws.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the articles of incorporation and bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the board of directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation of this corporation, or by these bylaws;
- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation;
- (c) Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these bylaws;
- (e) Register their addresses with the secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

SECTION 4. TERMS OF OFFICE

Each director shall hold office until the next annual meeting for election of the board of directors as specified in these bylaws, and until his or her successor is elected and qualifies.

SECTION 5. COMPENSATION

Directors shall serve without compensation except that they shall be allowed and paid **NO PAYMENT AUTHORIZED**. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article. Any payments to directors shall be approved in advance in accordance with this corporation's conflict of interest policy, as set forth in Article 9 of these bylaws.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these bylaws, not more than forty-nine percent (49%) of the persons serving on the board may be interested persons. For purposes of this Section, "interested persons" means either:

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

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

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such place within or without the State of California which has been designated from time to time by resolution of the board of directors. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all directors given either before or after the meeting and filed with the secretary of the corporation or after all board members have been given written notice of the meeting as hereinafter provided for special meetings of the board.

Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all directors participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

a) Each director participating in the meeting can communicate with all of the other directors concurrently;

b) Each director is provided the means of participating in all matters before the board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation; and

c) The corporation adopts and implements some means of verifying 1) that all persons participating in the meeting are directors of the corporation or are otherwise entitled to participate in the meeting, and 2) that all actions of, or votes by, the board are taken and cast only by directors and not by persons who are not directors.

SECTION 8. REGULAR AND ANNUAL MEETINGS

Regular meetings of directors shall be held on **THE 1ST WEDNESDAY OF EACH QUARTER at 7 P.M.**, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.

If this corporation makes no provision for members, then, at the annual meeting of directors held on **THE FIRST WEDNESDAY OF AUGUST AT 7 P.M.** directors shall be elected by the board of directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by ballot only.

SECTION 9. SPECIAL MEETINGS

Special meetings of the board of directors may be called by the chairperson of the board, the president, the vice president, the secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

SECTION 10. NOTICE OF MEETINGS

Regular meetings of the board may be held without notice. Special meetings of the board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone, email or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 11. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day, and hour of the meeting. The purpose of any board meeting need not be specified in the notice.

SECTION 12. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 13. QUORUM FOR MEETINGS

A quorum shall consist of **ONE FIFTH OF THE AUTHORIZED NUMBER OF** directors.

Except as otherwise provided in these bylaws or in the articles of incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the articles of incorporation or bylaws of this corporation.

SECTION 14. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the board of directors, unless the articles of incorporation or bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233), and indemnification of

directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 15. CONDUCT OF MEETINGS

Meetings of the board of directors shall be presided over by the chairperson of the board, or, if no such person has been so designated or, in his or her absence, the president of the corporation or, in his or her absence, by the vice president of the corporation or, in the absence of each of these persons, by a chairperson chosen by a majority of the directors present at the meeting. The secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Meetings shall be governed by Robert's Rules of Order as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these bylaws, with the articles of incorporation of this corporation, or with provisions of law.

SECTION 16. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

Any action required or permitted to be taken by the board of directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action. For the purposes of this Section only, "all members of the board" shall not include any "interested director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent shall have the same force and effect as the unanimous vote of the directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the board of directors without a meeting and that the bylaws of this corporation authorize the directors to so act, and such statement shall be prima facie evidence of such authority.

SECTION 17. VACANCIES

Vacancies on the board of directors shall exist (1) on the death, resignation, or removal of any director, and (2) whenever the number of authorized directors is increased.

The board of directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

If this corporation has any members, then, if the corporation has fewer than fifty (50) members, directors may be removed without cause by a majority of all members, or, if the corporation has fifty (50) or more members, by vote of a majority of the votes represented at a membership meeting at which a quorum is present.

If this corporation has no members, directors may be removed without cause by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the chairperson of the board, the president, the secretary, or the board of directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the attorney general.

Vacancies on the board may be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these bylaws, or (3) a sole remaining director. If this corporation has members, however, vacancies created by the removal of a director may be filled only by the approval of the members. The members, if any, of this corporation may elect a director at any time to fill any vacancy not filled by the directors.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the board of directors or until his or her death, resignation, or removal from office.

SECTION 18. NONLIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 19. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

To the extent that a person who is, or was, a director, officer, employee, or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue, or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 20. INSURANCE FOR CORPORATE AGENTS

The board of directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee, or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 4 OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a president, a secretary, and a chief financial officer who shall be designated the treasurer. The corporation may also have, as determined by the board of directors, a chairperson of the board, one or more vice presidents, assistant secretaries, assistant treasurers, or other officers. Any number of offices may be held by the same person except that neither the secretary nor the treasurer may serve as the president or chairperson of the board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as an officer of this corporation. Officers shall be elected by the board of directors, at any time, and each officer shall hold office until he or she resigns, is removed, or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The board of directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the board of directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the board of directors, at any time. Any officer may resign at any time by giving written notice to the board of directors or to the president or secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the board of directors. In the event of a vacancy in any office other than that of president, such vacancy may be filled temporarily by appointment by the president until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the articles of incorporation of this corporation, or by these bylaws, or which may be prescribed from time to time by the board of directors. Unless another person is specifically appointed as chairperson of the board of directors, he or she shall preside at all meetings of the board of directors. If applicable, the president shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the articles of incorporation, or by these bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the board of directors.

SECTION 7. DUTIES OF VICE PRESIDENT

In the absence of the president, or in the event of his or her inability or refusal to act, the vice president shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions on, the president. The vice president shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the board of directors.

SECTION 8. DUTIES OF SECRETARY

The secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any member, and, in the case where any membership has been terminated, the secretary shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the articles of incorporation of this corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these bylaws relating to the "Execution of Instruments, Deposits, and Funds," the treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the board of directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the president and directors, whenever requested, an account of any or all of his or her transactions as treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of treasurer and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

SECTION 10. COMPENSATION

The salaries of the officers, if any, shall be fixed from time to time by resolution of the board of directors, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a director of the corporation, provided, however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of Article 3, Section 6, of these bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation. All officer salaries shall be approved in advance in accordance with this corporation's conflict of interest policy, as set forth in Article 9 of these bylaws.

ARTICLE 5 COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE OF THE BOARD

The board of directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an executive committee of the board and delegate to such committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

- (a) The approval of any action which, under law or the provisions of these bylaws, requires the approval of the members or of a majority of all of the members.
- (b) The filling of vacancies on the board or on any committee that has the authority of the board.
- (c) The fixing of compensation of the directors for serving on the board or on any committee.
- (d) The amendment or repeal of bylaws or the adoption of new bylaws.
- (e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.
- (f) The appointment of committees of the board or the members thereof.
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.
- (h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The committee shall keep regular minutes of its

proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as "advisory" committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the board of directors or by the committee. The time for special meetings of committees may also be fixed by the board of directors. The board of directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

ARTICLE 6 EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The board of directors, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the board of directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the treasurer and countersigned by the president of the corporation.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors may select.

SECTION 4. GIFTS

The board of directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

**ARTICLE 7
CORPORATE RECORDS, REPORTS, AND SEAL**

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

- (a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;
- (c) A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- (d) A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The board of directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

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

SECTION 4. MEMBERS' INSPECTION RIGHTS

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- (a) To inspect and copy the record of all members' names, addresses, and voting rights, at reasonable times, upon five (5) business days' prior written demand on the corporation, which demand shall state the purpose for which the inspection rights are requested.
- (b) To obtain from the secretary of the corporation, upon written demand and payment of a reasonable charge, an alphabetized list of the names, addresses, and voting rights of those members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available on or before the later of ten (10) business days after the demand is received or after the date specified therein as of which the list is to be compiled.
- (c) To inspect at any reasonable time the books, records, or minutes of proceedings of the members or of the board or committees of the board, upon written demand on the corporation by the member, for a purpose reasonably related to such person's interests as a member.

SECTION 5. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 6. ANNUAL REPORT

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation and, if this corporation has members, to any member who requests it in writing, which report shall contain the following information in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

If this corporation has members, then, if this corporation receives Twenty-Five Thousand Dollars (\$25,000), or more, in gross revenues or receipts during the fiscal year, this corporation shall automatically send the above annual report to all members, in such manner, at such time, and with such contents, including an accompanying report from independent accountants or certification of a corporate officer, as specified by the above provisions of this Section relating to the annual report.

SECTION 7. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS TO MEMBERS

This corporation shall mail or deliver to all directors and any and all members a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

- (a) Any director or officer of the corporation, or its parent or its subsidiary (a mere common directorship shall not be considered a material financial interest); or
- (b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent, or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than Fifty Thousand Dollars (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than Fifty Thousand Dollars (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the previous fiscal year to any director or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such person's interest in the transaction, and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

If this corporation has any members and provides all members with an annual report according to the provisions of Section 6 of this Article, then such annual report shall include the information required by this Section.

ARTICLE 8 FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the 1st day of January and end on the 31st day of December in each year.

ARTICLE 9 CONFLICT OF INTEREST AND COMPENSATION APPROVAL POLICIES

SECTION 1. PURPOSE OF CONFLICT OF INTEREST POLICY

The purpose of this conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or any "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations and which might result in a possible "excess benefit transaction" as defined in Section 4958(c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS Regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

SECTION 2. DEFINITIONS

(a) Interested Person.

Any director, principal officer, member of a committee with governing board delegated powers, or any other person who is a "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest.

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (1) an ownership or investment interest in any entity with which the corporation has a transaction or arrangement,

- (2) a compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
- (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph B, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

SECTION 3. CONFLICT OF INTEREST AVOIDANCE PRODEDURES

(a) Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy.

If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

SECTION 4. RECORDS OF BOARD AND BOARD COMMITTEE PROCEEDINGS

The minutes of meetings of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

SECTION 5. COMPENSATION APPROVAL POLICIES

A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers and employees, contractors, and any other compensation contract or arrangement, in addition to complying with the conflict of interest requirements and policies contained in the preceding and following sections of this article as well as the preceding paragraphs of this section of this article, the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

- (a) the terms of compensation shall be approved by the board or compensation committee prior to the first payment of compensation.
- (b) all members of the board or compensation committee who approve compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c)(iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a "disqualified person" (as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations):
 - 1. is not the person who is the subject of compensation arrangement, or a family member of such person;
 - 2. is not in an employment relationship subject to the direction or control of the person who is the subject of compensation arrangement
 - 3. does not receive compensation or other payments subject to approval by the person who is the subject of compensation arrangement
 - 4. has no material financial interest affected by the compensation arrangement; and
 - 5. does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who in turn has approved or will approve a transaction providing benefits to the board or committee member.

(c) the board or compensation committee shall obtain and rely upon appropriate data as to comparability prior to approving the terms of compensation. Appropriate data may include the following:

1. compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions. "Similarly situated" organizations are those of a similar size and purpose and with similar resources
2. the availability of similar services in the geographic area of this organization
3. current compensation surveys compiled by independent firms
4. actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement.

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than \$1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three comparable organizations in the same or similar communities for similar services.

(d) the terms of compensation and the basis for approving them shall be recorded in written minutes of the meeting of the board or compensation committee that approved the compensation. Such documentation shall include:

1. the terms of the compensation arrangement and the date it was approved
2. the members of the board or compensation committee who were present during debate on the transaction, those who voted on it, and the votes cast by each board or committee member
3. the comparability data obtained and relied upon and how the data was obtained.
4. If the board or compensation committee determines that reasonable compensation for a specific position in this organization or for providing services under any other compensation arrangement with this organization is higher or lower than the range of comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination.
5. If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and the reasons for them shall be recorded in the minutes of the board or committee meeting.
6. any actions taken with respect to determining if a board or committee member had a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction (for example, a notation in the records that after a finding of conflict of interest by a member, the member with the conflict of interest was asked to, and did, leave the meeting prior to a discussion of the compensation arrangement and a taking of the votes to approve the arrangement).
7. The minutes of board or committee meetings at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, normally prior to or at the next board or committee meeting following final action on the arrangement by the board or committee.

SECTION 6. ANNUAL STATEMENTS

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- (a) has received a copy of the conflicts of interest policy,
- (b) has read and understands the policy,
- (c) has agreed to comply with the policy, and
- (d) understands the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

SECTION 7. PERIODIC REVIEWS

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

SECTION 8. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Section 7, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ARTICLE 10 AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of bylaws of public benefit nonprofit corporations, these bylaws, or any of them, may be altered, amended, or repealed and new bylaws adopted as follows:

- (a) Subject to the power of members, if any, to change or repeal these bylaws under Section 5150 of the Corporations Code, by approval of the board of directors unless the bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this corporation has admitted any members, then a bylaw specifying or changing the fixed number of directors of the corporation, the maximum or minimum number of directors, or changing from a fixed to variable board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or
- (b) By approval of the members, if any, of this corporation.

ARTICLE 11 AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES BEFORE ADMISSION OF MEMBERS

Before any members have been admitted to the corporation, any amendment of the articles of incorporation may be adopted by approval of the board of directors.

SECTION 2. AMENDMENT OF ARTICLES AFTER ADMISSION OF MEMBERS

After members, if any, have been admitted to the corporation, amendment of the articles of incorporation may be adopted by the approval of the board of directors and by the approval of the members of this corporation.

SECTION 3. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its articles of incorporation to alter any statement which appears in the original articles of incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Nonprofit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

**ARTICLE 12
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS**

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these bylaws and is fixed by resolution of the board of directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the articles of incorporation of this corporation and not otherwise.

[IF FORMING A MEMBERSHIP CORPORATION, REPLACE REMAINING PROVISIONS WITH MEMBERSHIP PROVISIONS FOR PUBLIC BENEFIT CORPORATIONS]

**ARTICLE 13
MEMBERS**

SECTION 1. DETERMINATION OF MEMBERS

If this corporation makes no provision for members, then, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the articles of incorporation or bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the board of directors.

**ARTICLE 14
NONDISCRIMINATORY POLICY**

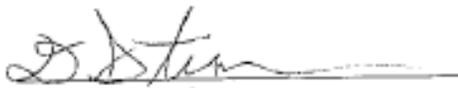
SECTION 1. NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The SDCCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability.

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are all of the persons named as the initial directors in the articles of incorporation of INNOVATIONS ACADEMY a California nonprofit corporation, and, pursuant to the authority granted to the directors by these bylaws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing bylaws, consisting of 22 pages, as the bylaws of this corporation.

ENTIRE BOARD OF DIRECTORS
OF INNOVATIONS ACADEMY INC.


Danielle Strachman


Valerie M. Hilberg

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the bylaws of the corporation named in the title thereto and that such bylaws were duly adopted by the board of directors of said corporation on the date set forth below.

Dated: 8-13-2007


Valerie M. Hilberg, Secretary

Appendix G: SB740 Information, Budget, and Narrative

SB740

5 CCR § 11963.3

Cal. Admin. Code tit. 5, § 11963.3

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

TITLE 5. EDUCATION

DIVISION 1. CALIFORNIA DEPARTMENT OF EDUCATION

CHAPTER 11. SPECIAL PROGRAMS

SUBCHAPTER 19. CHARTER SCHOOLS

ARTICLE 1.5. CLASSROOM- AND NONCLASSROOM-BASED INSTRUCTION IN CHARTER

SCHOOLS

This database is current through 4/25/08, Register 2008, No. 17

§ 11963.3. Determination of Funding Request Forms and Calculations.

(a) For purposes of submitting a determination of funding request, the California Department of Education shall issue a form or set of forms to collect the information specified in this subdivision. Unless otherwise indicated, charter schools submitting a determination of funding request shall complete the form or forms in accordance with the definitions used in the 2005 edition of the California School Accounting Manual (which can be obtained from the California Department of Education web site at: [http:// www.cde.ca.gov/fg/ac/sa](http://www.cde.ca.gov/fg/ac/sa)). The form or forms shall be developed by the California Department of Education in consultation with the Advisory Commission on Charter Schools. The form or forms shall include all of the following and, to the extent the form or forms include more than the following, the form or forms shall require the approval of the State Board of Education and comply with applicable provisions of the Administrative Procedure Act.

(1) The name, charter number, authorizing entity, address, contact name and title, telephone number, fax number, and email address, if any, for the charter school.

(2) The percentage requested by the school as its determination of funding.

(3) The number of fiscal years for which the determination of funding is requested, which shall not exceed five years.

(4) The date the charter was initially granted and the date the charter or charter renewal will expire.

(5) For charter schools that operated in the prior fiscal year, all of the following:

(A) The school's total resources, including all federal revenue, with federal Public Charter School Grant Program start-up, implementation, and dissemination grants separately identified; all state revenue; all local revenue with in-lieu property taxes separately identified; other financing sources; and the ending balance from the prior fiscal year.

(B) The school's total expenditures for instruction and related services, by object of expenditure, which shall include all of the following:

1. Activities dealing with the interaction between teaching staff and students, without regard to the instructional location or medium.
2. Services that provide administrative, technical, and logistical support to facilitate and enhance instruction.
3. Services in direct support of students.
4. School-sponsored extra-curricular or co-curricular activities designed to provide motivation and enjoyment and improvement of skills.
5. Instructional materials, supplies, and equipment.

(C) The school's total expenditures for schoolsite and administrative site operations and facilities, by object of expenditure, which shall include all of the following:

1. Activities concerned with securing and keeping open and working the physical plants, grounds, and equipment necessary for the operation of the school.
2. Facility rents, leases, and utilities.
3. Facilities acquisition and construction.

(D) The school's total expenditures for administration and all other activities, by object of expenditure, which shall include all of the following:

1. Activities concerned with establishing and administering policy for operating the entire charter school, such as the governing board, director, and administrative staff.

2. Other general administration activities, such as payroll and accounting services, auditing and legal services, property and liability insurance, personnel, charter-wide telephone service, and data processing services.

3. Supervisorial oversight fees charged by the chartering authority.

4. Other expenditures not reported elsewhere, such as those for community services and enterprise activities and cumulative administrative overhead from related party transactions.

(E) Other outgo and other uses, including debt service payments and transfers.

(F) The excess (or deficiency) of revenues over expenditures calculated by subtracting the total of subparagraphs (B), (C), (D), and (E), from the total resources reported pursuant to subparagraph (A), and a list of the amount of reserves for: facilities acquisition or construction, economic uncertainties, the amount required by the charter-authorizing entity, or other reserves. Reserves in excess of the greater of fifty-thousand dollars or five percent of total expenditures may be allowed for economic uncertainties or long-term expenditures such as capital projects if the excess reserves are satisfactorily explained pursuant to section 11963.4(b).

(6) For charter schools that did not operate in the prior fiscal year, the revenue and expenditure information required in paragraph (5) shall be provided using reasonable estimates of current-year annualized revenues and expenditures.

(b) In addition to the form or forms prescribed pursuant to subdivision (a), a complete determination of funding request shall also include the following information. Only a determination of funding request that is complete may be acted upon by the State Board of Education.

(1) A certification signed by the charter school's director, principal, or governing board chairperson of the following:

(A) That the information provided is true and correct to the best of the ability and knowledge of the individual authorized to do so by the charter school's governing board.

(B) That the charter school's nonclassroom-based instruction is conducted for and substantially dedicated to the instructional benefit of the school's students.

(C) That the governing board of the charter school has adopted and implements conflict of interest policies.

(D) That all of the charter school's transactions, contracts, and agreements are in the best interest of the school and reflect a reasonable market rate for all goods, services, and considerations rendered for or supplied to the school.

(2) The charter school's pupil-teacher ratio as calculated pursuant to title 5, section 11704 of the California Code of Regulations.

(3) A listing of entities that received in the previous fiscal year (or will receive in the current fiscal year) \$50,000 or more or 10 percent or more of the charter school's total expenditures identified pursuant to subparagraphs (B), (C), (D), and (E) of paragraph (5) of subdivision (a), the amount received by each entity; whether each of the contract payments is based on specific services rendered or upon an amount per unit of average daily attendance or some other percentage; and an identification of which entities, if any, have contract payments based on a per unit average daily attendance amount or some other percentage.

(4) An identification of the members comprising the charter school's governing board (i.e., parent, teacher, etc.) and a description of how those members were selected; whether the governing board has adopted and implemented conflict of interest policies and procedures; and whether any of the governing board members are affiliated in any way with any of the entities reported pursuant to paragraph (3) and if so, how.

(5) An explanation of all transfers reported pursuant to subparagraph (E) of paragraph (5) of subdivision (a).

(6) A list and the amount of each of the other reserves reported pursuant to subparagraph (F) of paragraph (5) of subdivision (a).

(7) To the extent that a charter school desires to have facility costs considered as an instructional cost, the total annual facility-related and operational cost, total facility square footage occupied by the charter school, total classroom-based average daily attendance (if applicable) as reported at the prior-year second principal apportionment, and the total student hours attended by nonclassroom-based pupils at the school site shall be provided.

(8) The number of full-time equivalent employees who possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold issued by the Commission on Teacher Credentialing and who work in the charter school in a position required to provide direct instruction or direct instructional support to students. For purposes of these regulations, "direct instructional support" includes, but is not limited to, activities that are directly related to student instruction that are performed by qualified certificated persons such as curriculum coordinators, individualized education plan coordinators, librarians, counselors, psychologists, and nurses.

(c) The California Department of Education shall perform the following using the resource and expenditure data provided pursuant to subdivision (a).

(1) A calculation showing the charter school's total expenditures for salaries and benefits for all employees who possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold

issued by the Commission on Teacher Credentialing (and who work in the charter school in a position required to provide direct instruction or direct instructional support to students) as a percentage of the school's total public revenues. For the purposes of this subdivision:

(A) "Employees" shall include special education teachers who possess a valid teaching certificate, permit, or other document equivalent to that which special education teachers in non-charter public schools would be required to hold issued by the Commission on Teacher Credentialing, and who provide direct instruction or direct instructional support to pupils of the charter school pursuant to a contract with a public or private entity.

(B) "Employees" shall include individuals who possess a valid certificate, permit, or other document equivalent to that which the individuals would be required to possess in a non-charter public school, issued by the Commission on Teacher Credentialing, and who are employed by a local education agency (LEA), provided all of the following conditions are met: the LEA is the employer of all the charter school's staff; the governing board of the LEA is the governing authority for the charter school (i.e., the charter school is not a corporate entity separate from the LEA); and the LEA's employees are assigned exclusively to work at the charter school providing direct instruction or direct instructional support to students or, to the extent that the LEA's employees are assigned to work at the charter school on a part-time basis, the charter school pays for the services rendered by the employee providing direct instruction or direct instructional support to students on a documented, fee-for-service basis and not, for example, on the basis of a fixed annual amount, fixed percentage of average daily attendance revenue, or other basis that is not related to documented services actually rendered to the charter school. Under no circumstances shall certificated employees of an LEA be considered employees of a charter school for purposes of this subparagraph unless the charter school pays for the services rendered by the LEA's employees on a documented, fee-for-service basis.

(C) For purposes of this section, "employee" also means qualified persons that provide direct instruction or direct instructional support, that are hired directly by the charter school through an employment services contract based on a documented, fee-for-service basis.

(D) The school's total public revenue is based on the amounts reported pursuant to subparagraph (A) of paragraph (5) of subdivision (a) and equals the sum of: all federal revenue, less any Public Charter School Grant Program start-up, implementation, and dissemination grant funds; state revenue; and local revenue from in-lieu property taxes.

(2) A calculation showing the charter school's total expenditures on instruction and related services as a percentage of the school's total revenues. For the purposes of this subdivision, the school's total revenues do not include the ending balance from the prior fiscal year.

Note: Authority cited: Sections 33031 and 47634.2, Education Code. Reference: Sections 47612.5, 47634.2 and 51745.6, Education Code.

HISTORY

1. New section filed 10-28-2003; operative 10-28-2003 pursuant to GovernmentCode section 11343.4 (Register 2003, No. 44).
2. Amendment of section and Note filed 12-6-2005; operative 12-6-2005 pursuant to Government Code section 11343.4 (Register 2005, No. 49).

5 CCR § 11963.3, 5 CA ADC § 11963.3
1CAC

5 CA ADC § 11963.3

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