Options For Youth

Public Charter Schools

Program Summary

Presented to:
Santa Clara County of Education
June 24, 2016

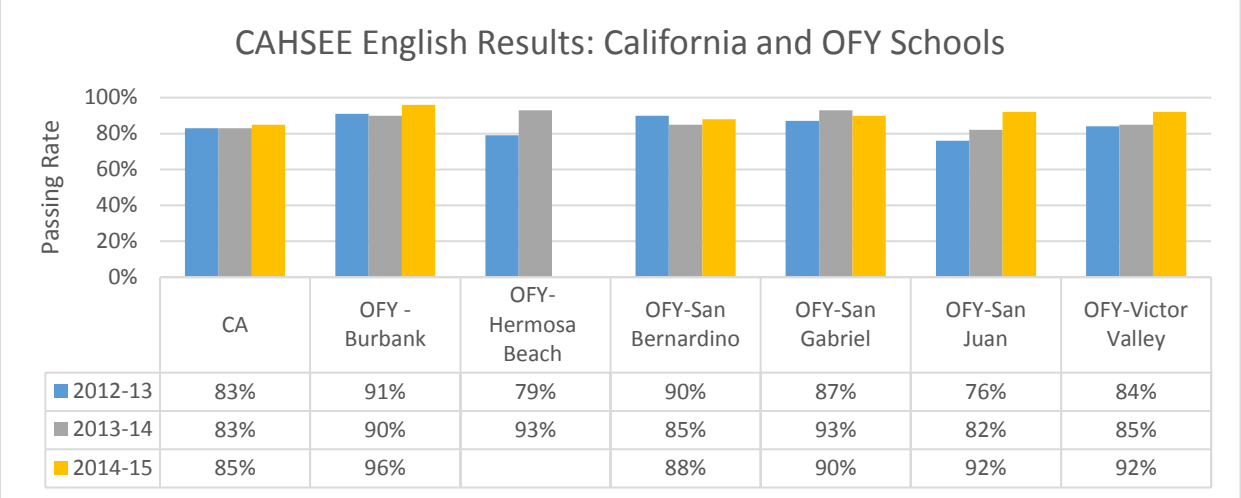
Summary

Like many other areas in California, Santa Clara County has a large percentage of youth who can be classified as "disconnected". According to research by the Measure of America, over one in ten youths ages 16 to 24, or 10.8%, in the Santa Clara County area are neither in school or working.[1] Options For Youth (OFY) has nearly 30 years of experience successfully supporting and educating this population and would like to partner with the Santa Clara County Office of Education in their efforts to meet the needs of this large population of Disconnected Youth.

Options For Youth Public Charter Schools (OFY) network is dedicated entirely to inspiring at-risk youth. OFY recognizes that a high school diploma increases the quality of life not only for individuals, but also for the greater community, resulting in upward social and socioeconomic mobility. Through a process of creating self-motivated, goal-oriented individuals who seek to reach their dreams, OFY has supported many students in successfully achieving a college education and career opportunities.

Options For Youth, a non-profit organization, is very interested in partnering with the Santa Clara County Office of Education through a Charter agreement. The mission of OFY is to provide a comprehensive high school education program with support services to at-risk students through an innovative independent study model, which leads to students' attainment of a high school diploma and acceptance to college and/or career pathways. Options For Youth will also assist students to develop supportive relationships that will help them manage work, life, and family responsibilities. The compelling vision of OFY is to close the achievement gap for the students they serve and to develop students through quality education into lifelong learners who can contribute to their community and will be productive members of society. Tables 1 and 2 below display one aspect of the success of the charter school in realizing its mission through passage rates on the former California High School Exit Exam.

Table 1: California High School Exit Examination: Grade 10 Combined ELA Results

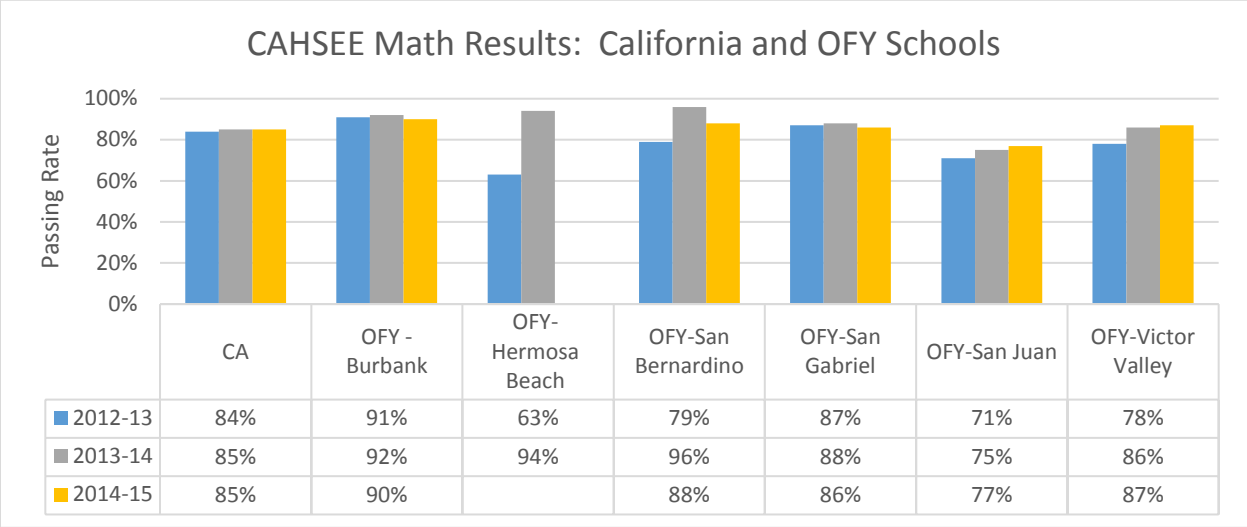


	CA	OFY - Burbank	OFY-Hermosa Beach	OFY-San Bernardino	OFY-San Gabriel	OFY-San Juan	OFY-Victor Valley
2012-13	83%	91%	79%	90%	87%	76%	84%
2013-14	83%	90%	93%	85%	93%	82%	85%
2014-15	85%	96%		88%	90%	92%	92%

Source: California Department of Education

[1] Lewis, K., & Burd-Sharps, S. (2015). Zeroing In on Place and Race: Santa Clara County. *Measure of America.* Retrieved from https://www.measureofamerica.org/youth-disconnection-2015/

Table 2: California High School Exit Examination: Grade 10 Combined Math Results



	CA	OFY - Burbank	OFY-Hermosa Beach	OFY-San Bernardino	OFY-San Gabriel	OFY-San Juan	OFY-Victor Valley
2012-13	84%	91%	63%	79%	87%	71%	78%
2013-14	85%	92%	94%	96%	88%	75%	86%
2014-15	85%	90%		88%	86%	77%	87%

Source: California Department of Education

The education model upon which OFY is established has been implemented in traditional public and charter schools throughout California for almost 30 years. Originally operated as a contracted service to the Los Angeles Unified School District, this program has since evolved into five charter schools operating 31 resource centers throughout California.

In seeking to address the academic and social needs of the at-risk youth population, OFY proposes to provide these youth with the inspiration, purpose, and security they are lacking in order to feel valued in their school setting and community. Like all students, they should be prepared to compete in a global market with their peers. Options For Youth will provide the academic rigor and critical resources necessary to ensure the success of at-risk students. The Charter School seeks to provide an alternative educational experience to the traditional classroom and has a proven record of closing the achievement and graduation gap for at-risk students. Not only will students earn their high school diploma, OFY will propel students toward college and career opportunities.

Option For Youth's founding group is represented by experienced individuals with diverse backgrounds, who are committed to helping at-risk students reach their utmost potential. Founding members have extensive background knowledge in the evaluation of educational services as well as the development and management of successful schools.

The success of OFY is attributed to a comprehensive holistic educational model, which includes: guided independent study, blended learning, self-paced one-to-one directed learning, Individualized Learning Plans, personalized learning, academic learning environments, curriculum aligned to the Common Core State Standards, annual rolling admission, experiential learning, individually focused course completion, small group instruction, community partnerships, counseling and psychological services, and formal and informal formative and summative assessments. Options For Youth is dedicated to serving at-risk populations through intensive individualized instruction and mentoring and by incorporating evidence-based strategies for learning which help re-engage students to develop optimism, grit, gratitude and resilience–factors that are critical for disconnected students to meet the desired outcomes of receiving a high school diploma and success in post-secondary education or careers.

In 2015, OFY and its management company, Pathways Management Group, were recognized as a finalist for the Broad Prize for Urban Education, which distinguishes charter models nationwide that demonstrate best academic outcomes for traditionally underserved youth. As well, OFY ranked Bronze nationally in the 2015 U.S. News Best High Schools rankings. Options For Youth has received wide community support from legislators, educators, community leaders, and patrons who are concerned with the success of at-risk students. Options For Youth will partner with local districts, charter schools, post-secondary schools, and other organizations to recover students who have dropped out and support successful completion of their high school diploma, matriculate to college, or pursue career opportunities.

Proposal

As stated above, there is a large population of students in the communities of Santa Clara County who are not in school or who are at-risk of not completing high school. Options For Youth demonstrates the success necessary to produce a transformational future for each and every Santa Clara County student at-risk of not graduating from high school. Upon approval, OFY will open during the 2017-18 school year with the goal of ensuring at-risk students recover credits, attain a high school diploma, and reach their post-secondary goals. OFY will serve students in grades 7–12, up to 22 years of age.

Benefits to the County

The at-risk student population Options For Youth-Santa Clara County (OFY-Santa Clara County) will serve cannot be served as well by a charter that operates in only one school district for the following reasons:

1. Santa Clara County has the ninth-highest homeless population in the United States[2]. Of this population, there are 266 homeless families with children under the age of 18 along with 883 unaccompanied children and transitioned-aged homeless youth.[3] A countywide charter will allow OFY-Santa Clara County to provide homeless teens—along with other highly-transient student subgroups—with a high-quality, college or career-preparatory education. Options For Youth-Santa Clara County will offer homeless students a flexible education program in a safe, organized, and structured environment. To better serve these students, OFY-Santa Clara County resource center(s) will be open year-round, Monday through Friday from 8:00 a.m. to 5:00 p.m.

2. Foster students are another transient, at-risk student population that will benefit from OFY-Santa Clara County. In 2014-2015, Santa Clara County educated over 950 students[4] who lived in foster care. A countywide charter will allow OFY-Santa Clara County to locate resource center(s) in various regions of Santa Clara County, enabling the resource centers to operate as safety nets for this student population. Studies show that students in foster care will likely enroll at multiple schools (and school districts) during their time in the program.[5] Because of this level of transiency, foster students struggle more than their non-fostered peers and often drop out. To combat this, OFY-Santa Clara County will use student surveys and other data to determine if, when, and where to open additional resource center(s). By operating resource centers throughout the Santa Clara County, OFY-Santa Clara County will be able to retain a greater number of transitory, at-risk students—including foster kids. Finally, OFY-Santa Clara County's integrated records system and consistent, familiar education model minimizes credit displacement as students may enroll at different resource center(s) as their living situation changes.

3. Without a countywide charter, Santa Clara County's at-risk students will not have equal enrollment opportunities at OFY-Santa Clara County. Per Education Code Section 47605(d), a charter school must give enrollment preference to students residing in the school district; a countywide charter allows

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2 The U.S. Department of Housing and Urban Development. (2015). The 2015 annual homeless assessment report (AHAR) to congress. Retrieved from https://www.hudexchange.info/resources/documents/2015-AHAR-Part-1.pdf.

3 Applied Survey Research. (2015). Santa clara county: Homeless point-in-time census & survey comprehensive report 2015. Retrieved from https://www.sccgov.org/sites/opa/nr/Documents/SantaClaraCounty_HomelessReport_2015_FINAL.pdf.

4 California Department of Education. (2014). California Longitudinal Pupil Achievement Data System. Retrieved from http://www.ed-data.org/county/Santa-Clara.

5 Barrat, V.X., & Berliner, B. (2013) The invisible achievement gap, part 1: Education outcomes of students in foster care in California's public schools. San Francisco: WestEd. Retrieved from https://www.wested.org/wpcontent/files_mf/1400283692Invisible_Achievement_Gap_Full_Report.pdf

OFY-Santa Clara County to prioritize all of Santa Clara County's student equally and better serve OFY-Santa Clara County's student population—a population that may move frequently between district boundaries.

4. As a countywide charter, Santa Clara County Office of Education will provide centralized oversight of OFY-Santa Clara County. Options For Youth-Santa Clara County prioritizes operational and program consistency between resource centers, and a single authorizer ensures that all resource centers will meet the same accountability expectations and requirements. Because OFY-Santa Clara County may operate resource centers in multiple school districts throughout Santa Clara County, Santa Clara County Office of Education's oversight oversight will provide confidence to these school districts regarding the operations of OFY-Santa Clara County resource centers within their boundaries.

Along with these direct and more immediate benefits to Santa Clara County, there are also greater societal and economic benefits to the dropout prevention and recovery program that OFY operates. In a 2010 study, James S. Catterall of UCLA, found that the dropout recovery work of OFY had a societal economic benefit of 3 to 1. Meaning, that for every one dollar invested in the program there would be an estimated $3.00 return in societal benefits.[6]

Above all, a charter partnership between OFY and Santa Clara County Office of Education would benefit the students and community that Santa Clara County Office of Education serves. Options For Youth is dedicated to helping students find their passion and pursue their dreams. The positive impact of Options For Youth Charter Schools on student success is aptly described by alumnus, Edgar Garcia, Ph.D.:

"Programs like Options For Youth change lives because they are different. Everything that people say about mainstream public school stifling curiosity, creativity, and talent was the story of my life. I spent years mired in disciplinary problems, until I was finally expelled from high school, simply because the mainstream model of education just did not work for me. And it wasn't until a meaningful educational alternative was offered to me—an alternative *pathway* that let me explore and develop interests and dreams I didn't even know I had—that I was able to graduate from high school, continue through community college to UC Berkeley, move on to completing a Ph.D. at Yale, and finally arrive to my current position as a professor of English at the University of Chicago."

[6] Catterall, J. S. (2011). The societal benefits and costs of school dropout recovery. *Education Research International*, *2011*.

Santa Clara County Office of Education

Initial Charter Petition	☒
Charter Material Revision	☐
Charter Renewal	☐
On Appeal	☐

Education Code § 47605

Jon R. Gundry, County Superintendent of Schools

CHARTER REVIEW MATRIX

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Options For Youth-Santa Clara County	Name: Gloria Mercado-Fortine	**Petition Received:**	
Location of Proposed School(s): 6941 Monterey Rd. Gilroy, CA 95021	Title: Director of Charter Development	**Public Hearing:** (30 days from receipt)	
Grade Level: 7-12	Phone/Cell: (626) 658-1169	**Board Decision:** (60 days from receipt)	
District of Proposed Charter School: Gilroy Unified School District	Email: gmercadofortine@emsofl.com	☐ **30 day extension granted** (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

	REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(5)	Yes	No	N/A	Page
❒	The charter school presents a sound educational program?	☐	☐	☐	
❒	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☐	☐	
❒	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☒	☐	☐	i-ii
❒	The initial review finds that the petition has included all of the required elements (A-P)?	☐	☐	☐	
	REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
		Yes	**No**	**N/A**	**Page**
	REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	• 50% of parents/guardians of number of students expected to attend	☐	☐	☒	
	OR				
	• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☐	iii
	NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
		Yes	**No**	**N/A**	**Page**
❒	The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: • The department (California Department of Education) • State Board of Education	☒	☐	☐	79
	REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)	**Yes**	**No**	**N/A**	**Page**
❒	Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	☒	☐	☐	77

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Legend:

❒ *Required to be included in charter petition and/or Memorandum of Understanding.*

❒ *Applies to Petition Renewals*

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal (CCR) Title 5 Section 11966.4	Yes	No	N/A	Page
❒	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☐	☐	☒	
❒	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☐	☐	☒	
❒	Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates	☐	☐	☒	
❒	Annual visits and annual reports, including correcting and deficiencies identified curing annual reviews and visits.	☐	☐	☒	
❒	Inspections or observations of any part of the charter school at any time	☐	☐	☒	
	Strengths:				
	Areas of Concerns:				
	Conclusions				

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)				
A	**Educational Program**	**Evidence**	**Addressed in Petition**	**Page**
❒	**1. Targeted School Populations**		☒	2-3
	Age, grade levels and number of students	☒		2
	• Number of students per class room	☒		2
	• Maximum enrollment predicted for school	☒		2
	Type of desired student populations	☒		2-3
	• States whether school will enroll students from outside the district (if submitted as an appeal previously denied by a district)	☐		N/A
	• States whether school will enroll students from outside the county	☒		3
❒	**2. Attendance**		☒	3
	• Describes whether multiple sites will be included	☒		3; 78
	• Indicates proposed opening date(s)	☒		3
❒	Attendance requirements		☒	3-4
	• Includes length of school day and year	☒		3
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted	☒		4
❒	**3. What it Means to be an Educated Person in the 21st Century**		☒	4
❒	Objective of enabling pupils to become self-motivated, competent, lifelong learners		☒	4
	Clear list of general academic skills and qualities important for an educated person	☒		4
❒	**4. Description of How Learning Best Occurs**		☒	4-29
	Persuasive instructional design	☒		11-15
	• Broad outline (not entire scope and sequence) of the curriculum content	☒		10; Exhibit S
	• Description of instructional approaches and strategies	☒		11-15
	• Description of learning environment (e.g. traditional, independent study)	☒		9
	Proposed program strongly aligned to school's mission	☒		11-15
	Affirmation or description of curriculum aligned to student performance standards	☒		Exhibit S
	Outline of plan or strategy to support students not meeting pupil outcomes	☒		16
	Instructional design or strategies based upon successful practice or research	☒		4-5
	Instructional strategies for special education, English learners, etc.	☒		17-29
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☒		10
	Educational Program describes professional development for teachers	☒		15-16
	Minimal instructional time	☒		15
	Includes school calendar	☒		Exhibit I

❒	**5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**	☒	N/A
❒	**6. English Learner Services**	☒	17-21
❒	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.	☒	17-21; Exhibit T
❒	Staff members providing English Learner Services are appropriately credentialed.	☒	20-21
❒	A description of the manner in which students are identified as requiring English Learner Services	☒	17-18
❒	A description of the process for reclassification of English Leaners	☒	19-20
❒	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)	☒	18-19; Exhibit T
❒	References to curriculum and materials that will be utilized in the instruction of English Learners	☒	18-19; Exhibit W
❒	Petition tells how English Learners will be reclassified and how English Learners will be monitored	☒	19-20
	Strengths:		
	Areas of Concerns		
	Conclusions		
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 2052**	☒	30-36
❒	Charter includes language that assures compliance with LCFF/LCAP	☒	30-36
❒	Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.	☒	30-36; Exhibit Q
	❒ A. Conditions of Learning	☒	30-31; 34-35; Exhibit Q
	(Priority 1) Basic Needs	☒	30; Exhibit Q
	(Priority 2) Implementation of State Standards	☒	30-31; Exhibit Q
	(Priority 7) Course Access	☒	34-35; Exhibit Q
	❒ B. Pupil Outcomes	☒	31-33; 35-36; Exhibit Q
	(Priority 4) Pupil Achievement (College and Career)	☒	31-33; Exhibit Q
	(Priority 8) Other Pupil Outcomes	☒	35-36; Exhibit Q
	❒ C. Engagement	☒	31; 33-34; Exhibit Q
	(Priority 3) Parental Involvement	☒	31; Exhibit Q
	(Priority 5) Pupil Engagement	☒	33-34; Exhibit Q
	(Priority 6) School Climate	☒	34; Exhibit Q
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	☒	30-36; Exhibit Q
	❒ Racial/Ethnic groups	☒	30-36; Exhibit Q
	❒ Low-income students, including homeless students	☒	30-36; Exhibit Q

	❒ English learners	☒		30-36; Exhibit Q
	❒ Students with disabilities	☒		30-36; Exhibit Q
	❒ Foster youth	☒		30-36; Exhibit Q
❒	**8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)**		☒	11; 37; 51
	If serving high school students, describes how district/charter school informs parents of:	☒		11; 37; 51
	❒ Transferability of courses to other public high schools; and	☒		11; 37; 51
	❒ Eligibility of courses to meet college entrance requirements	☒		11; 37; 51
	❒ Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	☒		11; 37; 51

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
❒	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☒	**37-42**
	How pupil outcomes will address state content and performance standards in core academics.	☒		37-40
	Exit outcomes include acquisition of academic and non-academic skills.	☒		38-41
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☒		39
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☒		39
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☒		38-39
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements.	☒		37-38
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	☒		41-42
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☒		40; 42
	If high school, graduation requirements defined.	☒		38
	If high school, WASC accreditation standards addressed.	☒		37
❒	**LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter**		☒	**41-42; 44-47; Exhibit Q**
❒	Statement that pupil achievement measurements will include the elements listed below:		☒	41-42; 44-47; Exhibit Q
❒	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☒	41-42; 44-47; Exhibit Q

❒	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.	☒	41-42; 44-47; Exhibit Q
❒	(B) The Academic Performance Index, as described in Section 52052	☒	41-42; 44-47; Exhibit Q
❒	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,	☒	41-42; 44-47; Exhibit Q
❒	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	☒	41-42; 44-47; Exhibit Q
❒	(E) The English learner reclassification rate.	☒	41-42; 44-47; Exhibit Q
❒	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	☒	41-42; 44-47; Exhibit Q
❒	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	☒	41-42; 44-47; Exhibit Q
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:			
❒	1) Attained its API growth target in the prior year, or in two of the last three years both school-wide and for all groups of pupils served (Also 3 yr. average during SBAC transition) EC 52052 (e) proxies include I. Most recent API calculation II. Average of 3 most recent API calculations III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups.	☐	N/A
❒	2) Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years	☐	N/A
❒	3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years.	☐	N/A
❒	4) Academic Performance of the charter school is at least equal to the academic performance of the public schools that the charter schools would have otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population served	☐	N/A
❒	5) Qualified for an alternative accountability system (EC 52052)	☐	N/A

Strengths:

Areas of Concern:

Conclusions:

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	☒		47-50
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☒		47-50
	Chosen assessments are appropriate for standards and skills they seek to measures	☒		47-50
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☒		47-50
	Describes minimal required performance level necessary to attain each standard	☒		51
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☒		52
❒	**LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes**		☒	44-47; Exhibit Q
❒	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		☒	44-47; Exhibit Q
❒	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, CELDT, etc.)		☒	44-47; Exhibit Q
❒	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☒	44-47; Exhibit Q
❒	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☒	44-47; Exhibit Q
❒	(E) Committed plan to share performance information with students, families and public agencies		☒	44-47; Exhibit Q

Strengths:

Areas of Concern:

Conclusions

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
❒	Describes what role parents have in the governance of the school		☒	54
❒	Describes key features of governing structure (usually a board of directors) such as:		☒	53-54
	• Size/composition of board	☒		53-54
	• Board committees or advisory councils	☒		53-54
	• Board's scope of authority/responsibility/conflict of interest	☒		53-54; Exhibit C
❒	Status as a non-profit or public school		☒	53-54; Exhibit C

❒	If non-profit, provisions for liability of debts		☒	Exhibit C
	Has set of, proposed bylaws, policies or similar documents	☒		Exhibit C
	Initial governing board members identified by name or the process used to select them	☒		Exhibit B
	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	☒		53
❒	Demonstrates compliance with Brown Act		☒	53
❒	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☒	53
Strengths:				
Areas of Concern:				
Conclusions				

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not in an independent LEA for special education purposes		☒	21
❒	Consulted with the Santa Clara County SELPA Director		☒	22
	• Discussed special education responsibilities of charter	☒		22
	• Discussed application of SELPA policies	☒		22
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☒	21-30
	• Includes fiscal allocation plan	☒		21
❒	If charter not an independent LEA:		☒	21-30
	• Clarifies in charter the responsibilities of each party for service delivery	☒		-
	❒ Referral	☒		24-25
	❒ Assessment	☒		24-25
	❒ Instruction	☒		27-28
	❒ Due Process	☒		27
	❒ Agreements describing allocation of actual and excess costs	☒		21
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☒		21
❒	If charter is LEA within County SELPA		☐	N/A
	• Notifies SELPA Director of intent prior to February 1st of the preceding school year	☐		N/A
	• Located within SELPA geographical boundaries	☐		N/A
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	☐		N/A
	• Provides assurances that all be instructed in safe environment	☐		N/A
	• Provides copy of original charter petition and any amendments	☐		N/A
	• Responsible for any legal fees relating to application and assurances process	☐		N/A
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☐		N/A
	• Meets the terms of all SELPA policies and procedures	☐		N/A
	• Charter fiscally responsible for fair share of any encroachment on general funds	☐		N/A
❒	Petition includes the following assurances:		☒	22-25
	• The charter will comply with all provisions of IDEA	☒		22-23
	• No student will be denied admission based on disability or lack of available services	☒		22

	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	☒		24-25
❒	Staff members providing special education services are appropriately credentialed		☒	23
❒	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		☒	22
❒	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		☒	21-22
❒	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		☒	21-24
❒	Specialized instruction and services available at the school		☒	27-29
❒	The provision of Designated Instruction and Services (DIS)		☒	21
❒	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☒	23
❒	The procedures for ensuring that students are referred, assessed and served in a timeline manner		☒	24-25
❒	A description of the school's "Search and Service" procedures		☒	24-25
❒	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		☒	68
❒	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		☒	26
	Overview of how special education funding and services will be provided by:	☒		21-30
	• Charter School	☒		21-30
	• Charter Granting Agency	☒		21-30
	• SELPA			21-30
❒	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☒	26

ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page
❒	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☒		26
❒	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	☒		26
❒	All staff members providing services to the student are familiar with the identified needs of the student	☒		26-27
❒	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☒		26-27
❒	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	☒		26-27

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☒		Exhibit N; Exhibit M

	Process for staff selection	☒		55-56
	Procedure for adequate background checks	☒		55; 58
	Salaries and benefits for all employees	☒		Exhibit J; Exhibit O
	Measures of assessment of performance	☒		Exhibit P
	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☒		55-59; Exhibit N
❒	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Identifies whether these teachers will teach only within the restrictions of their credentials		☒	55
	Verification that teachers and paraprofessionals who are required to be certified are "highly qualified" as required by the federal No Child Left Behind Act	☒		55
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	☒		55; Exhibit N
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☒		55; Exhibit N
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	☒		55
	Explains how teachers will learn the curricula	☒		56
Strengths:				
Areas of Concern:				
Conclusions				

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
❒	Affirms that each employee will furnish the school with a criminal record summary		☒	58
	Outlines specific health and safety practices addressing such key areas as:	☒		
	• Seismic safety (structural integrity and earthquake preparedness)	☒		59; Exhibit K
	• Natural disasters and emergencies	☒		Exhibit K
	• Immunizations, health screenings, administration of medications, employee TB testing	☒		56-58
	• Tolerance for use of drugs and/or tobacco	☒		58
	• Staff training on emergency and first aid response	☒		57
	• Description of the charter school's safety plan and disaster preparedness plan	☒		Exhibit K; Exhibit L
	References/accompanied by more detailed set of health and safety related policies/procedures	☒		Exhibit G; Exhibit K; Exhibit L
❒	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		☒	55; 58
Strengths:				
Areas of Concern:				
Conclusions				

G	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	☒		60
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population	☒		60

Strengths:

Areas of Concern:

Conclusions

H	Admissions Requirements	Evidence	Addressed in Petition	Page
❒	Mandatory assurances regarding non-discriminatory admission procedures		☒	61
❒	No contradiction of admissions requirements *re: conversion schools and public random drawings* • Describes how random drawing will be conducted		☒	61
	Clearly describes admissions requirements, including any preferences • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference	☒		61
	Includes a copy of an annual parent/student contract, if available	☒		Exhibit E
	Proposed admissions and enrollment process and timeline	☒		61-62

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of race, gender, gender identity, gender expression, color, national origin or disability. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
	Procedure to select and retain independent auditor	☒		63
	Qualifications of independent auditor	☒		63
	Audit will employ generally accepted accounting procedures	☒		63
	Describe specific scope of audit	☒		63
	Timing of audit and whom it will be sent to	☒		63
	Process for resolving audit exceptions to satisfaction of granting agencies	☒		63
	Describes manner in which the audit will be made public	☒		63
	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year			63
	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137) 63			

	Describes services the charter intends to contract out to the district or another provider (if not included in a memorandum of understanding) 63
	Describes manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the authorizing board 63
Strengths:	
Areas of Concern:	
Conclusions	

J	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
	Student code of conduct and process by which this information is given to students and parents/guardians	☒		64; Exhibit D
	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☒		64
	Reference to a comprehensive set of student disciplinary policies OR detailed process by which student may be suspended or expelled	☒		Exhibit F
	Describes disciplinary steps to be taken prior to suspension or expulsion	☒		Exhibit F
	Evaluation Criteria [5CCR § 11967.5.1(f)(10)] (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	☒		Exhibit F
	(B) Identify the procedures by which pupils can be suspended or expelled.	☒		Exhibit F
	(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	☒		Exhibit F
	(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	☒		Exhibit F
	(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	☒		Exhibit F
	What educational alternative, if any, will be provided to students who were suspended or expelled	☒		Exhibit F
	Describes who or what body will be responsible for final suspension/expulsion decisions	☒		64
	Describes appeal procedures	☒		Exhibit F
	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district	☒		64
	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☒		Exhibit F
	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☒		Exhibit F
	Explains how resident school district or COE will be involved in disciplinary matters	☒		Exhibit F
Strengths:				

Areas of Concern:				
Conclusions				
K	**Staff Retirement System**	**Evidence**	**Addressed in Petition**	**Page**
❒	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☒	65
	Relationship between teachers and district/county bargaining unit	☒		69
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☒		Exhibit J
	Labor procedures which will be applied to employees	☒		Exhibit J
	Process for resolving complaints/grievances	☒		Exhibit J
	Process for ensuring due process	☒		Exhibit J
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☒		65
	Process for staff recruitment, selection, evaluation and termination	☒		55-56; Exhibit J
	Procedure for processing and monitoring credentials if required	☒		Exhibit J
Strengths:				
Areas of Concern:				
Conclusions				
L	**Attendance Alternatives**	**Evidence**	**Addressed in Petition**	**Page**
❒	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		☒	66
Strengths:				
Areas of Concern:				
Conclusions				
M	**Description of Employee Rights**	**Evidence**	**Addressed in Petition**	**Page**
❒	Description of employee rights upon leaving school district		☒	67
	Acknowledgment whether collective bargaining contract in sponsor district will be controlling	☒		69; Exhibit J
	Whether and how charter school staff may resume employment within the district	☒		67; Exhibit J
	Sick/vacation leave (ability to carry it over to and from charter school)	☒		69; Exhibit J
	Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	☒		Exhibit J
	How employees will be paid (e.g. salaried, hourly, etc.)	☒		Exhibit J
	Describes employee benefits	☒		Exhibit J; Exhibit O
	Identifies intended employment status of charter school employees	☒		Exhibit J
	Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	☒		65
	Describes how rights will be communicated to prospective employees	☒		Exhibit J
Strengths:				
Areas of Concern:				
Conclusions				
N	**Dispute Resolution Process**	**Evidence**	**Addressed in Petition**	**Page**
	Outlines a simple process for charter and granting agency to settle disputes	☒		68
	Process indicates whether it is binding on school or granting agency/fair process	☒		68
	Step by step process for identifying/framing dispute points	☒		68
	• Whether internal charter disputes may be brought to granting agency	☒		68
	• Identifies specific parties to be involved at each step	☒		68
	• Basic rules at each step	☒		68

	• Which results are binding	☒		68
Strengths:				
Areas of Concern:				
Conclusions				

O	Labor Relations	Evidence	Addressed in Petition	Page
❒	Whether charter or local school district will be employer for EERA purposes		☒	69
	If local district the employer, includes provisions clarifying charter's roles in collective bargaining	☒		N/A
	A declaration of whether charter school employees will be part of the collective bargaining unit in the sponsoring district	☒		69
	Statement that charter school employees who are part of the sponsoring district's or county's employee union will be employed under the terms of the district or country collective bargaining agreement	☒		69
	If the petitioners elect not to have charter school employees join the sponsoring district's or county's employee union, a declaration as to whether petitioners intend to organize and bargain as a separate unit. Note the charter employees are not required to engage in collective bargaining, but they have that right if they choose as a group to do so.	☒		69
Strengths:				
Areas of Concern:				
Conclusions				

P	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes	☒		70-71
	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)	☒		70-71
	What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county	☒		70-71
Strengths:				
Areas of Concern:				
Conclusions				

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes		☒	70-71
	Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records	☒		70-71
Strengths:				
Areas of Concern:				
Conclusions				

ii	Civil Liability	Evidence	Addressed in Petition	Page
❒	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education?		☒	72
Strengths:				

Areas of Concern:	
Conclusions	

iii	Financial Plan	Evidence	Addressed in Petition	Page
	• First year operational budget includes:		☒	Exhibit R
	• Start-up costs	☒		Exhibit R
	• Cash flow for first three years	☒		Exhibit R
	• Financial projections for first three years	☒		Exhibit R
Strengths:				
Areas of Concern:				
Conclusions				

iv	Planning Assumptions	Evidence	Addressed in Petition	Page
	• Number/types of students	☒		Exhibit R
	• Number of staff	☒		Exhibit R
	• Teacher/student ratio	☒		Exhibit R
	• Facilities needs	☒		Exhibit R
	• Whether the charter school will participate in the National School Lunch Program	☒		Exhibit R
	• Costs of all major items are identified and within reasonable market ranges	☒		Exhibit R
	• Revenue assumptions in line with state and federal funding guidelines	☒		Exhibit R
	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☒		Exhibit R
	• Timeline allows window for grant applications to be submitted and funded	☒		Exhibit R
Strengths:				
Areas of Concern:				
Conclusions				

v	Start-Up Costs	Evidence	Addressed in Petition	Page
	• Clearly identifies most major start-up costs	☒		Exhibit R
	• Staffing	☒		Exhibit R
	• Facilities	☒		Exhibit R
	• Equipment and Supplies	☒		Exhibit R
	• Professional Services	☒		Exhibit R
	• Assumptions in line with overall school design plan	☒		Exhibit R
	• Identifies potential funding source that could or would fund these costs	☒		Exhibit R
	• Timeline allows for grant and fundraising	☒		Exhibit R
Strengths:				
Areas of Concern:				
Conclusions				

vi	Annual Operating Budget	Evidence	Addressed in Petition	Page
	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☒		Exhibit R

	• Revenue assumptions closely related to applicable state and federal funding formulas	☒		Exhibit R
	• Expenditure assumptions reflect school design plan	☒		Exhibit R
	• Expenditure assumptions reflect prevailing or market costs	☒		Exhibit R
	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☒		Exhibit R
	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☒		Exhibit R
	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	☒		Exhibit R
	• Budget clearly indicates restricted versus general operating/flexible funds.	☒		Exhibit R
	• Expenditure for sufficient insurance to name district as also insured/hold harmless agreement	☒		Exhibit R
	• Expenditure sufficient for reasonably expected legal services	☒		Exhibit R
	• Expenditure for Special Education excess costs consistent with current experience in county	☒		Exhibit R
	• Description of all insurance the charter school will purchase, complete with annual cost	☒		Exhibit R
Strengths:				
Areas of Concern:				
Conclusions				

vii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☒		Exhibit R
	• Expenditures projected by month and correspond with typical/reasonable schedules	☒		Exhibit R
	• Show positive fund balance each month and/or identify sources of working capital	☒		Exhibit R
Strengths:				
Areas of Concern:				
Conclusions				

viii	Long-term Plan	Evidence	Addressed in Petition	Page
	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☒		Exhibit R
	• Revenue assumptions based on reasonable potential growth in state and federal revenues	☒		Exhibit R
	• Revenue assumptions based on reasonable student growth projections	☒		Exhibit R
	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☒		Exhibit R
	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☒		Exhibit R
Strengths:				
Areas of Concern:				
Conclusions				

ix	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	☒		1
	• Provides estimated numbers of students anticipated to enroll	☒		2
	• Identify whether or not will request district-owned facilities	☒		78
Strengths:				
Areas of Concern:				
Conclusions				

x	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district	☒		78
	o If not, does the Petition demonstrate any basis for an exception	☐		N/A
	• Does the Petition identify where the school will operate	☒		78; Exhibit U
	• Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels	☒		2
Strengths:				
Areas of Concern:				
Conclusions				

xi	Annual Financial Report	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction.	☒		63
Strengths:				
Areas of Concern:				
Conclusions				

xii	Facilities / Transportation	Evidence	Addressed in Petition	Page
	• Specify where school intends to be located and describes facilities to be used by the charter school.	☒		78
	• Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation.	☒		Exhibit U
	• Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.	☒		Exhibit U
	• Transportation arrangements, if any. (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)	☒		79
Strengths:				
Areas of Concern:				
Conclusions				

xiii	Insurance Coverage	Evidence	Addressed in Petition	Page
	• Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.	☒		78; Exhibit R
	• Liability of district/county to handle payments if charter school defaults: • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language	☒		i-ii
Strengths:				
Areas of Concern:				

Options For Youth

Public Charter Schools

OPTIONS FOR YOUTH PUBLIC CHARTER SCHOOL PETITION

Submitted to:

Santa Clara County Office of Education

June 24th, 2016

Term: 5 Years

July 1, 2017-June 30, 2022

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Affirmations/Assurances

Options For Youth Public Charter School-Santa Clara County (OFY-Santa Clara County, OFY-SCC, or the Charter School) hereby certifies that the information submitted in this petition for a California public charter school submitted to the Santa Clara County Office of Education (SCCOE or the County), is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:

1. 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)]

2. Shall be deemed the exclusive public school employer of the employees of Options For Youth for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

3. Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. education Code Section 47605(d)(1)]

4. Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

5. Shall admit all students who wish to attend the Charter School 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 equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing shall be given as required by Education Code 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

6. Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

7. 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 1973, Title II of the American with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

8. 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)]

9. Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is 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)

10. Shall at all times maintain all necessary and appropriate insurance coverages.

11. 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) as it applies to independent study charter schools.

12. If a pupil is expelled or leaves the Charter School without graduating or 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)]

13. Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]

14. Shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]

15. Shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

16. Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

17. Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").

18. Shall comply with the Public Records Act to the extent that it applies to charter schools.

19. Shall comply with the Family Educational Rights and Privacy Act.

20. Shall comply with the Ralph M. Brown Act to the extent that it applies to charter schools.

21. Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Options for Youth-Santa Clara County Public Charter School

By: Joan Hall

Joan Hall, President

Date: 5/31/16

Teacher Endorsement Forms

Options For Youth-Santa Clara County
Teacher Endorsement Form
DATE: 5/25/16

The Signatures presented below are tendered in conjunction with the petition ("Petition") submitted by Options For Youth-Santa Clara County, Inc. ("OFY-SCC") to form the Options For Youth Public Charter School ("Charter School") with Santa Clara County Office of Education. OFY-SCC estimates that five teachers will be employed at the Charter School during its first year of operation. Pursuant to California Education Code Section 47605, seven teachers have signed this petition. This number represents at least one-half of the number of teachers that the Charter School estimates will be employed at the Charter School during its first year of operation.

We, the undersigned Credentialed Teachers, have read and agree to the contents of the attached charter proposal dated June 2016 and will work towards its implementation. Our signatures indicate that we are meaningfully interested in teaching at the Charter School.

Teacher Name	Credential Number	Signature
Shannon Raney	110154753	
Josh Levin	110216387	
Jocelyn Baldwin	130187997	
Kellie Wachter	140118204	
Jaimee Stevenson	160075639	
Tyler Crandall	110099531	
Mary Gustafson-Quiett	130111065	

Founders and Leadership Team

A. Founders

Options For Youth Public Charter Schools (OFY or Options For Youth) grew out of the dream and passion of educators John and Joan Hall. The former Los Angeles Unified School District teachers have always shared a special commitment to providing educational alternatives for at-risk students.

John Hall earned his Bachelors of Arts and Lifetime California Teaching Credential from California State University, Northridge. He continued in his education to study for the ministry at Princeton Theological Seminary before deciding to follow his passion for education. He accepted a teaching position at Hollywood High School, where dropouts and failing students were commonplace. John Hall later became an Assistant Dean of Students.

Joan Hall earned her Bachelors of Science and Lifetime California Teaching Credential from the University of California at Los Angeles. She was gifted in helping students with special needs and for more than ten years taught elementary school and special education in the Watts area of Los Angeles.

The Halls believe that some students are better suited to alternative forms of education. Options For Youth marks the realization of their dream—a dream that involves using the best of American creativity and innovation to provide outstanding public educational options for all children.

Since 1987, Options For Youth has helped thousands of young men and women find the courage and discipline to re-engage in their education, earn a high school diploma, and follow their own dreams after graduation, including the pursuit of post-secondary educational opportunities.

B. Leadership Team

Options for Youth-Santa Clara County has an experienced and respected senior leadership team. See Exhibit A: Leadership Team for a short biography of each current senior leadership team member.

C. Board of Directors

Options for Youth-Santa Clara County also benefits from the wisdom and multi-faceted experience of a Board of Directors consisting of respected professionals from the fields of education, academia, and business. A list of the initial Board of Directors is included in Exhibit B: Board Biographies.

D. Charter Management Organization

To support school operations, OFY-Santa Clara County will partner with Pathways Management Group (PMG)—a charter management organization focused on providing high-quality fiscal and operational services to charter schools that serve an at-risk student population. Pathways Management Group's leadership team comprises of individuals who provide direct assistance to PMG-managed schools in Arizona, California, Illinois, Louisiana, and Tennessee. Currently, PMG manages over 35 charter and contract schools and serves thousands of at-risk, highly-mobile students each year.

County Benefit Statement

The at-risk student population OFY-Santa Clara County will serve cannot be served as well by a charter that operates in only one school district for the following reasons:

1. Santa Clara County has the ninth-highest homeless population in the United States[1]. Of this population, there are 266 homeless families with children under the age of 18 along with 883 unaccompanied children and transitioned-aged homeless youth.[2] A countywide charter will allow OFY-Santa Clara County to provide homeless teens—along with other highly-transient student subgroups—with a high-quality, college or career-preparatory education. Options For Youth-Santa Clara County will offer homeless students a flexible education program in a safe, organized, and structured environment. To better serve these students, OFY-Santa Clara County resource center(s) will be open year-round, Monday through Friday from 8:00 a.m. to 5:00 p.m.

2. Foster students are another transient, at-risk student population that will benefit from OFY-Santa Clara County. In 2014-2015, Santa Clara County educated over 950 students[3] who lived in foster care. A countywide charter will allow OFY-Santa Clara County to locate resource center(s) in various regions of Santa Clara County, enabling the resource centers to operate as safety nets for this student population. Studies show that students in foster care will likely enroll at multiple schools (and school districts) during their time in the program.[4] Because of this level of transiency, foster students struggle more than their non-fostered peers and often drop out. To combat this, OFY-Santa Clara County will use student survey and other data to determine if, when, and where to open additional resource center(s). By operating resource centers throughout the County, OFY-Santa Clara County will be able to retain a greater number of transitory, at-risk students—including foster kids. Finally, OFY-Santa Clara County's integrated records system and consistent, familiar education model minimizes credit displacement as students may enroll at different resource center(s) as their living situation changes.

3. Without a countywide charter, Santa Clara County's at-risk students will not have equal enrollment opportunities at OFY-Santa Clara County. Per Education Code Section 47605(d), a charter school must give enrollment preference to students residing in the school district; a countywide charter allows OFY-Santa Clara County to prioritize all of Santa Clara County's student equally and better serve OFY-SCC's student population—a population that may move frequently between district boundaries.

4. As a countywide charter, Santa Clara County Office of Education will provide centralized oversight of OFY-Santa Clara County. Options For Youth-Santa Clara County prioritizes operational and program consistency between resource centers, and a single authorizer ensures that all resource centers will meet the same accountability expectations and requirements. Because OFY-Santa Clara County may operate resource centers in multiple school districts, County oversight will provide confidence to the County's school districts regarding the operations of OFY-SCC resource centers within their boundaries.

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[1] The U.S. Department of Housing and Urban Development. (2015). The 2015 annual homeless assessment report (AHAR) to congress. Retrieved from https://www.hudexchange.info/resources/documents/2015-AHAR-Part-1.pdf.

[2] Applied Survey Research. (2015). Santa clara county: Homeless point-in-time census & survey comprehensive report 2015. Retrieved from https://www.sccgov.org/sites/opa/nr/Documents/SantaClaraCounty_HomelessReport_2015_FINAL.pdf.

[3] California Department of Education. (2014). *California Longitudinal Pupil Achievement Data System*. Retrieved from http://www.ed-data.org/county/Santa-Clara.

[4] Barrat, V.X., & Berliner, B. (2013) The invisible achievement gap, part 1: Education outcomes of students in foster care in California's public schools. San Francisco: WestEd. Retrieved from https://www.wested.org/wpcontent/files_mf/1400283692Invisible_Achievement_Gap_Full_Report.pdf

Element A: Description of Educational Program

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

A. Options For Youth Mission

Options For Youth Public Charter Schools are exemplary models of successful, blended-learning programs. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools ensure a supportive environment where all stakeholders are successful.

B. Students Served

It is the intent of OFY-Santa Clara County to serve students in grades 7-12, ages 13-22, currently existing outside traditional public schools, through a guided, personalized learning system. The first year of enrollment, OFY-Santa Clara County projects a total enrollment of 250 at a location that can enroll as many as 450 students at capacity. Due to the nature of the program, there is a not a projected number of students per classroom; however, Independent Study teachers work with up to five students every hour, and students will be meet with their core teacher on-site a minimum of two hours per week. On average, students will complete four to six hours of academic work per day.

Options For Youth's primary student demographic is students who have dropped out of—or are at risk of dropping out of—high school. These students may include, among others, single parents without childcare, expectant mothers, individuals in the juvenile justice system, truants, foster care students, homeless students, and pupils with extended, unexcused, and unexplained absences (i.e. for more than twenty days), students with behavioral problems, students that have been expelled, and students with an Individualized Educational Program or Section 504 Plan (see Exhibit H: Student Demographics and Academic Outcomes).

The purpose of OFY-Santa Clara County will be to reenage students academically, and the Charter Schools demographics will likely be reflective of student populations who are struggling in Santa Clara County's public schools. Options For Youth Charter Schools have a 30-year history of serving minority students, and OFY-Santa Clara County anticipates that the Charter School's demographics will be similar to that of other OFY schools throughout California (see pages one to three of Exhibit H: Student Demographics and Academic Outcomes). In addition, OFY-Santa Clara County also anticipates that a large percentage of the Charter School's students will be eligible for Free or Reduced Priced Meals (FRPM). This assumption is

based on the number of FRPM-elgibile students who have dropped out (or are at risk of dropping out) of Santa Clara County's high schools as well as the socioeconomic status of students at OFY schools throughout California.

Options For Youth-Santa Clara County will also emphasize outreach to homeless students throughout the County. As a first-step in this process, OFY-Santa Clara County intends to partner with various homeless nonprofit organizations in the Gilroy area. This will allow OFY-Santa Clara County to better initially identify homeless students to serve. Subsequently, OFY-Santa Clara County will work with the Charter School's homeless students to identify and connect with other homeless students who may not be receiving services from shelters and other nonprofits. Finally, "[t]he Santa Clara County Office of Education found that most homeless families contacted throught the schools were staying doubled up with family or friends or temporarily staying in hotel rooms they paid for themselves.".[5] These youth, children, and families did not meet the strict definition of homelessness required to be included in the Point-In-Time survey, but would benefit significantly from the education program that OFY-Santa Clara County will offer. These students may work to provide their families with financial resources, and quitting work to attend school may not be economically feasible. To serve its students according to their schedules, OFY-Santa Clara County's resource center(s) will be open at least 240 days a year and located in areas easily accessible by public transportation. Both these factors make OFY-Santa Clara County ideal resources for a student population that wishes to graduate from high school and pursue post-secondary opportunities, but cannot accommodate the rigid structure of traditional educational models.

Because OFY-Santa Clara County is applying for authorization from the SCCOE, OFY-SCC intends to enroll students from throughout the county; furthermore, students from outside Santa Clara County may enroll in OFY-Santa Clara County. Students transferring into the Charter School may be referred by:

- School Administrators, District Personnel, or County Personnel
- Court or Judicial System Referrals
- Social Service or Community Agencies
- Self-referral
- Word of mouth (often from students and siblings already attending the Charter School), and
- Expulsion Committees.

Nothing in this petition precludes OFY-Santa Clara County from eventually offering an independent study educational program serving grades K-6.

C. Attendance

Options For Youth-Santa Clara County will begin operations in July of 2017 for the 2017-2018 school year. To better serve the students' needs, the resource center will be open from 8:00 a.m. to 5:00 p.m., Monday through Friday. The resource center will be open year-round and offer a minimum of 240 instructional days per year. Currently, OFY-Santa Clara County projects opening additional resource centers in Santa Clara County: the second resource center is projected to open in August 2019.

The average daily attendance guidelines to which OFY-Santa Clara County will adhere are defined in 5 CCR Section 11960 which states that attendance in charter schools occurs when "charter school pupils [are]

[5] Santa clara county 2015 homeless census and survey point-in-time count frequently asked questions. Retrieved from https://www.sccgov.org/sites/opa/nr/Documents/FAQ%20for%202015%20homeless%20census%20report_FINAL%20FINAL.pdf

engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools."[6] Therefore, record-keeping requirements for OFY-Santa Clara County will include pupil work-product completed, as opposed to a physical presence in class. This formula fits OFY-Santa Clara County best since the flexible nature of the education program allows students to complete assignments on their own time and allows them to fulfill outside-of-school responsibilities, such as work or parenting, while at the same time allocates funding for OFY-SCC for providing instruction to the students.

D. Educational Philosophy

Options For Youth believes that an educated person in the 21st century will be a lifelong learner who possesses the skills necessary to contribute meaningfully to society at-large. These skills may be academic (i.e. the ability to read and analyze grade-level text, to communicate with different audiences using oral and written language, to use math to solve everyday problems, to understand the scientific method and how science impacts daily life) or more life-oriented (i.e. the ability to take initiative and direct oneself, adapt to and be flexible toward new situations, show leadership and take responsibility, be productive and accountable for work product). By promoting life skills while teaching academic skills, OFY-Santa Clara County will give students the capacity to succeed in school and the character traits necessary to thrive in a post-secondary classroom or work environment.

E. Description of How Learning Best Occurs

1. Educational Program

Options For Youth provides educational opportunities to those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. Options For Youth-Santa Clara County will support the target population's individual academic needs, as well as their social and emotional needs, which research has shown to be equally important in making academic strides and high school graduation a real possibility.[7] Options For Youth-Santa Clara County will provide an education that also increases the students' options upon graduation for either post-secondary learning or entering the professional market, thus positively impacting the community. In a 2010 study, James S. Catterall of UCLA found that the dropout recovery work of Options For Youth and its sister school, Opportunities For Learning, had a societal economic benefit of 3 to 1. Meaning, that for every one dollar invested in the program there would be an estimated $3.00 returned in societal benefits.[8]

The paramount goals of OFY-Santa Clara County are: (i) to offer students a comprehensive learning experience under Common Core State Standards (CCSS); (ii) to identify students who are not being served in the traditional public school system and provide them educational services; and (iii) to help students become self-motivated, competent, and lifelong learners.

The educational program is reflective of the work of Henry Levin of Teachers College of Columbia University, Clive Belfield of City University of New York, Peter Muennig of Columbia University, and

[6] https://govt.westlaw.com/calregs/Document/I033F9B50161511E188F0AE044CEF5977?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29

[7] Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and K.B. Schellinger. 2011. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405-432

[8] Catterall, J. S. (2011). The societal benefits and costs of school dropout recovery. *Education Research International*, *2011*.

Cecilia Rouse of Princeton University. In their study, "The Costs and Benefits of Excellent Education for all America's Children," Belfeld, Levin, Muennig, and Rouse identified seven key indicators of high-quality schools that address the needs of at-risk student populations. All seven indicators will be incorporated into the comprehensive educational program at OFY-Santa Clara County:

- Small school size
- High levels of personalization
- High academic expectations
- Counseling services
- Parental engagement
- Extended hours, and
- Competent personnel.

The educational program is designed so that students work within an environment in which they learn best, thereby avoiding boredom and frustration. Many at-risk students have difficulty focusing on the six courses that typically comprise a standard student schedule at a comprehensive, traditional high school. The students then become overwhelmed trying to effectively manage their time for each course (Levin, 2007)[9]. Concentrating on fewer subjects at a time allows for greater depth of learning in each subject area and enables students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Through the use of standards-based assignments that can be completed in a few days, students will receive the immediate feedback and continual encouragement that builds success and leads to greater self-confidence. In addition, the academic and behavioral standards to which the students will be held will reinforce self-discipline and productive work habits.

a) Sample Student and Teacher Schedules

Due to the uniqueness of the program, it is often difficult to envision the structure of the model and how the flow of the school day and calendar operates. The Options For Youth model is best understood when one can see it in action. Nevertheless, below are three sample student schedules that give an idea to how the program can be individualized to each students' need. In addition to the schedules listed below, students may enroll in leadership and career development electives or other SGI courses (e.g. science, math, or English) for portions of the semester. Following the student schedule samples, two teacher sample schedules are provided.

Student One is a 16-year-old, 10th grader who scored below grade level on the initial math and English STAR Renaissance assessments and, as a result, has been assigned to both math and English SGI classes and tutoring. These courses are in addition to the one-on-one student/teacher appointments required of all students. Student One has some family responsibilities, but does not hold a full-time job and is not parenting.

[9] Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America's children* (Vol. 9). New York: Teachers College, Columbia University.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30-9:30: one-on-one appointment with teacher	8:30-9:30: Monthly meeting with Student Advisor	8:30-9:30: one-on-one appointment with teacher	10:00-12:00: Math tutoring	12:00-1:00: Leadership opportunity	9:00-2:00: Optional Math tutoring (required if a unit of math has not been completed for the month)
10:00-12:00: Algebra SGI class	10:00-12:00: 10th grade English SGI class	10:00-12:00: Algebra SGI class	10:00-12:00: 10th Grade English SGI class		
4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	

Student Two is a 19-year-old, 12th-grader who scored at grade level on the initial math STAR Renaissance assessment and above grade level on the English STAR Renaissance assessment. Student Two has an eight-month-old child for whom she only has two days of childcare per week. Student Two has been primarily assigned to guided, independent study classes as well as an online AP English class. As a senior, postsecondary planning is important to Student Two, and she was assigned to a Senior Seminar, which maximizes her available hours at the school site.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	10:00-11:00: Monthly meeting with Student Advisor (college and career focus)	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	9:00-11:00: Senior Seminar	9:00-2:00: Community service fieldtrip	9:00-2:00: Optional Math Tutoring (required if a unit of math has not been completed for the month)
	11:00-12:00: one-on-one appointment with teacher		11:00-12:00: one-on-one appointment with teacher		

Student Three is an 18-year-old, 11th-grader who scored at grade level on the initial math and English STAR Renaissance assessments and has passed the end-of-course tests in all subjects except English II. Student Three works to help support his family; however, conversations between the student and his parents, teacher, and employer have resulted in Student Three receiving an extended lunch hour to allow for school attendance. This extra time will help Student Three achieve his goal of high school graduation.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	12:30-1:30: one-on-one appointment with teacher	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	12:30-1:30: one-on-one appointment with teacher		9:00-2:00: English tutoring
	2:00-4:00: English Foundations (SGI class)		2:00-4:00: English Foundations (SGI class)		

Sample Schedule: Instructional Support Teacher

Monday-Thursday	Friday
8:00 AM - 4:00 PM: Work Day 8:00 - 8:30 AM: Preparation Time 8:30 - 11:30 AM: 3 Student appointments (60 minutes each) 11:30 AM - 12:30 PM: Lunch 12:30 – 3:30 PM: 3 Student appointments (60 minutes each) 3:30 – 4:00 PM: Preparation Time	8:00 AM-4:00 PM Work Day Record keeping; ILP review; Professional Development Professional Learning Communities Data Entry Preparation Time

Sample Schedule: English Language Arts Small Group Instructor

Monday-Thursday	Friday
8:00AM-4:00 PM Work Day 8:00-8:30 Prep 8:30-9:30 English I 9:30-11:30 English II 11:30-12:30 Lunch 12:30-2:30 English III 2:30-3:30 Mandatory Make Up Session/ Tutoring 3:30-4:00 Grading	8:00AM-4:00PM Work Day Prep Grading Lesson Plan Development Personal Development Make Up Session

2. Unique Accomplishments and Data

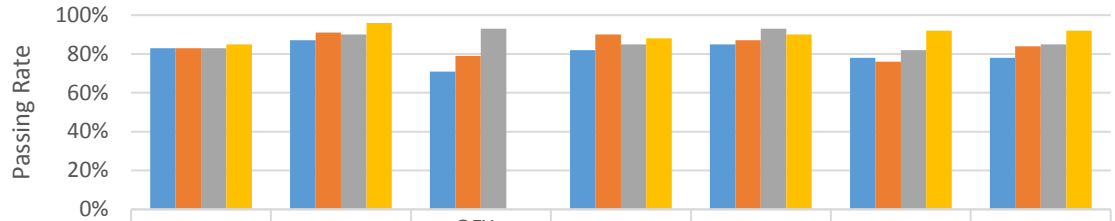
The success of OFY and the positive effect that the schools have had on the students that they serve has been recognized by different organizations. For example, OFY has qualified for the Broad Prize for Public Charter Schools every years since 2013. The Broad Prize recognizes charter models nationwide that demonstrate best academic outcomes, predominantly for traditionally underserved youth.[10] In order to be eligible for the award, a charter must have been operating a minimum of five schools for at least four years and have at least 2,500 or more students enrolled each year since the 2010-11 school year. In addition, at least 40 percent of the student population served by the charter must qualify for free and reduced priced lunch, and at least 33 percent of their student population should be minorities. Charter organizations do not apply nor nominate themselves for the award. Instead, the Broad Foundation reviews nationwide data with the goal of identifying charter schools that are positively impacting underserved youth and sharing their best practices.

Another notable recognition is that all eligible OFY high schools ranked Bronze nationally in the 2015 *U.S. News & World Report* Best High Schools rankings, which denotes high-performing schools based on state assessments.[11] To create the rankings, *U.S. News & World Report* collaborated with RTI International, a North Carolina non-profit social science research firm. The rankings are based on the fundamental principle "that a great high school must serve all of its students well, not just those who are college bound, and that it must be able to produce measurable academic outcomes to show it is successfully educating its student body across a range of performance indicators."[12]

As demonstrated in Tables A.1 and A.2, three-year California High School Exit Exam (CAHSEE)[13] results reflect the success of OFY schools. All school locations outperformed the State average in the most current English Language Arts assessment. As well, recent mathematics assessments show that all but one school location exceeded the State average. Furthermore, a majority of OFY locations experienced tremendous gains throughout the years, which can be attributed to the research-based strategies used by the program in helping to not only close the achievement gap for at-risk youth, but to also spur engagement in academic and social success. This is impressive since a majority of the student population served by OFY are more than one year behind in course credits. Overall, this analysis displays the experience and knowledge of OFY in attaining and improving academic success of at-risk students.

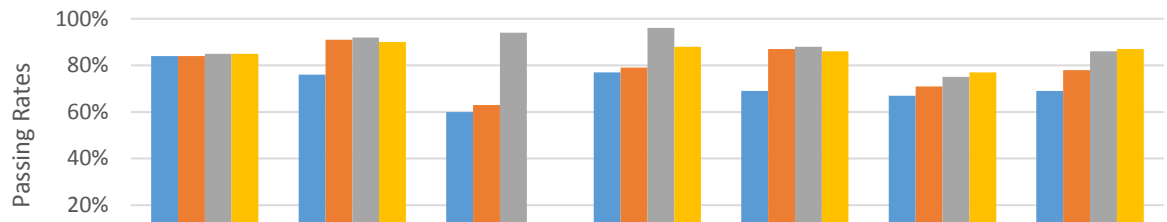
[10] Charter Management Organizations Eligible for The Broad Prize for Public Charter Schools. (2015). Retrieved from http://www.broadprize.org/publiccharterschools/eligible.html
[11] National Rankings: Best High Schools. (2015). Retrieved from http://www.usnews.com/education/best-high-schools/national-rankings
[12] Ibid. http://www.usnews.com/education/best-high-schools/articles/how-us-news-calculated-the-rankings
[13] *The California High School Exit Examination was suspended for the 2015-16, 2016-17, and 2017-18 school years. Nevertheless, if available, previous administration results will be used to guide decisions for student class, and/or remedial course enrollment.

Table A.1: CAHSEE English Language Arts Combined Results for OFY and the State



	CA	OFY - Burbank	OFY-Hermosa Beach	OFY-San Bernardino	OFY-San Gabriel	OFY-San Juan	OFY-Victor Valley
2011-12	83%	87%	71%	82%	85%	78%	78%
2012-13	83%	91%	79%	90%	87%	76%	84%
2013-14	83%	90%	93%	85%	93%	82%	85%
2014-15	85%	96%		88%	90%	92%	92%

Table A.2: CAHSEE Math Combined Results for OFY and the State



	CA	OFY - Burbank	OFY-Hermosa Beach	OFY-San Bernardino	OFY-San Gabriel	OFY-San Juan	OFY-Victor Valley
2011-12	84%	76%	60%	77%	69%	67%	69%
2012-13	84%	91%	63%	79%	87%	71%	78%
2013-14	85%	92%	94%	96%	88%	75%	86%
2014-15	85%	90%		88%	86%	77%	87%

3. Curriculum and Instructional Design

Options For Youth-Santa Clara County endeavors to move its students away from a conventional seat-time educational delivery system by providing students the opportunity to complete academic work and credits through a variety of means, including but not limited to, tutoring, direct instructional classes, and personalized communication. Options For Youth-Santa Clara County is defined as a non-classroom based program and will comply with Education Code Sections 51745 et seq., the regulations implementing those sections, and the number of minutes required by Education Code Section 47612.5(a) for a non-classroom based program.

In accordance with the intent of the state legislature, the Charter School shall also be a forum for piloting and implementing new instructional methodologies and curricular materials, using current research to guide our decision making. To that end, Options For Youth strives to collectively seek the best and most recent educational research and data that then leads to the development of effective and inspiring curriculum.

a) Curriculum

Curriculum is based on the California Curriculum Frameworks and State Content Standards, fully supporting CCSS and Next Generation Science Standards (see Exhibit S: ELA and Math Curriculum Maps). Curriculum focuses on instructional delivery covering core knowledge to ensure that students receive a strong foundation of essential skills so that they can reach proficiency or above in all core content areas, as evidenced through the California Assessment of Student Performance and Progress (CAASPP) assessment system.

Curriculum offerings include various levels of English, math, science, social studies, physical education, health, art, music, and other subjects. In addition, advanced courses and electives are available for those students who desire to engage in more challenging opportunities beyond the core subject areas (see Exhibit D: Student/Parent Handbook). To match the individual student's level of prior knowledge and motivation, these rigorous courses are differentiated in various ways and presented in a language and format that are readily comprehensible. Courses are designed to provide structured learning and individualized supports for students who may not readily experience success as indicated by mandated standardized assessments. Standard coursework is framed around the University of California/California State University (UC/CSU) A-G approved courses, and electives are available for students pursuing a college-preparatory curriculum.

To help prepare students for OFY-Santa Clara County, the first course given to all new students will be a Student Seminar class. Options For Youth-Santa Clara County believes that students are more likely to succeed academically when they are in a caring and supportive learning community, and the Student Seminar course will prepare students for OFY-Santa Clara County's blended-learning model and give them the skills needed to meet the social and academic challenges they may encounter at the Charter School. By giving students time to adjust to OFY-Santa Clara County's culture and expectations, students will become better prepared for their coursework and more academically-motivated. The rapport and support network students will develop with OFY-Santa Clara County's teachers and staff members during the Student Seminar course will allow students to feel more comfortable in the program and encourage them to ask questions or seek help as they work towards graduation.

b) Pupil Grade Level Promotion and Retention Policy

Options For Youth-Santa Clara County will place every newly enrolled student in the appropriate grade level. This grade level will be determined by reviewing the student's most current grades, state standardized test scores, and placement test results. Students without test scores or an achievement record will be placed at the appropriate grade level as indicated by the student's previous report cards, transcript records, or diagnostic tests administered by OFY-Santa Clara County. The grade level placement of any incoming student shall be at the sole discretion of OFY-Santa Clara County's leadership staff.

Options For Youth-Santa Clara County will never take non-academic factors (i.e. sports opportunities) into consideration when determining a student's grade level promotion or retention. In addition, the ability to repeat a grade level in order to achieve better grades is not a valid consideration for grade level retention. The retention of a student to a particular grade level will be based solely on whether or not the student has successfully mastered the courses and

concepts that OFY-Santa Clara County has prescribed for that grade level. The grade level promotion or retention of any OFY-Santa Clara County student shall be at the sole discretion of OFY-SCC's leadership staff.

c) Transferability of High School Credit

Options For Youth-Santa Clara County will be accredited by the Western Association of Schools and Colleges (WASC). Accreditation will allow credits awarded by OFY-Santa Clara County to be transferable to the County schools and all accredited colleges. Students and parents are informed about the transferability of courses to other public high schools and the eligibility of designated courses to meet UC/CSU A-G college admissions criteria during the enrollment meetings, in newsletters, and in the student handbook.

d) Instructional Design

The Charter School's instructional design creates a system and process for students to continually improve their academic performance, practice responsibility by regularly attending their learning sessions, and develop positive attitudes about learning and school. Students participate in an instructional system that incorporates personalized support from Highly-Qualified, fully-credentialed teachers in all core academic subject areas including foreign language and visual and performing arts. In a manner consistent with charter school law, OFY-Santa Clara County may employ any instructional modality that will produce optimal educational outcomes. Overall, the instructional design of the program includes, but is not limited to: Individualized Learning Plans; SGI; Focused Learning and Subject Matter Concentration; Guided Personalized Learning; Targeted Intervention; Online Learning; Experiential Learning; Summer School; and Parental Involvement.

(1) Individualized Learning Plan

In addition to having consistent contact with specific, subject-matter teachers and support staff, each OFY-Santa Clara County student will be assigned to a teacher with whom they will meet at least twice per week. Students, parents, the assigned teacher, and a student advisor will partner to create an Individualized Learning Plan (ILP) that respects and meets the academic needs of the student and accommodates their responsibilities outside of school. The ILP is tailored to fit each student's ability and learning level, and students are monitored weekly by their assigned teacher to ensure progress. Appointments with student advisors are customized for the individual student's post-secondary goals, and support may include coaching towards graduation, skills inventories, research into college and vocational options, resume writing, job applications, scholarship applications, and college and financial aid applications. Also, students will be provided supplementary and support services to address impediments to advancement. The frequent, one-on-one interaction between students and teachers will make it possible for barriers in a student's life to be discovered and addressed early, ensuring minimal disruption to student goals.

The ILPs will include strategies, practices, and content to inform and encourage students both academically and socially. For example, many students who are credit-deficient do not understand how far behind in credits they are, nor have they ever been given the chance to keep track of their credit-earning potential or the credits they have earned for graduation. Students setting their own graduation date targets and keeping track of their progress as they

work towards that target date are invaluable motivational tools and life skills that promote continued success. Additionally, ILPs help students explore career options and develop skills that lead to post-secondary success, which may include behavior and character development.

Above all, ILPs will be vital to OFY-Santa Clara County's educational program since they develop and utilize strong teacher-student relationships, which have been shown to increase academic achievement and improve social-emotional adjustment for low-income youth.[14] Social-emotional development is critical, and a recent analysis by the Center for Benefit-Cost Analysis at Teacher's College found that there was a positive association between social-emotional skills and academic achievement.[15] Moreover, the authors underscore the far-reaching value of social-emotional skills since they have long-term behavioral and attitudinal effects.[16] Furthermore, research has shown that positive one-on-one interactions between students and adults have been documented to reduce students' feelings of alienation in school as well as move at-risk students toward their graduation goals and beyond.[17] [18]

(2) Guided Personalized Learning

The guided personalized learning format permits each student to tailor his or her work pace to meet their personal needs and goals. Students will be encouraged to complete a set number of assignments per week and to attend regular appointments for assistance and assessment. Per the master agreement for independent study, these appointments occur at least bi-weekly; however, students will be required to attend as often as needed to ensure they are making satisfactory progress (see Exhibit E: Student Master Agreement). This format will provide students with a structured schedule and process that promotes good work habits and encourages personal accountability and satisfaction. The guided personalized learning model will also provide the teachers an opportunity to evaluate and provide feedback on student work at least twice each week, or more frequently at the teacher's discretion, in order to intervene in a timely manner should problems arise. Teachers and other support staff (which includes tutors, center coordinators, coaches for English Learners, the Special Education Department and assigned aides, and student advisors) will be able to collectively support and coach students towards their individual goals while encouraging students to focus on areas of growth. Guided personalized learning is a proven formula for accelerated and successful learning.

(3) Focused Learning and Subject Matter Concentration

Students will work on one, two, or three courses at a time. This will allow students to focus on specific subjects and skills as well as permit for greater depth of learning in each subject area. This focused approach will enable students to master content thoroughly, complete a course more quickly than in a traditional semester system, and acquire regular and timely feedback from teachers; all these factors contribute to increased motivation. Moreover, the

[14] Murray, C., & Malmgren, K. (2005). Implementing a teacher–student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. Journal of School Psychology, 43(2), 137-152
[15] Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning.
[16] Ibid.
[17] Brush, C., & Jones, B. (2002). Student voices: Why school works for alternative high school students. *Salem, OR: Oregon Department of Education*, 629-640.
[18] Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological inquiry*, *71*(2), 241-255.

relationship between teacher and student in this approach supports the growth and development of individualized study habits.

(4) Targeted Intervention

Personal issues or logistical problems may sometimes hinder students from completing coursework. The system of personalized learning between the teacher and student will make it possible for such issues to be uncovered at the beginning stages and enables effective and timely student interventions. The propensity for success is greatly increased when students are matched with a caring teacher and other supportive school staff. When the students experience unusual economic or personal hardship, the Charter School staff may consult with local government, health, and charitable entities in an attempt to ensure that the student receives the necessary support.

Interventions utilized will include peer tutoring and peer mentoring, study groups for at-risk students, study skills classes, teachers providing positive reinforcement of incremental student behavior improvements, support with transportation, meetings with school psychologists, and collaborative meetings between teachers, support staff, parents, and students that result in student contracts.

(5) Small Group Instruction

In the traditional classroom, teachers can have classroom sizes that number over 25 students—a number which discourages one-to-one interactions between students and teachers. At OFY-Santa Clara County, students who are struggling to meet the demands of the curriculum or who desire more classroom-based direct instruction may complete courses through SGI, which is content specific, classroom-based instruction taught by a single-subject credentialed teacher in a classroom that numbers between 10-20 students. Through SGI, students can earn credits in a variety of different classes that meet UC/CSU A-G requirements such as English, mathematics, history and social sciences, laboratory sciences, visual and performing arts, and college-preparatory electives. These courses are offered two times a week in two to four hour blocks and run from ten to fourteen weeks each. Small Group Instructors will be trained in current, research-based teaching practices that effectively engage students, many of whom have had negative classroom-based experiences in a traditional setting. Efforts will be made to create strong relationships between students in SGI so that they can support each other academically and motivate each other towards completion of coursework. Small Group Instruction and tutoring will be offered in a manner flexible enough to take advantage of the unique structure of the curriculum, and to provide additional support to students as they matriculate through their ILP.

(6) Online Learning

To provide students an alternative method of accessing the curriculum, selected curriculum will be offered through our online program using the Apex Learning platform. The online program offers students interactive, mastery-based lessons in English, math, science, social science, foreign language, and many other elective courses. Options For Youth-Santa Clara County will offer Advanced Placement (AP) courses through the Apex Learning platform. Courses will be monitored and facilitated by credentialed and highly-qualified teachers who

are skilled in providing instructional strategies specific to online learning. The online curriculum will accommodate various reading levels by using a variety of instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the student in Spanish if necessary. A calendar located within the online classroom will be used to assist the students with time management by providing assignment due dates.

(7) Experiential Learning

Options For Youth-Santa Clara County believes that the best way to prepare students for college and careers is through meeting the whole student's needs. Thus, social-emotional learning through experiential activities and community service will be embedded within the program. Expectations for experiential learning and community service include:

- Students will challenge themselves to move beyond their current level of comfort.
- Students will engage in introspection to become aware of their goals.
- Students will develop an appreciation for teamwork.
- Students will develop their leadership skills.
- Students will have a social awareness of others, including the ability to care for one another.

One of the ways mastery of standards is accomplished is through off-campus trips and activities which will expose OFY-Santa Clara County's students to various environments and aspects of society that they may otherwise not experience. For example, Rocky Mountain Pathways Ranch (RMPR), a non-profit organization located in Allenspark, Colorado on 56 acres near the edge of Rocky Mountain National Park, offers experiential learning camps in which students take over operations on an existing dude ranch. This enhances student learning by involving them in various ranch-oriented activities, which count towards community service credits. The RMPR program is designed to push students out of their comfort zone and into an area of personal growth and development. Students care for ranch animals and learn to saddle and ride horses. While on hikes, students are educated on the nature surrounding RMPR. Students also participate in team-building and personal growth activities.

As well, Blackbird Farm, located in Northern California, promotes environmentalism, personal growth, and community involvement through various student programs. During ten day trips to the farm, students seed, plant, water, and harvest a garden, and use those same crops in Farm to Table classes, which provides immersive instruction in bread making, fruit preserving, and cheese making. These courses help students see where their food begins and learn how it ends up on their plate.

Through Community Service Camps, students participate in a two-day overnight experience and volunteer their time with non-profits such as senior citizen homes, conservation organizations, and animal shelters. Community service activities allow students to explore what humanitarian causes they are most passionate about and instills a strong sense of community awareness.

Options For Youth-Santa Clara County students will also have the opportunity for domestic and international travel. Students may visit Cal-State, University of California, and vocational and technical colleges throughout California or travel to Washington DC, Cuba, or Italy. These trips allow students to learn more about the post-secondary options available to them, see the history and government of their own country first-hand, or become immersed in cultures and histories different from their own.

All experiential learning and community service programs are free to OFY students.

(8) Extended Learning Time

Options For Youth-Santa Clara County understands the importance of an extended school year and will offer a minimum of 240 days of instruction annually. In addition, OFY-SCC will work cooperatively with the County to offer summer school courses to students.

(9) Parental Involvement

Options For Youth-Santa Clara County's plan for parental involvement will align with the eight state priorities. The charter school will seek parent input in making decisions for the charter school, including decisions that promote parent participation for all student subgroups, specifically students with exceptional needs, foster youth, and English Learners. Parents are encouraged to become involved in their child's education. Various school-wide parent-outreach opportunities create positive and meaningful experiences for our students. School staff will notify parents immediately when problems with attendance, academic progress, or personal issues arise. Parents will be given suggestions about ways they can support the learning process. A written report of student progress can be provided to parents immediately upon request. Parents may also receive more regular updates by calling or emailing the teacher or by visiting the Resource Center.

Communication with parents will take place through regular phone calls from teachers, open houses each semester, quarterly newsletters, and progress reports. Student Advisors will also hold meetings with parents and guardians to help guide them through post-secondary and financial aid options, as well as holding quarterly parent information meetings.

Parents may provide feedback to the Charter School via scheduled parental focus group meetings, the school's website, and the toll-free OFY HOTLINE number, which is provided in the student handbook. The Charter School shall have a number of parent information sessions scheduled throughout the year, including back to school nights, events at the Charter School, and Local Control Accountability Plan (LCAP) informational meetings in both Spanish and English.

e) Professional Development

A study by Tyler and Lofstrom on programs designed to reduce high school dropout rates found that close mentoring and monitoring of students was a vital factor of successful programs.[19] As such, teachers will be trained and expected to be vigilant in identifying logistical and/or personal

[19] Tyler, J. H., & Lofstrom, M. (2009). Finishing high school: Alternative pathways and dropout recovery. *The future of children*, *19*(1), 77-103.

issues that may be hindering students from making academic progress. Options For Youth-Santa Clara County will provide a variety of professional development activities so that student interventions are employed within the framework of goal-setting, accountability, and high expectations. Workshops for staff will focus on maintaining high expectations for all students, regardless of circumstance, as well as providing intervention strategies for working with struggling students. Staff at resource centers with the highest population of socioeconomically disadvantaged and lower achieving students will meet in professional learning community teams. The professional learning community teams will work with students on asset-based strategies to increase CAASPP passage and graduation rates.

4. Students Performing Below Grade Level

Since OFY-Santa Clara County will serve students who have experienced a great amount of school failure and often have skill gaps due to absences and/or ineffectual learning experiences, interventions for students with below-grade-level reading and math scores on diagnostics learning assessments will include enrollment in remedial courses and access to tutors to help them learn or relearn foundational skills that will prepare them for grade-level courses. Remedial courses and tutoring will be offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum and to provide additional support as they matriculate through their ILP.

Absenteeism or the failure to complete coursework is quickly noticed by the teacher during student appointments, and OFY-Santa Clara County policy requires that teachers contact parents of minor students if they fail to complete coursework or fail to keep appointments. Teachers will contact adult students directly. Teachers, staff, and administrators will make every reasonable effort to identify the reasons for student absenteeism and to encourage students to continue with the program. Options For Youth-Santa Clara County will work to provide necessary supports to help students stay enrolled in school and make satisfactory progress.

Students will be regularly assessed for mastery of skills to determine whether academic difficulty is creating a barrier for student success. In such cases, additional time at the resource center may be scheduled for supplemental review and practice of the subject matter. If the student has a pressing personal issue, the student may limit or reduce the number of courses that he or she is taking. Due to the flexible nature of the program, students will be able to reduce their course load and concentrate on the number of courses in which they can be successful. This will help to avoid the problem that students sometimes face in conventional public school, where the sheer number of courses itself leads to failure. In addition, this will enable the students to maintain a connection with the program. Once broken, such a connection is often difficult to restore. By continuing with even one course, the student will be better able to regain the momentum needed to complete the coursework in full.

Every effort will be made to encourage and support students to be successful. As part of this effort, teachers and staff will determine whether there are logistical problems or personal issues that hinder students from completing their coursework. The personalized interaction between teachers and students makes it possible for such issues to be discovered at the early stages of the relationship. Support can then be provided to help the student have their basic needs met while at the same time working toward achieving the goals stated in the ILP.

5. Gifted and Talented and Students Achieving Above Grade Level

Academically high-achieving students are defined by OFY-Santa Clara County as those learners who, because of a natural proclivity for learning and a higher IQ, can accelerate their program of study. Such acceleration prevents student boredom thus avoiding disciplinary issues and poor performance. Accelerated study allows the learner to advance in credit opportunities into grade levels above their age-specific requirement, preparing them for even more advanced programming in junior and senior years as well as the opportunity for more electives.

The individualized nature of student-teacher interactions provides strong access to a differentiated curriculum that is tailored to the student's individual need for complexity and pacing. Because the program model allows for students to move through courses at a pace which aligns to their learning style, advanced and gifted students are often able to complete coursework at an accelerated rate and reach graduation requirements earlier than expected, or take additional courses to enhance their education prior to entering post-secondary learning environments. Through the flexibility of the individualized curriculum, OFY-Santa Clara County will offer AP courses as well. All courses will qualify students for entrance to four-year universities. Option For Youth-Santa Clara County's individualized approach to curriculum, instruction, and pacing provides an optimal environment for gifted and talented and high-achieving students.

6. English Learner Services

Options For Youth-Santa Clara County's annual goals for English Learners (ELs) will align with the eight state priorities and any local priorities. The Charter School will monitor student progress towards reclassification using the California English Language Development Test (CELDT) or any subsequent assessment of English proficiency, as certified by the State Board. In addition, OFY-Santa Clara County will track its EL reclassification rate and follow a designated master plan (see Exhibit T: EL Master Plan) to ensure continual improvement.

a) Student Enrollment and Initial Designation

Recognition of and instructional support for ELs will begin upon enrollment and will continue throughout the time a student is enrolled in OFY-Santa Clara County (see Exhibit T: EL Master Plan). Options For Youth-Santa Clara County will administer the home language survey upon a student's initial enrollment via an enrollment form. In addition, students will be administered the California English Language Development Test (CELDT) within 90 calendar days from the date of enrollment. Once the CELDT is completed, the assessment department will submit the answer document to the test vendor for scoring. If proficiency status is needed immediately for placement decisions, the assessment department will provide unofficial local scoring results; however, the testing document will still be submitted to the test vendor for official results. Test scores will only be considered official when the test vendor returns the results to OFY-Santa Clara County.

Students will be designated based on their overall CELDT results. Students who score at beginning, Early Intermediate, or Intermediate levels will be identified as EL; students whose overall score is at Early Advanced or Advanced and who have not scored lower than intermediate in any domain (e.g. listening, speaking, reading, and writing) will be identified as fluent English proficient (I-FEP). After designation, parents or guardians will be notified of their child's assessment results and the

recommended educational program. Parents or guardians will be invited to a meeting to discuss the assessment results and will be given the opportunity to apply for a waiver if they do not want their child to participate in sheltered English immersion instruction. Parents or guardians will be required to file these waivers in person at the resource center, and they must be renewed annually.

b) Curriculum and Instruction

English Language Support Professionals (ELSPs) will assist in the development of independent study curriculum, SGI curriculum, and instructional strategies (e.g. specially designed academic instruction in English (SDAIE)) designed to support OFY-Santa Clara County's ELs. The ELSPs will use their expertise in second language acquisition to improve communication with all stakeholders, ensure the proper administration of the CELDT, and provide professional development that increases instruction effectiveness, student and staff engagement, and ensures compliance with State EL regulations and English Language Development (ELD) standards, including the introduction, implementation, and integration of Proficiency Level Descriptors in curriculum development and instructional trainings. In accordance with ELD standards, supports or modifications provided to students will not lower the levels of achievement required to pass a course nor reduce the course's rigor. The ELD standards will not replace any Common Core State Standard for any subject.

English Learners will work from the same Student Activity Workbook (SAW) (see Exhibit W: Sample Student Activity Workbook) as English Only (EO) students; however, ELs will receive additional language intensive instruction from ELSPs on a daily basis. Furthermore, the SAWS of ELs will be supplemented by additional EL curriculum. English Learners will also have access to the same A-G curriculum as EO students, and scaffolded support will be provided by teachers and ELSPs whenever an EL is enrolled in any course at OFY-Santa Clara County.

Options For Youth-Santa Clara County will use a Structured English Immersion (SEI) Model that is designed specifically for students enrolled in an Independent Study and Blended Learning instruction program. The SEI Model involves multiple components, including: Independent Study Integration, ELSPs, Designated Instruction, SGI Classroom Format, and Student Assessment and Placement. In addition, ELs at OFY-Santa Clara County will receive support from an English Language Support Team (ELST) comprised of multiple staff members, including: teachers, small group instructors, online facilitators, intervention specialists, tutors, and ELSPs (i.e. ELD Specialists and ELD Coaches). All ELs enrolled at OFY-Santa Clara County will be provided access to the core curriculum with carefully designated ELD support from ELSPs. The overall level of support a student needs will be evaluated through the STAR Renaissance Assessments in English language arts and math, the CELDT, and the reclassification process. These scores and observations will be used to determine course placement and support language acquisition. English Learners who show deficiencies in oral and written language will receive intensive, one-on-one support from ELSPs.

Following the OFY education program model, all ELs will be involved in the planning, implementation, and progression of their educational program. English Learners who enroll in independent study courses will work four to six hour per day at home and attend appointments with the instructor at the OFY-Santa Clara County resource center. Reading and writing will be the primary focus of at-home, independent study, and ELs will use instructor and ELST-informed ELD

strategies to complete self-guided assignments per the student's ILP. In-school instruction will emphasize speaking and listening skills and prioritize teacher-student interaction. In these sessions, ELs will work closely with instructors and the ELST to complete performance tasks and receive feedback. The time spent working with instructors allows students to gain knowledge of content, improve communication skills, reflect and assess process, and build on prior knowledge to improve understanding.

In addition to independent study courses, ELs will be encouraged to enroll in the full breadth of courses offered by OFY-Santa Clara County. Online courses allow for adaptive scaffolds that adjust to meet the needs of the individual EL, and hybrid courses combine the adaptability of online courses with the level of teacher-student interaction and support found in independent study courses. Finally, ELs will be encouraged to enroll in SGI courses. These courses will be designed to be inclusive of ELs, and provide them with multiple avenues for language development, including:

- Oral-language development and competency through peer interaction
- Explicit and contextualized vocabulary instruction, and
- Personalized lesson plans based on frequent assessment data.

It is important to note that the practices of simultaneous translation or the removal of ELs from the classroom for a separate translation of the instructional lesson will not be permitted at OFY-Santa Clara County.

All ELs will be administered the CELDT annually, and progress toward reclassification will be monitored by both instructors and school leadership. In addition, Small Group Instructors will use STAR Renaissance scores as a baseline before beginning instruction, and a progress-monitoring tool—MasteryConnect—to track standards-mastery throughout the course. Other forms of student monitoring include the use of standardized assessments such as the California Assessment of Student Performance and Progress (CAASP) as well as common assessments for all internal coursework. This data will be used by instructors and school leadership to inform stakeholders about the effectiveness of the EL program and to ensure that OFY-Santa Clara County is providing the highest level of support to its EL population.

c) Reclassification

Options For Youth-Santa Clara County will reclassify ELs as fluent English proficient based on the criteria that are identified in California Education Code 60810 and recommended by the State Board of Education. The minimum criteria to be considered for reclassification are:

- Overall proficiency level of Early Advanced or Advanced and a minimum score of Intermediate in each domain
- Score of Basic or higher on county-adopted, standards-based ELA assessments or standards-based common final ELA exam
- A study by OFY-Santa Clara County's ELSPs to compare the performance of the students in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age. This analysis may include:
    - Evaluation of student's listening, speaking, reading, and writing skills using a proficiency rubric

    - Authentic student work samples, especially writing samples, and
    - Teacher evaluation
- Parent or guardian consultation and opinion.

To determine an EL's reclassification eligibility, the ELST will review the following:

- CELDT annual assessment results
- CAASPP scores
- STAR Renaissance Scores
- Student performance in terms of written and oral English language fluency according to provided rubrics and based upon observable student interaction with instructional staff, peers, and support staff, and
- Current course grades and academic disposition

If the ELST deems an EL as not ready for reclassification, the student will continue to be provided with targeted English language interventions. English Learners reclassified as Redesignated Fluent English Proficient (R-FEP) will have demonstrated their ability to perform successfully in core academic areas without support from the ELST; however, OFY-Santa Clara County will monitor all R-FEP students for a minimum of two years, as required by State and Federal guidelines, and provide additional assistance as needed. To ensure that R-FEP students are reaching and maintaining grade-level proficiency, each R-FEP student will be monitored at the end of each reporting period. If a R-FEP student stalls or regresses, the ELST will determine and provide appropriate interventions to the student.

Options For Youth-Santa Clara County's ELs will receive ELD instruction until they meet reclassification criteria; however, language development is different journey for every student. English learners who have not met reclassification criteria by the beginning of their sixth year will be considered Long-Term ELs (LTELs) To address the delay in language development, OFY-Santa Clara County will assemble a team consisting of the LTEL, the student's parent or legal guardian, a counselor, and an EL Specialist or a faculty member. This team will review the student's educational history, the amount and quality of ELD instruction the student has received, the number of years the student has spent in U.S. schools, and the student's socio-economic status. After considering these factors, along with current academic performance and assessment data, the team will devise an action plan to help the LTEL meet reclassification criteria. The team will meet at least twice a year to discuss student progress and determine next steps.

Throughout the evaluation and reclassification process, parents or guardians will be notified in their preferred language of the R-FEP procedure and updated on their student's progress. Options For Youth-Santa Clara County's open-door policy will provide flexible opportunities for parents or guardians to meet with members of the ELST, and assistance will be provided to help parents or guardians make decisions about their student's academic support and identify any additional support needed at home.

d) Staffing

Options For Youth-Santa Clara County will meet the needs of ELs by recruiting, hiring, and training highly-qualified staff members who have the specialized knowledge required to teach ELs. To be

eligible for an offer of employment or to continue in an existing EL assignment, OFY-SCC will require all teachers—including out-of-classroom teacher positions—to possess an appropriate authorization to teach ELs. The requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s) or by passing exams approved by the California Commission on Teacher Credentialing. An EL authorization allows the teacher to provide ELD and SDAIE instruction to ELs.

7. Services to Students with Disabilities

Options For Youth-Santa Clara County recognizes the importance of providing educational opportunities to all students regardless of the special needs they face. A smaller and more intimate learning environment, personal connections with the general and special education staff, clear expectations, the ability to work on fewer classes at one time, and a less distracting environment have all been identified as contributing factors to the success of students with disabilities.

Options For Youth-Santa Clara County will comply with all applicable State and Federal laws regarding students with special needs, including but not limited, to Section 504 of the Rehabilitation Act of 1974 (Section 504), the Americans with Disabilities Act, the Individuals with Disabilities Education Improvement Act (IDEA), and all applicable California Education Code sections.

All students will have access to the Charter School, and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

Pursuant to Education Code 47641(b), OFY-Santa Clara County has elected to be deemed a public school of the County for special education purposes. Notwithstanding the foregoing, the Charter School intends to establish itself as a Local Educational Agency (LEA) and then to participate in a Special Education Local Plan Area (SELPA) pursuant to Education Code Sections 47641(a) and 47646, including but not limited to, SELPAs that are specifically designed to serve the needs of charter school students. The Charter School must provide the County written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which the Charter School would become its own LEA. The written notice will include information establishing the Charter School's ability and capacity to serve as its own LEA, provide special education services in accordance with State and Federal law, and give proof of the Charter School's acceptance as a member of a SELPA for the fiscal year in which the Charter School will become its own LEA. At any time that the Charter School becomes its own LEA for purposes of special education, the County shall have no further responsibility for the coordination or provision of special education services for the Charter School's students, and the Charter shall be exclusively responsible for the coordination and provision of special education services to its students and for any and all other obligations of a school or school district relative to services for students with special needs.

Unless and until the Charter School elects to become its own LEA, it shall be deemed a public school within the County for purposes of special education. A child with disabilities attending the Charter School shall receive special education instruction or Designated Instruction and Services (DIS), or both, in the same manner as a child with disabilities who attends another public school of the County. The authorizing County shall ensure that all children with disabilities enrolled in the Charter School receive DIS in a manner that is consistent with their Individualized Education Program (IEP) and in compliance with the IDEA.

The Charter School has consulted with the director of the Santa Clara County SELPA regarding the special education responsibilities of the charter and the application of SELPA policies. The Charter School shall be solely responsible for its compliance with Section 504 and the Americans with Disabilities Act. The facilities to be utilized by the Charter School shall be safe and accessible for all students with disabilities.

a) SELPA Representation

Once a charter has been granted LEA status with a SELPA, the Charter School understands that it shall represent itself at all SELPA meetings as an LEA.

b) Funding

In accordance with California Education Code 47646, a charter school that is deemed to be a public school of the LEA that granted the charter shall participate in State funding in the same manner as any other public school of the granting agency.

c) Section 51745(c) and Independent Study

Section 51745, subsection (c) of the Education Code states, "an individual with exceptional needs, as defined in Section 56026, shall not participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation."[20]

Although Independent Study Education Code requires that the IEP allows for participation, no student will be denied enrollment in the Charter School due to their disability. If the statement is not included in the current IEP, the OFY-Santa Clara County's IEP team will convene and note that the students will participate in independent study.

The determination regarding the appropriateness of independent study for a particular student receiving special education services shall be made by the student's IEP Team.

d) Services for Students under the IDEA

The following description regarding how special education and related services will be provided is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the authorizing County and SELPA. The Charter School will follow County and SELPA policies and procedures, and shall utilize County and SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

[20] http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=51001-52000&file=51745-51749.6

The Charter School agrees to promptly respond to all County inquiries, to comply with reasonable County directives, and to allow the County access to Charter School students, staff, facilities, equipment, and records as required or imposed by law.

Based on performance evidence of students in schools using the Charter School's model, the majority of special education students are likely to be classified as non-severe, which means that most disabilities are categorized as Other Health Impaired, Specific Learning Disability, or Emotionally Disturbed, and require less than 50 percent of the school day receiving special education services. Regardless, the Charter School will ensure that a full continuum of services based upon a student's IEP goals and objectives are provided.

Special education students will be eligible to fully participate in the educational and extracurricular programs available to all students. Should a student require transportation, as noted in their IEP in order to receive FAPE, the charter school will provide such transportation.

e) Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Options For Youth-Santa Clara County staff shall participate in County in-service training relating to special education similar to other schools of the County.

The Charter School will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals. Options For Youth-Santa Clara County shall ensure that all special education staff hired or contracted by OFY-SCC is qualified pursuant to County and SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff and/or contracting with a non-public agency necessary to provide special education services to OFY-Santa Clara County's students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and school psychologists.

Specific professional development for identifying, supporting, and evaluating the progress of special education students will be provided by the Charter School and include Response to Intervention, Individualized Transition Planning, and Behavioral Intervention Planning.

- Response to Intervention (RtI)—Professional development in RtI assists personnel in evaluating the progress of students in special education through research-based educational methodologies that address foundational, symbolic, and conceptual learning.
- Student Study Team (SST)—The Charter School will implement a SST process. Personnel will receive professional development on the SST process and how to strategically implement interventions within the general education setting and curriculum.
- Transition—Personnel will receive professional development in college and career transition.

f) Notification and Coordination

Options For Youth-Santa Clara County shall follow County and SELPA policies as they apply to all County schools for responding to implementation of special education services. The Charter School will adopt and implement County and SELPA polices relating to all special education issues and referrals.

g) Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Options For Youth-Santa Clara County will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent or guardian consent to assess OFY-Santa Clara County's students.

h) Identification and Referral

Options For Youth-Santa Clara County shall have the responsibility to conduct Child Find, Search and Serve, and refer and work cooperatively to locate OFY-SCC students who have or may have exceptional needs that identify the students as eligible for special education services. The Charter School will implement County and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Options For Youth-Santa Clara County will follow County and SELPA Child Find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a Free Appropriate Public Education (FAPE) to the student in question.

Child Find is conducted through SST meetings, the RtI process, case management meetings, and/or teacher or parent referrals. Several sources for referral exist. Every student who wishes to enroll in OFY-Santa Clara County will take a placement exam to assist with developing the student's learning plan. Should a student score low in the placement assessment, interventions and additional supports will be provided. The student will be monitored for additional action if necessary.

If the student fails to progress through the three tiers of RtI, an assessment is conducted in all areas of suspected disability by qualified professionals per the IDEA. An assessment report is developed, and parents receive a copy of the report. The assessment report is shared at the IEP team meeting, and the team members determine whether or not the student is eligible. To be eligible, the student must have one of thirteen qualifying disabilities, and the disabilities must be impacting educational performance. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (Education Code Part 30, Chapter 4, Article 1, Section 56303). If a student is deemed eligible, the SST develops goals and objectives that guide the student's education at OFY-Santa Clara County. Parents and teachers may refer their child to the SST

process. Should a parent, teacher, or student request an initial assessment for special education services, OFY-Santa Clara County shall comply and complete the request adhering to timelines.

As part of the Child Find process, the SST composed of a school psychologist as a case manager, special education teacher, general education teacher, parent, student, if appropriate, and as necessary, other professionals, meet to review the student's strengths, weaknesses, areas of need, and to develop applicable interventions.

As part of the referral assessment and special education process, an IEP team assesses all areas of suspected disabilities, develops and considers the present levels of performance, develops annual goals for the student for any areas which are identified of concern or below expected performance in present levels, determines services needed to meet those goals, and describes what accommodations and modifications the student will need to demonstrate satisfactory progress.

Options For Youth-Santa Clara County understands that students are diverse learners with a range of instructional needs. An important factor in empowering all learners to achieve involves establishing a culture of high academic expectations within a safe and orderly environment for students, parents, and staff. This culture will be created throughout OFY-Santa Clara County by teachers treating students respectfully and genuinely displaying care and concern. Options For Youth-Santa Clara County will view student learning as an adult responsibility and pledge that all students will succeed.

Options For Youth-Santa Clara County will create a culture of high expectations for students, which includes teaching strategies that develop high level thinking strategies, engaging students in authentic tasks, and creating high functioning learning environments. Teachers that provide meaningful and actionable feedback regularly assist students in identifying areas for improvement and motivate them towards high achievement. Similarly, teachers create learning experiences to scaffold students into the expected outcomes.

Further, OFY-Santa Clara County believes that if a student hasn't learned through the instruction provided by the classroom teacher, then instruction must be adjusted. The educational program is structured in such a way that proactive strategies are in place for early identification of students at-risk of academic failure. The first step involves a careful analysis of disaggregated achievement data to identify students who are achieving below proficiency as determined by State assessment results.

i) IEP Meetings

Options For Youth-Santa Clara County shall arrange and provide prior written notice when holding an IEP meeting, and IEP team membership shall be in compliance with State and Federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: an administrative designee with appropriate administrative authority as required by the IDEA, the student's parent or guardian, the student's special education teacher, any other related service provider, the student's general education teacher, the student, if appropriate, and other Charter School representatives who are knowledgeable about the regular education program at Options For Youth-Santa Clara County and/or about the student. Options For Youth-Santa Clara County shall arrange for the attendance or participation of all other necessary staff

that may include, but is not limited to, an appropriate administrator to comply with the requirements of the IDEA, and shall document the IEP meeting as well as provide notice of parental rights.

j) IEP Development

Options For Youth-Santa Clara County understands that the decisions regarding eligibility, goals and objectives, services, placement, program, and exit from special education shall be the decision of the IEP team and parent or guardian approval, pursuant to the IDEA. Services, placements, and programs shall be provided to all eligible OFY-Santa Clara County students in accordance with the policies, procedures, and requirements of Federal law, State law, and County and SELPA policies.

k) IEP Implementation

Options For Youth-Santa Clara County shall be responsible for all school implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with progress reports on the student's progress towards their IEP goals and objectives as provided in the student's IEP at least as frequently as report cards are provided for the OFY-SCC's non-special education students. The Charter School shall also provide all home-school coordination, information exchange, as well as all curriculum, classroom materials, classroom modifications, and assistive technology.

l) Interim and Initial Placements of New Charter School Students and Transfer Out of the Charter School

Options For Youth-Santa Clara County shall comply with Education Code Section 56325 with regard to students transferring into OFY-SCC within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in OFY-Santa Clara County from another school district, whether within or outside of California, OFY-SCC shall provide the pupil with a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed 30 days through a 30-day administrative placement, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with Federal and State law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from the authorizing County, OFY-Santa Clara County shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and OFY-SCC agree to develop, adopt, and implement a new IEP that is consistent with Federal and State law. Within those first 30 days, the Charter School will conduct an IEP meeting to ensure that the services meet the needs of the student's IEP goals and objectives and in consideration of the unique blended program of the Charter School.

Should a student decide to transfer out of the charter school and either return to their district of residence or other school, the school records, a summary of progress towards IEP goals, up-to-date documentation of work completed including course credits and the IEP records will be transferred to the new school upon records request.

m) Non-Discrimination

It is understood and agreed that all children will have access to OFY-Santa Clara County and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

n) Parent or Guardian Concerns and Complaints

Options For Youth-Santa Clara County shall follow State, County, and SELPA policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents or guardians regarding related services and rights, and the authorizing County will be notified of any formal complaints. Options For Youth-Santa Clara County's designated representative shall investigate, respond to, and address the parent or guardian concern or complaint consistent with County policies.

o) Due Process Hearings

Options For Youth-Santa Clara County may initiate a due process hearing or request for mediation with respect to a student if it determines such action is legally necessary or advisable. In the event that the parents or guardians file for a due process hearing or request mediation, OFY-Santa Clara County shall follow the Federal, State, County, and SELPA procedures for addressing the filing of a due process hearing.

p) Special Education Program

The special education teacher and other related-services providers maintain communication with the general education teacher, student, and parent to ensure the student is progressing both in their IEP and ILP goals. The general education teacher, special education teacher, and other related-services provider, will communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements. The student will meet with the special education teacher and/or related-services provider at OFY-Santa Clara County's center based upon a specified appointment time. Additionally, the school psychologist and special education teacher monitor student performance, the student's previous special education status, previous test scores, and assist with implementing interventions to address concerns. The special education teacher collects and monitors the student's data to assist with analyzing the effectiveness of the interventions and to determine additional action when needed.

For students receiving specialized academic instruction, the special education teacher will use OFY-Santa Clara County's curriculum to address the goals and objectives written in the student's IEP. Based upon the student's needs, services will be provided individually, in a small group (two or three students) pull-out model, or in an SGI class through a collaboration model.

Student progress is evaluated on a monthly basis and will be measured by compliance with the Master Agreement (signed at enrollment, specifying agreement to the policies, education model, and programs of the school), attendance, credit completion, and participation in State standardized tests. The IEP's goals will be monitored based on charting, observation, and assessments, and student progress regarding IEP goals will be shared with parents on at least a

quarterly basis and as provided by the IEP. In the case where a student with disabilities has difficulty progressing in OFY-Santa Clara County's program, an IEP meeting will be scheduled to discuss further interventions and supports with the intention of improving student credit accumulation or progress towards IEP goals.

Annual IEP meetings and triennial IEP meetings are scheduled with the parent, special education staff, general education staff, and an administrative designee to ensure that everyone has meaningful participation in the IEP process. The student's case manager—identified on the IEP—is responsible for monitoring the provision of all primary and related services. The case manager assures that all service providers submit progress reports towards goals and objectives at the required reporting periods. Quarterly progress reports are provided to the parent and student to communicate the student's progress towards meeting their IEP goals. The special education staff tracks special education student performance and provides yearly summaries for the entire special education program at OFY-Santa Clara County. This information assists the leadership staff and the special education staff in adjusting program support and identifying successful intervention programs. Data collected includes monthly work completion, high school exit exam rates, attendance rates, length of stay in the Charter School, graduation rates, and State standardized test results. For students who were previously identified as special education students but are no longer eligible for services, additional support is offered by the general education staff and the special education staff. Should a parent request reinstatement of special education services or should staff believe that there is a suspected area of disability, an assessment and an initial IEP meeting is held.

All students, general education and special education, will be given a student planner upon enrollment. The planner includes a monthly schedule of available appointment times and additional support schedules. It also provides documents on "How to write a 5-paragraph essay", math facts, college information, tips on preparing for graduation, study skills and strategies, online class options, and a list of community resources. The students will be expected to maintain their planning guide, course information, and other educational planning documents in the Student Planner. In order to record their progress and assist with communication between home and school, the students will bring their planner to their appointments.

The special education teacher or school psychologist, if the student has related services only, will share primary responsibility for ensuring appropriate interventions are applied, monitored for effectiveness, and adjusted so that adequate progress is made by the student. Options for Youth-Santa Clara County will provide all services for students with disabilities in conformity with their IEP as well as in compliance with the IDEA (20 U.S.C. § 1400 et seq.) and all applicable State laws.

In the event that a student transfer out of OFY-Santa Clara County, the Charter School will forward student files—including special education files—to the school, district, or county requesting the student files within required records request timelines.

q) Section 504 and the Americans with Disabilities Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of OFY-Santa Clara County. Any student who has an objectively identified disability which substantially limits a major life

activity including but not limited to learning, is eligible for accommodation by OFY-Santa Clara County.

r) 504 Determination

A 504 team will be assembled by the administrative designee and shall include the parent or guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records—including academic, social, and behavioral records—and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but was found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and written notice is given to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student; the 504 team shall draw upon a variety of sources, including but not limited to, assessments conducted by OFY-Santa Clara County's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The school administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and the school administrator will review the 504 Plan with long-term substitutes. A copy of the 504 Plan shall be maintained in the

student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

F. State Priorities

Options For Youth-Santa Clara County will align its LCAP goals to address the eight state priorities and any local priorities, as seen in Table A.3 below:

Table A.3: Options For Youth-Santa Clara County and Eight State Priorities

State Priority One: Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully-credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119) and school facilities are maintained in good repair (E.C. §17002(d)).	
Subpriority A—Teachers	
Goal to Achieve Subpriority	English and math teachers will be familiar with and trained on new CCSS-aligned curriculum
Actions to Achieve Goal	A. 90 percent of English and math teachers attend professional development opportunities based on sign-in sheets B. 90 percent of teachers who attend professional development opportunities agree or strongly agree that "Common Core training has effectively prepared me for the roll-out of the new Common Core course." Based on surveys.
Subpriority B—Instructional Materials	
Goal to Achieve Subpriority	All core English language arts and mathematics curriculum will be aligned with Common Corse State Standards
Actions to Achieve Goal	A. Curriculum team will review and revise English language arts and mathematics curriculum to ensure alignment with CCSS.
Subpriority C—Facilities	
Goal to Achieve Subpriority	Invest in technology at resources centers
Actions to Achieve Goal	A. Purchase additional Chromebooks for student use B. Purchase, install, and train faculty on SMART Boards
State Priority Two: Implementation of Common Core State Standards Implementation of Common Core State Standards, including how English Learners (ELs) will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A—Common Core State Standards Implementation	
Goal to Achieve Subpriority	All core English language arts and mathematics curriculum will be aligned with Common Corse State Standards
Actions to Achieve Goal	A. Curriculum team will review and revise English language arts and mathematics curriculum to ensure alignment with CCSS.
Subpriority B—English Learners & Academic Content Knowledge	
Goal to Achieve Subpriority	Maintain a closed Average Course Difficulty (ACD) between English Learners and the general student population while increasing the ACD rating of English Learners by 0.02 to 3.111
Actions to Achieve Goal	A. Hire additional EL Specialists to assist students and teachers
Subpriority C—English Learners and English Language Proficiency	
Goal to Achieve Subpriority	Narrow utilization gap between ELs and general student population while increasing ELs' utilization to 80 percent

Actions to Achieve Goal	A. Hire and maintain additional staff to support ELs, including EL Coach, EL Curriculum Specialist, EL Regional Coach, ELD Manager, and EL Specialists
State Priority Three: Parental Involvement Parental involvement, including efforts to seek parent input for making decisions for schools and how the school promote parent participation	
Subpriority A—Achieving and Maintaining Parental Involvement	
Goal to Achieve Subpriority	Parents will be able to review and monitor student academic progress
Actions to Achieve Goal	A. Upgrade Student Information System to allow for a parent portal so that parents can actively monitor student academic performance
Subpriority B—Promoting Parent Participation	
Goal to Achieve Subpriority	Improve communication methods between the school and parents
Actions to Achieve Goal	A. Integrate email service into the Student Information System so that the school can easily email every parent or individual parents regarding school activities, events, or student progress
State Priority Four: Student Achievement Pupil achievement, as measured by all of the following, as applicable: A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements or career technical education (CTE) D. Percentage of English Learners who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. English Learner reclassification rate F. Percentage of pupils who have passed an Advanced Placement (AP) exam with a score of three or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
Subpriority A—CAASPP: ELA/Literacy and Mathematics	
Goal to Achieve Subpriority	Fully align English and math curriculum with Common Core State Standards
Actions to Achieve Goal	A. Curriculum team will review and revise ELA and math curriculum fully with Common Core State Standards B. Lead teacher professional development on revised Common Core-aligned curriculum C. Promote technology (i.e. Smartboards and Chromebooks) to deliver Common Core and SBAC-aligned curriculum
Methods of Measurement	A. CAASPP Scores
Subpriority B—API	
Goal to Achieve Subpriority	Increase API score by improving performance of EL students
Actions to Achieve Goal	A. Hire Regional EL Coach and other EL support positions to improve EL curriculum and instruction
Methods of Measurement	A. API Score (when made available by the State)

Subpriority C—UC/CSU Course Requirements or Career Technical Education	
Goal to Achieve Subpriority	Provide students with access to a variety of UC/CSU and Career Technical Education courses
Actions to Achieve Goal	A. Hire additional teachers and small group instructors to increase number of UC/CSU or CTE courses available B. Hire additional support staff such as tutors to ensure students success in UC/CSU or CTE courses C. Connect with online education provider such as Apex to offer a broader range of UC/CSU or CTE courses to students
Methods of Measurement	A. Average Course Difficulty (ACD) B. A-G course availability C. CTE course availability
Subpriority D—English Learner Proficiency Rates	
Goal to Achieve Subpriority	Increase credit completion towards graduation through a reduction in absenteeism for ELs
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Hire additional EL student specialists (i.e. EL Coaches) to improve EL instruction and intervention C. Upgrade student Information System to better track student attendance and utilization
Methods of Measurement	A. STAR Renaissance B. CAASPP
Subpriority E—English Learner Reclassification Rates	
Goal to Achieve Subpriority	Better link EL students' needs with school and system-wide support services
Actions to Achieve Goal	A. Develop and implement formal EL Master plan to improve EL Reclassification rates B. Hire additional compliance coordinators to monitor EL testing C. Hire Regional EL Specialists to address specific needs of ELs
Methods of Measurement	A. CELDT
Subpriority F—AP Exam Passage Rate	
Goal to Achieve Subpriority	Provide students with access to a variety of AP courses
Actions to Achieve Goal	A. Align ELA and math courses with Common Core in order to make students better prepared for AP courses later in their academic career B. Hire additional teachers and small group instructors to increase number of AP courses available C. Hire additional support staff such as tutors to ensure student success in AP courses D. Connect with online education provider such as Apex to offer a broader range of AP courses
Methods of Measurement	A. AP Scores
Subpriority G—College Preparedness/EAP	
Goal to Achieve Subpriority	For all students, increase the internal Average Course Difficulty

Actions to Achieve Goal	A. Align ELA and math courses with Common Core in order to make students better prepared for more difficult courses later in their academic career B. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time
Methods of Measurement	A. Internal ACD metric B. Participation in Early Assessment Program C. A-G course participation
State Priority Five: Student Engagement Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (E.C. §52052.1(a)(3)) D. High school dropout rates E. High school graduation rate	
Subpriority A—Student Attendance Rates	
Goal to Achieve Subpriority	Increase credit completion towards graduation through a reduction in absenteeism
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Upgrade student Information System to better track student attendance and utilization
Subpriority B—Student Chronic Absenteeism Rates	
Goal to Achieve Subpriority	Increase credit completion towards graduation through a reduction in chronic absenteeism
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Upgrade student Information System to better track student attendance and utilization C. Upgrade Student Information System to allow for a parent portal so that parents can actively monitor student academic performance
Subpriority C—Middle School Dropout Rates	
Goal to Achieve Subpriority	Increase credit completion and course utilization rates
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Upgrade student Information System to better track student attendance and utilization
Subpriority D—High School Dropout Rates	
Goal to Achieve Subpriority	Increase credit completion and course utilization rates
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Upgrade student Information System to better track student attendance and utilization
Subpriority E—High School Graduation Rates	
Goal to Achieve Subpriority	Provide socio-emotional guidance and development to ensure student perseverance and progress towards graduation

Actions to Achieve Goal	A. All Character Education teachers will be trained on the implementation of a Character Education course based on sign-in sheets B. At least 25 percent of students enrolled for six months or longer will complete the Character Education course
State Priority Six: School Climate School climate, as measured by all of the following, as applicable A. Pupil Suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Subpriority A—Pupil Suspension Rates	
Goal to Achieve Subpriority	Provide socio-emotional guidance and development better prepare students for handling day-to-day conflicts
Actions to Achieve Goal	A. All Character Education teachers will be trained on the implementation of a Character Education course based on sign-in sheets B. At least 25 percent of students enrolled for six months or longer will complete the Character Education course
Subpriority B—Pupil Expulsion Rates	
Goal to Achieve Subpriority	Provide socio-emotional guidance and development better prepare students for handling day-to-day conflicts
Actions to Achieve Goal	A. All Character Education teachers will be trained on the implementation of a Character Education course based on sign-in sheets B. At least 25 percent of students enrolled for six months or longer will complete the Character Education course
Subpriority C—Other Local Measures	
Goal to Achieve Subpriority	Improve communication between sites and parents
Actions to Achieve Goal	A. Integrate email service into the Student Information System so that the school can easily email every parent or individual parents regarding school activities, events, or student progress
State Priority Seven: Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as English Learner, FRPM-eligible, or foster youth (E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: A. Grades 1 to 6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board (E.C. §51210). B. Grades 7 to 12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and preforming arts, applied arts, and career technical education (E.C. §51220(a)-(i)).	
Subpriority A—Grades 1 to 6	
Goal to Achieve Subpriority	Not Applicable
Actions to Achieve Goal	

Subpriority B—Grades 7 to 12	
Goal to Achieve Subpriority	Provide students with access to and a broad course of study and ensure that their course of study meets district and graduation requirements as well as UC/CSU A-G requirements
Actions to Achieve Goal	A. Align ELA and math courses with Common Core in order to make students better prepared for more difficult courses later in their academic career B. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time C. Upgrade student Information System to better track student course utilization
State Priority Eight: Other Student Outcomes Pupil outcomes, if available, in the subject areas described above in number seven, as applicable.	
Subpriority A—English	
Goal to Achieve Subpriority	Increase student credit attainment in ELA courses
Actions to Achieve Goal	A. Curriculum team will review and revise English language arts curriculum to ensure alignment with CCSS. B. 90 percent of English teachers attend professional development opportunities based on sign-in sheets C. 90 percent of teachers who attend professional development opportunities agree or strongly agree that "Common Core training has effectively prepared me for the roll-out of the new Common Core course." Based on surveys. D. Connect with online education provider such as Apex to offer a broader range of UC/CSU courses to students
Subpriority B— Social Sciences	
Goal to Achieve Subpriority	Increase student credit attainment in Social Sciences
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time
Subpriority C— Foreign Language(s)	
Goal to Achieve Subpriority	Increase student credit attainment in Foreign Language
Actions to Achieve Goal	A. Connect with online education provider such as Apex to offer a broader range of UC/CSU courses to students
Subpriority D— Physical Education	
Goal to Achieve Subpriority	Increase student credit attainment in Physical Education
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time
Subpriority E—Science	
Goal to Achieve Subpriority	Increase student credit attainment in Physical Education
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Connect with online education provider such as Apex to offer a broader range of UC/CSU courses to students
Subpriority F—Mathematics	
Goal to Achieve Subpriority	Increase student credit attainment in Math courses
Actions to Achieve Goal	A. Curriculum team will review and revise math curriculum to ensure alignment with CCSS.

	B. 90 percent of math teachers attend professional development opportunities based on sign-in sheets C. 90 percent of teachers who attend professional development opportunities agree or strongly agree that "Common Core training has effectively prepared me for the roll-out of the new Common Core course." Based on surveys. D. Connect with online education provider such as Apex to offer a broader range of UC/CSU courses to students
Subpriority G—Visual and Performing Arts	
Goal to Achieve Subpriority	Increase student credit attainment in Visual and Performing Arts Courses
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Connect with online education provider such as Apex to offer a broader range of UC/CSU courses to students
Subpriority H—Applied Arts	
Goal to Achieve Subpriority	Increase student credit attainment in Applied Arts Courses
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Connect with online education provider such as Apex to offer a broader range of courses to students
Subpriority I—Career Technical Education	
Goal to Achieve Subpriority	Increase student credit attainment in CTE Courses
Actions to Achieve Goal	A. Hire additional compliance coordinators, teachers, and small group instructors to ensure more teacher-student instructional time B. Connect with online education provider such as Apex to offer a broader range of CTE courses to students

Options For Youth-Santa Clara County will be a replication charter of Options For Youth Public Charter Schools and will submit for approval an LCAP that closely reflects that of other OFY schools (see Exhibit Q: LCAPS). In accordance with Education Code 47606.5, OFY-Santa Clara County will comply with all elements of the LCAP pursuant to regulations and templates adopted by the California State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. Options For Youth-Santa Clara County shall submit the LCAP to the County Superintendent of Schools annually on or before July 1 of each year, as required by Education Code 47604.33.

Element B: Measurable Student Outcomes—"Exit Outcomes" or "Graduation Standards"

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil Outcomes," for the purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

A. Program Outcomes

The mission of OFY-Santa Clara County—to re-engage students in their education—reflects the different motivations of the Charter School's students. Many students will attend OFY-Santa Clara County as an alternative to traditional public high schools and earn their high school diploma from the Charter School; however, a number of students will attend OFY-Santa Clara County to partake in the Charter School's academic recovery program, catch-up on credits, and return to their resident or neighborhood school. Based upon their academic and personal goals, many at-risk students will transition into and out of OFY-Santa Clara County over the course of their academic careers. To ensure that the units earned at OFY-Santa Clara County will transfer to other middle schools, high schools, community colleges, colleges, and universities, OFY-SCC will meet WASC accreditation standards and be a WASC-accredited school. WASC-accreditation will allow OFY-Santa Clara County to meet the following program outcomes:

- Credit Attainment: Options For Youth-Santa Clara County will be authorized to award course credit to those students who successfully master OFY-SCC coursework. To be considered mastered, all the coursework and assessments within a particular course must be completed with an average score of 70 percent or better (or as otherwise specified on a student's IEP or 504 plan). If a student elects to re-enroll in a County or otherwise accredited school, all courses mastered at OFY-Santa Clara County are transferable to the student's new school.
- College and Career Readiness: Options For Youth will work to move students who are in need of intensive support to accept the challenges of college-preparatory courses. Through a multitude of resources, students will plan post-secondary goals, explore various career paths, research colleges and financial aid opportunities, and will plan and enact a growth plan designed to get them from high school graduation into a rewarding career.
- High School Diploma: Options For Youth-Santa Clara County will be authorized to award high school diplomas to those students who successfully complete the academic and behavioral requirements established by the Charter School.

1. High School Graduation Requirements

Students who choose to graduate from OFY-Santa Clara County will meet the graduation requirements listed in Table B.1 below:

Table B.1: Options For Youth-Santa Clara County Graduation Requirements

ENGLISH	40 Units
SOCIAL SCIENCE	40 Units (Global History; World History; U.S. History; U.S. Government (5 Units); Economics (5 Units))
MATHEMATICS	20 Units (The equivalent of first year Algebra must be completed for graduation)
PHYSICAL EDUCATION	20 Units
SCIENCE	20 Units (Life Science; Physical Science (5 Units); Science Elective (5 Units))
CAREER TECHNICAL EDUCATION	5 Units
FINE ARTS/FOREIGN LANGUAGE	10 Units
GENERAL ELECTIVES	65 Units
TOTAL	220 Credits
SERVICE LEARNING	80 Hours (This is to be completed in grades 9-12 while enrolled at OFY-Santa Clara County and students must submit verified hours on a letterhead from an approved service agency)

Options For Youth-Santa Clara County understands that graduation requirements may change over time, and all OFY-SCC students will complete all new graduation requirements of the current school year per district, County, or State requirements.

2. College-Preparatory Plan

Options For Youth-Santa Clara County will offer its students a college-preparatory plan that will lead to enrollment in a four-year college or university or enrollment in a community college with the ability to transfer to a four-year institution. In addition to the minimum graduation requirements described above, college-preparatory students will complete the following:

- A total of 30 to 40 units of mathematics (Algebra I or higher)
- A total of 30 to 40 units of college-preparatory science, and
- A total of 20 to 40 units of the same foreign language

To ensure that students are college eligible, OFY-Santa Clara County will offer a diverse array of courses that meet UC/CSU A-G admission requirements. In addition, students at OFY-Santa Clara County will be able to enroll in AP courses. For a list of A-G and AP courses that OFY-Santa Clara County will offer, please see pages 35-88 of Exhibit D: Student/Parent Handbook. Finally, OFY-Santa Clara County will pursue partnerships with local community colleges. These partnerships will enable OFY-Santa Clara County to offer concurrent enrollment courses to its students.

B. Exit Outcomes Aligned to CCSS and California Standards

1. Academic Outcomes

Options For Youth-Santa Clara County's courses will align with CCSS and California standards, and student performance will be monitored throughout the length of each course. Pupil outcomes will meet state content and performance standards in core and non-core courses, and all exit outcomes

will align with the mission of OFY-Santa Clara County as well as the curriculum and assessments the Charter School will offer to its students. Table B.2 below lists the minimum academic exit outcomes in core courses that OFY-SCC will expect from its graduating students. Likewise, exit outcomes for 7th-11th grade courses will align with CCSS and California standards.

Table B.2: Options For Youth-Santa Clara County Academic Exit Outcomes

12th Grade Core Academic Exit Outcomes	
ELA	• Students will be able to complete higher-level analysis of epics, archetypal narratives, medieval and romantic texts, tragedies, sonnets, and pastoral poetry. • Students will recognize the purposes behind the usage of soliloquys and allegories in literature. • Students will be able to analyze and deconstruct persuasive political speeches, argumentative essays, and expository texts from the critical perspective. • Students will be able to perform character analysis, construct resumes, and create and deliver multimedia presentations.
Math	• Students will be able to select and perform systems of equations. • Students will be able to complete algebra, geometry, linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions. • Students will understand and be able to apply inverse trigonometric functions, applications of trigonometry, vectors and laws of cosine and sine, polar functions and notation, arithmetic of complex numbers, conic sections, and trigonometric ratios and functions.
Science	• Students will comprehend the importance of chemistry, compounds and molecules, balancing chemical reactions, electrochemistry, phases of matter, liquids and solutions, acids and bases, and the foundations of organic chemistry. • Students will understand the connections between matter, forces, and energy, electrons and periodicity. • Students will understand the relationship between kinetics, entropy and spontaneity, quantum mechanics, energy in electrons and nuclei.
Civics	• Students will be able to trace the roots of American Democracy, political parties, the Bill of Rights, and how government meets societal needs. • Students will cognize the duties and responsibilities of a US citizen, the ways in which laws are enforced, the impact of judicial interpretations, the responsibilities of state, local, and regional authorities, and the role of state and local courts. • Students will understand the importance of economic systems and the American economy, saving and investing, demand and supply, business organizations, competition and monopolies, financing and producing goods, marketing and distribution, the American labor force, the Federal Reserve System and Monetary Policy, and the Global Economy to the system of capitalism.

To achieve these exit outcomes, newly-enrolled students at OFY-Santa Clara County will undergo a benchmark examination using STAR Renaissance English language arts and math assessments. The ILP of each student will provide teachers with these benchmark results, and enable the teachers to develop specific classroom-level skills to show student growth and understanding. Student progress will be monitored at all times, and the ILP will allow for highly-personalized instruction, pacing, and remediation (if required).

Options For Youth-Santa Clara County recognizes that exit outcomes and performance goals may need to be modified or changed over time. These changes may be caused by changes in CCSS or California standards; changes to curriculum or performance expectations by Santa Clara County Board of Education or the California Department of Education (CDE); or changes initiated by the Board of Directors, PMG, or OFY-Santa Clara County's school leadership. Any revisions to exit outcomes or performance goals will align to CCSS or California standards and meet or exceed minimum requirements put forth by SCCOE or the CDE.

2. Character Outcomes

At-risk students sometimes have little or no positive relationship with community institutions (i.e. schools, local government, churches). Options For Youth-Santa Clara County will create structured activities that nurture community relationships and encourage students to complete their education by demonstrating the powerful impact their learning can have on their local community and the world around them.

Options For Youth-Santa Clara County will provide programs and activities for students to interact with and relate to one another. Some of these opportunities will be student council, senior picnics, leadership camps, student recognition events, graduation ceremonies, and experiential learning classes—including domestic and international trips—that are designed to help students grow as individuals. These experiential learning opportunities will encourage students to create, plan, and execute programs, work as a team to achieve goals, adapt to unfamiliar environments, and develop new interests. Overall, the skills students learn in these environments will help students discover their dreams and learn how to make and follow a focused, goal-driven plan for their post-high school lives that will make these dreams obtainable.

In addition, OFY-Santa Clara County will provide a four-to-five week, SGI course on Character Education. The course is aligned with CCSS in College and Career Readiness and will equip students with the mindset, knowledge, and skills needed to lead a successful academic and personal life. Students study character traits such as gratitude, grit, optimism, and responsibility and participate in activities that help build self-confidence, self-esteem, and self-respect. By the end of the unit, students will develop a deeper awareness of and knowledge about themselves, their community, and the greater world around them. The leadership skills that OFY-Santa Clara County's students will learn will enable them to nurture community relationships and take the first steps towards making affirmative life choices that benefit and better the communities in which they live. For an overview of the character traits students will learn in the Character Education course, see Table B.3 below:

Table B.3: Options For Youth-Santa Clara County Character Education Exit Outcomes

Life Skill	Goal
Gratitude	Students will learn to develop an attitude of appreciation and gratefulness.
Grit	Students will understand how to pursue dreams and goals in the face of opposition.
Optimism	Students will learn to identify and understand one's own thought process to see the positive in negative situations.
Relationship Skills	Students will learn to develop and maintain healthy relationships within different contexts.

Responsibility	Students will learn how to think through consequences before making decisions.
Self-Awareness	Students will learn to identify and understand one's own feelings and how these feelings effect decision making.
Self-Management	Students will understand how to manage one's own feelings, behaviors, and thoughts in different situations.
Social Awareness	Students will learn how to understand and empathize with other's feelings and viewpoint.
Technology	Students will understand how to use latest technology appropriately in the school and public setting.

C. Performance Goals

In their 2015-2016 LCAP, OFY-San Juan identified four major accountability goals and delineated these goals for the various subgroups the organization serves. These goals address the eight state priorities and a detailed breakdown on how OFY-San Juan intends to meet these goals is included in Exhibit Q: LCAPS. As a replication charter, OFY-Santa Clara County will have the same LCAP goals for the 2017-2018 school year.

Table B.4: Options For Youth-San Juan LCAP Goal One

Goal One	**State Priorities**
One Hundred percent of core English and math courses are aligned to CCSS, and 100 percent of teachers are effectively trained to implement this new curriculum.	1, 2, 4, 5, 7, 8
Benchmarks	
Core math and English language arts curriculum are aligned to CCSS.	
All students will complete CCSS-aligned courses.	
Ninety percent of English and math teachers will attend professional development opportunities based on sign-in sheets.	
Ninety percent of teachers who attend professional development opportunities agree or strongly agree that "Common Core training has effectively prepared me for the roll-out of the new Common Core courses" based on surveys.	

Table B.5: Options For Youth-San Juan LCAP Goal Two

Goal Two	**State Priorities**
Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.	1, 3, 4, 5, 6
Benchmarks	
For all students, OFY will increase utilization to at least 86 percent overall.	
For ELs, OFY will narrow the utilization gap between the general student population and this student subgroup. Utilization for ELS will increase to at least 80 percent.	
For Foster students, OFY will narrow the utilization gap between the general student population and this student subgroup. Utilization for foster students will increase to at least 80 percent.	
For low income student subgroup, OFY will maintain a closed utilization gap between the general student population and the student subgroup to match overall utilization of at least 86 percent.	

Table B.6: Options For Youth-San Juan LCAP Goal Three

Goal Three	State Priorities
All students complete a rigorous course of study, including completion of A-G courses.	1, 2, 4, 5, 7, 8
Benchmarks	
For all students, OFY will increase the internal Average Course Difficulty (ACD) rating by 0.02 to 3.111.	
Options For Youth will maintain a closed ACD gap between EL students and the general student population; OFY will increase EL subgroup ACD with the general population to 3.111.	
Options For Youth will maintain a closed ACD gap between foster students and the general student population; OFY will increase foster subgroup ACD with the general population to 3.111.	
Options For Youth will maintain a closed ACD gap between low income students and the general population; OFY will increase low income subgroup ACD with the general population to 3.111.	

Table B.7: Options For Youth-San Juan LCAP Goal Four

Goal Four	State Priorities
All students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their future lives.	1, 5, 6, 7, 8
Benchmarks	
All Character Education teachers will be trained on the implementation of a Character Education course based on sign-in sheets.	
Each learning center will offer the Character Education course to students at least twice.	
At least 25 percent of students enrolled for six months or longer will complete the Character Education course.	
The number of graduates will increase by five percent from 201 to 211.	

Options For Youth-Santa Clara County understands that student needs change over time, and OFY-Santa Clara County's LCAP goals will change annually to reflect these shifting needs. In addition to LCAP goals, OFY-Santa Clara County will monitor pupil achievement via multiple, measurable methods, including:

- OFY-Santa Clara County, County, State, and Federal assessments
- California's Academic Performance Index
- Percentage of students completing UC/CSU A-G courses, career technical education sequences, or programs of study that align with state board-approved career technical and educational standards and framework
- Percentage of ELs who make progress toward English proficiency as measured by the CELDT (or any subsequent assessment of English proficiency, as certified by the State board)
- English Learner reclassification rate
- Percentage of students who have passed an AP examination with a score of three or higher, and
- Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.

Element C: The Method by Which Pupil Progress in Meeting Outcomes Will be Measured

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

A. Accountability for Student Progress

Fundamental outcomes on which OFY-Santa Clara County should be judged include: STAR Renaissance periodic assessments in reading and mathematics; CAASPP and other California-mandated standardized tests; and the Academic Performance Index ranking (as it becomes available by the CDE) as compared to similar programs where a student would have otherwise attended or schools within the County serving similar students. Options For Youth-Santa Clara County should also be judged according to student and parent satisfaction indices, the number of students graduating from the program, and the number of students returning to traditional school environments.

Reflecting this dynamic, it is necessary for OFY-Santa Clara County to enact more innovative measures as to how it uses multiple assessments—in the long term—across the entire student population. Based on the length of enrollment for each student, OFY-Santa Clara County will use at least one of following measures of academic achievement in determining program success:

- STAR Renaissance Benchmark Assessments
- CAASPP (movement of student from one proficiency level to the next in a given subject)
- CELDT (movement from one proficiency level to the next)
- R-FEP results (the number and percentage of ELs who have exited the EL program)
- Course Level Assessment (demonstration of proficiency in grade level courses using summative assessments)

Outcomes will be based on a comparison of past performance and with the understanding that OFY-Santa Clara County students are those who have not or would not have been served in the traditional school environment. Reported results will be based upon average student performance over the years of the Charter School petition. Exit outcomes will align to the Charter School mission, curriculum, and assessments.

Within six months after the close of the fiscal year, OFY-Santa Clara County will submit an annual report to the SCCOE. The annual report will contain year-end information detailing pupil achievement (i.e. STAR Renaissance growth rates, CAASPP results, credit attainment rates, CELDT results, R-FEP results) as well as the financial audit for that school year. Data provided in this report will be specific to students enrolled under this charter as approved by the SCCOE and will meet all CCSS and California assessment requirements.

B. Progress Assessment Methods

Students will be regularly tested to assess skill level growth and the appropriateness of the program for meeting their individual needs. All students will participate in testing programs as required by law. Furthermore, OFY-Santa Clara County will annually report student achievement data to staff, parents, and the SCCOE. Teachers will use the data to determine students' areas of strengths and weaknesses and adjust their instructional methods or curriculum accordingly; administrators will use the data to review staff performance and create relevant professional development; the Board of Directors will use the data to evaluate the performance of school leaders and the educational model; and the SCCOE will use the data to evaluate the performance of the Charter School.

The ILPs and close student-teacher relationships at OFY-Santa Clara County will give teachers the opportunity to explain to their students the results of their assessments and develop intervention strategies where necessary. Parents will be kept informed through parent-teacher conferences, IEP meetings, and Section 504 conferences.

State Priority One: Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully-credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119) and school facilities are maintained in good repair (E.C. §17002(d)).	
Subpriority A—Teachers	
Goal to Achieve Subpriority	English and math teachers will be familiar with and trained on new CCSS-aligned curriculum
Method of Measurement	A. Teacher credentials B. Sign-in sheets for professional development C. Teacher surveys
Subpriority B—Instructional Materials	
Goal to Achieve Subpriority	All core English language arts and mathematics curriculum will be aligned with Common Corse State Standards
Method of Measurement	A. Curriculum is CCSS aligned
Subpriority C—Facilities	
Goal to Achieve Subpriority	Invest in technology at resources centers
Method of Measurement	A. Sign-in sheets for SMART Board training
State Priority Two: Implementation of Common Core State Standards Implementation of Common Core State Standards, including how English Learners (ELs) will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A—Common Core State Standards Implementation	
Goal to Achieve Subpriority	All core English language arts and mathematics curriculum will be aligned with Common Corse State Standards
Method of Measurement	A. Curriculum is CCSS aligned
Subpriority B—English Learners & Academic Content Knowledge	
Goal to Achieve Subpriority	Maintain a closed Average Course Difficulty (ACD) between English Learners and the general student population while increasing the ACD rating of English Learners by 0.02 to 3.111
Method of Measurement	A. ACD rating

Subpriority C—English Learners and English Language Proficiency	
Goal to Achieve Subpriority	Narrow utilization gap between ELs and general student population while increasing ELs' utilization to 80 percent
Method of Measurement	A. Utilization rate
State Priority Three: Parental Involvement Parental involvement, including efforts to seek parent input for making decisions for schools and how the school promote parent participation	
Subpriority A—Achieving and Maintaining Parental Involvement	
Goal to Achieve Subpriority	Parents will be able to review and monitor student academic progress
Method of Measurement	A. Parent survey
Subpriority B—Promoting Parent Participation	
Goal to Achieve Subpriority	Improve communication methods between the school and parents
Method of Measurement	A. Parent survey
State Priority Four: Student Achievement Pupil achievement, as measured by all of the following, as applicable: A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements or career technical education (CTE) D. Percentage of English Learners who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. English Learner reclassification rate F. Percentage of pupils who have passed an Advanced Placement (AP) exam with a score of three or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
Subpriority A—CAASPP: ELA/Literacy and Mathematics	
Goal to Achieve Subpriority	Fully align English and math curriculum with Common Core State Standards
Methods of Measurement	A. CAASPP Scores
Subpriority B—API	
Goal to Achieve Subpriority	Increase API score by improving performance of EL students
Methods of Measurement	A. API Score (when made available by the State)
Subpriority C—UC/CSU Course Requirements or Career Technical Education	
Goal to Achieve Subpriority	Provide students with access to a variety of UC/CSU and Career Technical Education courses
Methods of Measurement	A. Average Course Difficulty B. A-G course availability C. CTE course availability
Subpriority D—English Learner Proficiency Rates	
Goal to Achieve Subpriority	Increase credit completion towards graduation through a reduction in absenteeism for ELs
Methods of Measurement	A. STAR Renaissance B. CAASPP

Subpriority E—English Learner Reclassification Rates	
Goal to Achieve Subpriority	Better link EL students' needs with school and system-wide support services
Methods of Measurement	A. CELDT
Subpriority F—AP Exam Passage Rate	
Goal to Achieve Subpriority	Provide students with access to a variety of AP courses
Methods of Measurement	A. AP Scores
Subpriority G—College Preparedness/EAP	
Goal to Achieve Subpriority	For all students, increase the internal Average Course Difficulty
Methods of Measurement	A. Average Course Difficulty B. Participation in Early Assessment Program C. A-G course participation
State Priority Five: Student Engagement Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (E.C. §52052.1(a)(3)) D. High school dropout rates E. High school graduation rate	
Subpriority A—Student Attendance Rates	
Goal to Achieve Subpriority	Increase credit completion towards graduation through a reduction in absenteeism
Methods of Measurement	A. Student records
Subpriority B—Student Chronic Absenteeism Rates	
Goal to Achieve Subpriority	Increase credit completion towards graduation through a reduction in chronic absenteeism
Methods of Measurement	A. Student records
Subpriority C—Middle School Dropout Rates	
Goal to Achieve Subpriority	Increase credit completion and course utilization rates
Methods of Measurement	A. Student records
Subpriority D—High School Dropout Rates	
Goal to Achieve Subpriority	Increase credit completion and course utilization rates
Methods of Measurement	A. Student records B. SARC
Subpriority E—High School Graduation Rates	
Goal to Achieve Subpriority	Provide socio-emotional guidance and development to ensure student perseverance and progress towards graduation
Methods of Measurement	A. Enrollment and graduation data
State Priority Six: School Climate School climate, as measured by all of the following, as applicable D. Pupil Suspension rates E. Pupil expulsion rates F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Subpriority A—Pupil Suspension Rates	
Goal to Achieve Subpriority	Provide socio-emotional guidance and development better prepare students for handling day-to-day conflicts

Methods of Measurement	A. Student records B. SARC
Subpriority B—Pupil Expulsion Rates	
Goal to Achieve Subpriority	Provide socio-emotional guidance and development better prepare students for handling day-to-day conflicts
Methods of Measurement	A. Student records B. SARC
Subpriority C—Other Local Measures	
Goal to Achieve Subpriority	Improve communication between sites and parents
Methods of Measurement	A. Parent Survey data
State Priority Seven: Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as English Learner, FRPM-eligible, or foster youth (E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: C. Grades 1 to 6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board (E.C. §51210). D. Grades 7 to 12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and preforming arts, applied arts, and career technical education (E.C. §51220(a)-(i)).	
Subpriority A—Grades 1 to 6	
Goal to Achieve Subpriority	Not Applicable
Methods of Measurement	
Subpriority B—Grades 7 to 12	
Goal to Achieve Subpriority	Provide students with access to and a broad course of study and ensure that their course of study meets district and graduation requirements as well as UC/CSU A-G requirements
Methods of Measurement	A. Student records B. SARC
State Priority Eight: Other Student Outcomes Pupil outcomes, if available, in the subject areas described above in number seven, as applicable.	
See Table C.2: Subjects and Assessment Tools	

1. Unit and Course Assessments

Both formal and informal assessments are essential components of OFY-Santa Clara County's instructional model. Appropriately selected and administered assessment instruments are aligned to the mission, exit outcomes, and curriculum of OFY-Santa Clara County. These assessments provide information that is critical for:

- Meaningful placement decisions
- Documentation of student growth through pre-testing and post-testing
- Assistance to teachers in making effective decisions about instructional content and pacing for individual students, and
- Evaluation of overall program effectiveness.

Test scores are only one indicator of a student's abilities and knowledge. Such scores are best used in context with other information about the student and only after careful consideration of the most appropriate test to administer and a full understanding of the individual student being tested. This is particularly true for an at-risk student whose progress is not typically reflected by traditional evaluation methods. To that end, OFY-Santa Clara County will use multiple measures and indicators to accurately determine student success. These measures include a variety of assessments such as standardized assessments, California-mandated assessments, and benchmark, formative, and summative assessments developed by OFY-Santa Clara County; alternative assessment processes include teacher-developed rubrics, performance tasks, and portfolios. In addition, OFY-Santa Clara County will use formative, summative, and alternative assessments to evaluate the Charter School's progress towards achieving annual goals for all pupils and subgroups as described in the eight state priorities. Table C.2 below outlines various assessments that OFY-Santa Clara County will use to monitor pupil progress and outcomes.

Table C.2: Subjects and Assessment Tools

Subject	Assessment Tools/Frequency
English Language Arts & Mathematics	**Initial/Ongoing:** STAR Renaissance ELA/Math diagnostics Oral Presentations (ELA only) Rubric-based performance tasks Student Activity Workbook performance tasks Unit assessments Summative content-specific assessments **Standards (End of Course and Annual):** End-of-Course Assessments, CAASPP
Social Studies	**Ongoing:** Rubric-based performance tasks Unit assessments Summative content-specific assessments **Standards (End of Course and Annual):** End-of-Course Assessments, CST
Science	**Ongoing:** Lab reports Rubric-based performance tasks Unit assessments Summative content-specific assessments **Standards (End of Course and Annual):** End-of-Course Assessments, CST
World Languages	**Ongoing:** Rubric-based performance tasks Unit assessments Summative content-specific assessments **Standards (End of Course and Annual):** End-of-Course Assessments
Health/PE	**Ongoing:** Rubric-based performance tasks Unit assessments

	Summative content-specific assessments **Standards (End of Course and Annual):** End-of-Course Assessments
Music **Art** **Career/College-Preparatory**	**Ongoing:** Rubric-based performance tasks Summative content-specific assessments Unit assessments **Standards (End of Course):** End-of-Course Assessments

In addition, OFY-Santa Clara County students will develop their social-emotional skills by obtaining critical knowledge and experiences. Research supports the positive association between social-emotional skills and academic achievement, and these skills have positive long-term behavioral and attitudinal effects.[21] Methods for assessing the progress of the development of these skills will include reflection activities and one-to-one student teacher meetings.

Table C.3: Social-Emotional Skills Assessment Tools

Skills	Assessment Tools/Frequency
Gratitude **Grit** **Optimism** **Relationship Skills** **Responsibility** **Self-Awareness** **Self-Management** **Social Awareness**	**Initial/Ongoing:** Journal entries One to one student teacher meetings Character Education Workbook activities Teacher and staff anecdotal notes (case by case basis) Monitor student personal growth plan

C. Personalized Assessment

Options For Youth-Santa Clara County will identify the particular needs of each student by conducting an enrollment orientation. This process will provide the student's teacher with a sense of the student's communication skills, how the student views schooling, why the student left his or her previous learning environment, and what, if any, are the student's goals. These understandings are extremely important in working with this particular at-risk population and can provide information the teacher can use in helping the student shape his or her educational and personal goals. This approach is vital to the overall success of the personalized learning process.

By using benchmark data from the enrollment orientation, along with the student's transcripts, the teacher, student, and parent will work together to develop an ILP to help maximize the student's success in the program. Options For Youth-Santa Clara County recognizes that individual students have varied, often changing needs, and teachers may adjust the ILP to meet these needs; however, any adjustments must still maintain strict adherence to a well-defined set of content standards and graduation requirements. As such, students will be provided a balance between structure and flexibility in their learning process.

[21] Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning.

Options For Youth-Santa Clara County will actively pursue the following objectives when developing the ILP for each student:

- An assessment of the academic strengths and weaknesses of the student, using both formal and informal assessment procedures
- A thorough examination of the expectations for each student
- Location of available resources and services so that an appropriate match between the expectations and the student's knowledge base can be achieved, and
- The development of a personalized plan of action that is flexible, modifiable, and includes an evaluation procedure to determine achievement of desired outcomes.

In all cases, students must demonstrate that they have met the standards required for the coursework. Attendance is calculated, and an audit trail of all coursework is maintained for each student based on the California Code of Regulations for charter schools.

D. Student Skill Growth

To gauge comprehensive skill growth, OFY-Santa Clara County will use multiple methods of assessments. One method used for individual and whole school tracking are the STAR Renaissance assessments, which are nationally normed and aligned with CCSS. The implementation of the STAR Renaissance assessments allows OFY-Santa Clara County to delve into the data, evaluate curriculum, and compare students' skill growth to that of students at other OFY schools and around the nation. In addition, with the suspension on API and CAHSEE, OFY-Santa Clara County realizes that there are fewer measures with which to demonstrate effectiveness and believes that the STAR Renaissance assessments provides a valuable, objective tool that shows success.

This computer-adaptive assessment tool allows for the measurement of student skill levels shortly after enrollment and skill growth over time. Students take the STAR Renaissance Reading Assessment shortly after enrollment and each time they complete 20 ELA credits (or four months, whichever comes first). They also take the STAR Renaissance Math Assessment shortly after enrollment and each time they complete five credits of math. The placement tests will give the instructor a diagnosis of the reading and math ability of each student; the follow-up assessments detail which standards (if any) each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in English and math. The testing windows will take place in (1) June and July, (2) November and December, and (3) March and April. By testing the entire student body, OFY-Santa Clara County will be able to track the skills growth of the student population as a whole. In addition, the STAR Renaissance Assessments allow OFY-Santa Clara County to design formative and summative assessments that align with the school's specialized curriculum.

Another method to track student skill growth includes MasteryConnect, a cloud-based platform that allows teachers to track student growth in state standards. Small Group Instructors will use MasteryConnect to develop benchmark exams for each course, and these exams will be taken before the course is started, midway through the course, and at the culmination of the course. Standards-aligned quizzes and exams will be given to students throughout the course, and students will track their progress in their portfolios. Each standard will be broken up into a four-point scale of mastery, and the goal for each student is to reach a minimum of level three mastery in each of the standards.

E. Student Credit Attainment and Mastery

Students will be placed in the core subjects of English language arts and mathematics based upon his or her assessed achievement levels, transcripts of previous coursework, state test results, and other data. The STAR Renaissance assessment will provide a benchmark of student performance in these core courses and allow OFY-Santa Clara County to track student skills as they develop. All English and math courses are 100 percent CCSS-aligned. Emphasis by the staff is given towards student responses to unit tests, formative and benchmark assessments, and summative course exams. Advancement and actual mastery of skills are determined through a variety of assessment processes. These processes may include teacher observational data, work samples, and formative and summative assessments. These assessments are tailored to meet the specific learning style of the unique student population, and include compositions, multimedia presentations, and artistic expression.

Each student is required to complete a minimum of five academic units of work (equivalent to five credits) each academic month (four-week learning period). In order to earn course credit, a student must demonstrate mastery, which is defined as a score of 70 percent or higher, on both coursework and unit exams. Therefore, students who do not meet this requirement must review and revisit a differentiated instructional process, which could include SGI, hybrid, online applications, and individualized tutoring at a resource center in order to master the skills and content.

Under this program, students have the opportunity to complete a maximum of ten academic units of work (equivalent to ten credits) during the same four-week learning period. Doing so allows students to recover missing units and either graduate with OFY-Santa Clara County or return to their traditional home school to graduate with them. Options For Youth-Santa Clara County will meet WASC-accreditation standards and be an accredited school. This will allow credits earned at OFY-Santa Clara County to be transferred to all other accredited high schools and colleges. For students who elect to graduate from OFY-Santa Clara County, class options and coursework will align with and meet California graduation requirement. Furthermore, OFY-Santa Clara County will offer UC/CSU A-G approved courses to students.

F. Success Rates

Options For Youth-Santa Clara County looks to serve students who have not been successful in their traditional school settings and are looking for an opportunity to succeed in an alternative educational model. The goal of OFY-Santa Clara County is to have students either return to their home district or neighborhood school after having recovered their credits or to graduate from the Charter School with a high school diploma. As such, OFY-Santa Clara County will consider students who graduate from our program and students who catch-up on credits and re-enroll in traditional school as successes.

Options For Youth will internally measure graduation rates on a yearly basis. Because of the non-traditional nature of the program, OFY-Santa Clara County will determine its annual graduation rate by measuring the number of students who have earned enough credits to be considered seniors at the beginning of the school year and who then graduate by the conclusion of that same school year. Using this methodology, OFY-Santa Clara County will strive to exceed an 85 percent graduation rate.

Options For Youth-Santa Clara County anticipates enrolling students year-round. The program may not be an appropriate fit for some students, and they will voluntarily withdraw. Options For Youth-Santa Clara County will designate these students as drop-outs and will strive to keep the drop-out rate below ten

percent. However, because of the varying needs of students who will enroll in and then leave OFY-Santa Clara County, the drop-out rate will be based on regular, full-time students—that is, students who are working towards a minimum of four academic credits each academic month. In addition, OFY-Santa Clara County will work collaboratively with County schools to increase graduation rates, decrease drop-out rates, and address state priorities.

G. State Mandated Assessments and Accountability System

Pursuant to California Education Code Section 60605, OFY-Santa Clara County will administer all required State and national standardized assessments (i.e. CAASPP, CELDT) as they are developed and approved by State and Federal agencies. Data collected from the assessments will be analyzed and disaggregated to multiple stakeholders, including school staff, school leadership, the Board of Directors, students, and parents. Using the data, students who score below proficient will be provided with further support interventions.

Element D: Governance Structure of School (including parental involvement)

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

A. Governance Overview

Options For Youth-California, Inc., the sole member of OFY-Santa Clara County, Inc., is a corporation engaged in providing educational support and management assistance to charter schools. John and Joan Hall, the founders of OFY-California, Inc., also founded Options For Youth Public Charter Schools and each possess over 35 years of experience in providing educational services to at-risk students in California.

Options For Youth-Santa Clara County, Inc., a California non-profit public benefit corporation, will operate the Charter School, and the Charter School will provide the various professionals and administrative services necessary to implement its educational and administrative plans. Options For Youth-Santa Clara County, Inc. will be responsible for overseeing the fiscal and educational programs of the Charter School.

The Board will initially consist of three Board Members with the option of electing up to two additional Board Members to insure local representation (including parents). If the County elects to designate a representative to serve on the Board, a representative from the County will be appointed.

Initial Board Members have been selected based on skill and expertise in a broad array of subjects, including finance and education. The Board Members are elected by the Sole Member. Unless a Board Member is removed or resigns, each Board Member holds office until a successor is elected and qualified by the Sole Member. The OFY-Santa Clara County Board of Directors biographies are included in Exhibit B: Board Biographies.

Options For Youth-Santa Clara County will follow all applicable laws, including the Brown Act, as they apply to charter schools. Options For Youth-Santa Clara County shall be governed by a Board of Directors in accordance with its adopted bylaws (see Exhibit C: Draft Bylaws and AOI). The Board of Directors will meet at least quarterly and will be responsible for carrying out responsibilities, including:

- Development, review, or revision of the Charter School's accountability and mission
- Development and approval of the annual budget
- Participation in dispute resolution procedures and complaint procedures when necessary
- Election of Officers as necessary
- Approval of charter amendments
- Annual review of the LCAP and approval of LCAP revisions
- Approval of annual fiscal and performance audits
- Approval of personnel discipline (e.g. suspensions or dismissals) as needed, and
- Hiring, supervision, evaluation and, if necessary, termination of Charter School Officers.

The Board of Directors shall have ultimate responsibility for the operation and activities of the Charter School. The Board of Directors shall have the responsibility to solicit input from, and opinions of, the parents of the Charter School's students regarding issues of significance and to weigh these inputs and

opinions carefully before taking action. The Board of Director's primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by any law and which are not in conflict with the purposes for which the Charter School is established. The Charter School reserves the right to contract with other individuals and entities, whether public, private, non-profit, or for-profit, in order to accomplish its goals and objectives as stated in this Petition, or to provide any or all services required hereunder, to the extent permitted by law.

At the first meeting, the Board will adopt all the required policies particular to Independent Study and the operation of a school, including basic policies, a student handbook containing a discipline policy, a master agreement, etc.

A Board Member shall not vote or participate in a discussion relating to a matter in which he or she has a direct personal financial interest. The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest.

The Charter School will seek ongoing training opportunities for its Board Members to ensure stable and consistent legal compliance and effective board practices. Topics may include Conflict of Interest (see Exhibit C: AOI, Board Bylaws, and Conflict of Interest), budgets, and the instructional program.

The Charter School shall have no authority to enter into contracts for or on behalf of the County. Any contracts, purchase orders, or other documents which are approved or ratified by the Charter School's Board of Directors, as required by law, shall be unenforceable against the County and shall be the Charter School's sole responsibility.

B. Parental Involvement

Parents of all students will be encouraged to participate in their child's educational progress. Communication will take place through regular phone calls from teachers, open houses each semester, quarterly newsletters, and progress reports. Furthermore, OFY-Santa Clara County will actively seek parental feedback on school operations and peformance via scheduled parental focus group meetings, the school's website, and the toll-free HOTLINE number at 866-OFY-HOTL (866-639-4685). Parents will also encouraged to participate in all OFY-Santa Clara County school events (i.e field trips, student council meetings, community service events, WASC visits).

Options For Youth-Santa Clara County shall assemble an Advisory Council composed of school staff, interested parents, and community members. The County may appoint a representative to the Advisory Council. The Advisory Council serves in an advisory manner to provide consultation, suggestions, and experienced advice to OFY-Santa Clara County's Board of Directors, school administrators, teachers, and students. The Advisory Council shall meet four times annually, and one such meeting shall include the review of the Annual Program Evaluation.

Element E: Qualifications to be Met by Individuals to be Employed by the School

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

A. School Employee Qualifications

Employees of the Charter School will not be employees of the County, nor of the State of California, nor of any political subdivision of the State. The Charter School will be responsible for hiring the staff and determining the salary and benefits for the employees. All teachers teaching in any core academic area will meet the requirements for Highly-Qualified Teachers. All teachers will hold, at a minimum, a Bachelor's degree, be appropriately licensed by the State, and demonstrate subject matter competency. Teachers will be supervised and evaluated for their effectiveness on an ongoing basis. In addition, all employees will be subject to the requirements in connection with criminal record checks and tuberculosis (TB) risk assessments and examinations (if necessary). The Charter School shall be the exclusive public school employer of all Charter School employees, for all purposes, including but not limited to, collective bargaining. All employees are subject to State and Federal employment laws.

To the extent required by applicable law, teachers in the Charter School shall meet all "highly-qualified" requirements of the ESEA, as applicable to their position, and shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (see Exhibit N: Job Descriptions). These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the County.

The Charter School is committed to maintaining a discrimination-free workplace to retain highly-qualified and experienced personnel to ensure the continued delivery of quality educational programs. In addition, to recruit and retain highly-qualified and experienced personnel, OFY-Santa Clara County will offer competitive salaries and benefits (see Exhibit O: Employee Salary and Benefits).

B. Health and Safety of Students and Staff

The Charter School will comply with all applicable laws regarding the health and safety of the students and employees. Every employee of the Charter School will be required to furnish a criminal record summary as described in Section 44237 of the California Education Code and otherwise comply with the requirements of that code section. Similarly, volunteers and contractors must provide the OFY-Santa Clara County with a criminal record summary as well. Any individual who has contact with students will be required to undergo a TB risk assessment and criminal record summary examination as required by law.

C. School Leadership, School Teachers, and Staff Recruitment and Hiring

The Principal of OFY-Santa Clara County will be responsible for the hiring, training, and evaluation of teachers and staff at OFY-SCC. The Principal's hiring, training, and evaluation will be overseen by a Director of Instruction employed by OFY Public Charter Schools and OFY-Santa Clara County's Board of Directors. Each employee will undergo an annual evaluation (see Exhibit P: Employee Evaluations); for an overview

of OFY-Santa Clara County's organizational structure and key personnel, see Exhibit M: Organizational Chart.

Job openings are posted publically to OFY's website as well as to education-oriented and general interest job sites. During the interview process, candidates undergo an initial telephone screening conducted by the Human Resources Department. If the candidates meets all the requirements for the position, an in-person interview with be scheduled with OFY-Santa Clara County's leadership staff. Before beginning employment with OFY-Santa Clara County, the selected candidate must pass a thorough background check conducted by the Human Resource Department. This background check includes a screening by the Department of Justice and the FBI, past employment verification, reference checks, and a TB test.

Newly-hired teachers will undergo an initial training to learn OFY-Santa Clara County's curriculum, instructional model, and data-tracking systems, and professional development will occur throughout the school. The OFY-Santa Clara County charter will employ an Instructional Trainer who will be responsible for training the teachers and staff as the curriculum changes over time. The Instructional Trainer is also responsible for conducting any mandatory training required by the state.

Element F: Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

A. Health and Safety of Students and Staff

1. First Aid

Administrators, teachers, and staff members will be trained to provide emergency and first aid response to assist in providing a safe and healthy learning environment.

2. Immunizations

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075, as applicable to charter schools.

3. Tuberculosis Risk Assessment and Examination

Faculty and staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

4. Bloodborne Pathogens

The Charter School shall meet State and Federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board of Directors shall establish and implement a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including Human Immunodeficiency Virus (HIV) and Hepatits 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.

5. Diabetes

The Charter School shall provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of Type 2 Diabetes
- A description of the risk factors and warning signs associated with Type 2 Diabetes
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes

- A description of treatments and prevention methods of Type 2 Diabetes, and
- A description of the different types of Diabetes screening tests available

6. Vision, Hearing, and Scoliosis

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

7. Drug-Free/Alcohol-Free/Smoke-Free Environment

The Charter School will maintain a drug, alcohol, and smoke-free environment.

8. Medication

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication in school (see Exhibit G: Medical Policy).

9. Sexual Health Education

The Charter School will comply with all of the requirements set forth by the California Healthy Youth Act, California Education Codes 51930-51939. Comprehensive sexual health and HIV-prevention education will be provided to students at least once in middle school and once in high school, starting in grade 7. Students will learn through an independent study course, and teachers will be available to answer any student question or provide clarification. Per state law, parents may remove students from this instruction.

B. Procedures for Background Checks

Employees and contractors of the Charter School shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board of Directors or a board designee shall monitor the fingerprinting and background clearance of the Principal. 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.

C. Role of Staff as Mandated Child Abuse Reporters

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

D. Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender,

gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Options For Youth-Santa Clara County shall implement a comprehensive policy to prevent and immediately remediate any concerns about 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 shall be addressed in accordance with the Charter School's discrimination and harassment policies and procedures.

E. Facility Safety

The Charter School shall provide the Charter School staff and students safe facilities that meet or exceed local safety ordinances (see Exhibit K: Emergency Preparedness Guide). The resource centers will be housed in spaces that are easily accessible to students. The Charter School will use facilities that meet all applicable health and safety laws and ordinances, including the Americans with Disabilities Act. A copy of the sample health and safety plan can be found in Exhibit L: Job Safety Handbook. The Board of Directors may periodically amend the safety plan or implement a new plan in compliance with applicable law.

Element G: Means to Achieve a Reflective Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

A. Racial and Ethnic Balance of Student Body

Options For Youth-Santa Clara County maintains a policy of non-discrimination in all areas of its operations and will make reasonable and practicable efforts to achieve a racial and ethnic balance among its students that reflects the racial and ethnic balance of the territorial jurisdiction of the County. This balance is maintained by recruitment in various representative areas of the community and by targeting under-represented students, if any. Options For Youth-Santa Clara County may also work with community-based organizations to accomplish this balance. Options For Youth-Santa Clara County will work to maintain an racial and ethnic balance that is similar to that of Santa Clara County and Gilroy Unified School District. For a comparison of the racial and ethnic balance of other OFY schools to that of Santa Clara County and Gilroy Unified School District, please refer to page three of Exhibit H: Student Demographic and Academic Outcomes.

Practices for ensuring that OFY-Santa Clara County's student population is reflective of the community may include, but is not limited to:

- Targeted recruitment in the geographic area surrounding the school
- Outreach efforts focused on student subgroups that have historically struggled academically
- Bilingual flyers, brochures, and ads announcing enrollment and contact information of the school
- Student recruitment at local community events, and
- Outreach at local community centers, churches, public libraries, and local businesses.

Timeline

Prior to opening	• Conduct preliminary research to determine type of marketing strategy. Research will include data from city and county websites. Since OFY-Santa Clara County will target under-represented students, key metrics will include median household income and population demographics. • Principal and staff will facilitate direct community outreach to ensure a strong school and community relationship.
After opening/Ongoing	• Annual marketing plan will be created in collaboration with school staff and will use student survey data. • Community outreach with key stakeholders, which includes students and families, community leaders, and local businesses.

In order to ensure a racial and ethnic balance, OFY-Santa Clara County will track enrolled student demographic information in a student information system.

Element H: Admissions Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

A. Student Admissions Policies and Procedures

Options For Youth-Santa Clara County will not discriminate in admitting pupils who wish to attend the Charter School and shall admit all pupils who wish to attend the school; however, if the number of pupils who wish to attend exceeds the school's capacity, attendance, except for existing pupils of OFY-SCC, shall be determined by a public random drawing. Preference will be given in the following order:

1. Students who reside in the County
2. Other preferences may be permitted consistent with law

The staff of OFY-Santa Clara County will make every effort to place students in satellite resource centers conveniently located near their homes, when most appropriate. Placement will also take into consideration other issues such as gang territory, place of work, and childcare needs. The County shall make reasonable efforts to accommodate the growth of OFY-Santa Clara County and, in no event, shall take any action to impede OFY-SCC from expanding enrollment to meet student demand and needs.

Upon enrollment, and as part of the admissions process, OFY-Santa Clara County will require that prospective students consent to the acquisition of their records from their prior school, including all special educations files. Teachers will review the transcripts to determine courses the students must take to meet graduation requirements and to gain further understanding of the students' academic abilities. When a student transfers out of the Charter School, the Charter School will forward student files, including special education files, to the school or district requesting the student files within ten days of notification.

All students entering OFY-Santa Clara County must, along with a parent or legal guardian, participate in an enrollment meeting with a teacher. The parent or guardian must be present to sign the necessary enrollment forms and agreements (see Exhibit E: Student Master Agreement) In the case of minors, only the parent or legal guardian may sign the Master Agreement to enroll his or her child into the program. When enrolling unaccompanied homeless youth under the McKinney-Vento Act, OFY-Santa Clara County's policy is for the teacher to co-sign the enrollment paperwork and to include a note stating: "Minor represents that no parent or guardian caregiver is available, and that minor is an 'unaccompanied homeless youth' as defined under the McKinney-Vento Act.".

During this meeting, the teacher will attempt to determine the student's motivation for enrolling at OFY-Santa Clara County. Without making judgments, the intake teacher will attempt to understand what the student believes is needed to be successful in the program. The teacher will discuss the dreams and aspirations of the student and what he or she hopes to accomplish beyond high school. Ideally, the student's dream will include a high school diploma. Options For Youth-Santa Clara County will strongly emphasize to all students the importance of having a dream. The students' dreams and aspirations will be used as hooks to keep the students in school, motivated, and on-track.

The orientation discussions will also provide the teacher with an opportunity to assess the student's communication skills as well as the student's views about schooling and the reason the student left his or her previous learning environment. Subsequent to the orientation discussion, periodic discussions will

explore the level of student satisfaction with OFY-Santa Clara County, changing attitudes toward school and learning, and perceived progress toward educational goals. Parents will also be asked to complete questionnaires regarding their children's progress.

In addition, the teacher will explain how OFY-Santa Clara County works and the Charter School's expectations of the student. This portion of enrollment will be focused on the student's responsibility to complete the required work each week, show up for the appointments, and call when unable to attend. The teacher will explain that the student is expected to treat his or her education like a job. This is also why the student, rather than the parent, will be required to make appointments and call when an appointment cannot be kept.

Either at the conclusion of the enrollment meeting or on the first day of attendance, the student will take the STAR Renaissance assessments to ascertain current progress in English language arts and mathematics. The teacher will use the results of these assessments to determine what types and level of courses are appropriate upon enrollment. Students may begin taking classes on the day of enrollment.

Element I: Financial Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

A. Audits

Options For Youth-Santa Clara County will prepare and submit the following reports the County:

- On or before July 1, a preliminary budget
- On or before December 15, an interim financial report to reflect changes through October 31
- On or before March 15, a second interim financial report to reflect changes through January 31, and
- On or before September 15, a final unaudited report for the full prior year.

Furthermore, a financial audit for each fiscal year will be performed and submitted to the County Superintendent of Schools, the State Controller, and to the CDE by December 15 of the next fiscal year. Each audit will be performed by an independent certified public accountant (CPA) licensed by the California Board of Accountancy. Pathways Management Group with select the independent auditor from a directory of CPAs and public accountants deemed qualified to conduct audits of LEAs. The directory is provided by the State Controller's Office.

The audit will be conducted in accordance with the Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting. The Standards set forth the scope and responsibilities for an independent financial audit of an LEA. The audited financial statements will be prepared in accordance to generally accepted accounting procedures (GAAP). The independent auditor will provide a listing of any audit exceptions and deficiencies to OFY-Santa Clara County. These noted deficiencies will be resolved to the County's satisfaction in a timely manner. To achieve this, OFY-Santa Clara County will provide the deficiency listing along with a resolution plan to the County. Follow-up communications will occur to give assurance to the County that the resolution plan is being properly executed.

The audited financial statements will include a complete set of financial statements showing revenues, expenses, assets, liabilities, equity, and cash flow. Additionally, the financial statements will contain notes and disclosures considered integral to the accompanying financial statements. Finally, there may be supplementary schedules or data included with the statements.

In addition, an independent audit will perform agreed upon procedures to test student records and to verify that the stated ADA is calculated and reported accordingly as set forth in the California Education Code and California Code of Regulations. This compliance audit will be conducted by the Certified Public Accounting firm of Vicenti, Lloyd & Stutzman (VLS).

Element J: Pupil Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

A. Suspension or Expulsion Procedures

Student behavioral expectations will be described in OFY-Santa Clara County's student handbook. This handbook will be distributed to parents and students upon enrollment, and a copy will be available online for those students and parents who are considering the program. Students will be expected to conform to the customary rules of conduct and the normal manner of operation of the resource center. The teachers and staff at the resource center will monitor student behavior during OFY-Santa Clara County's hours of operation, 8:00 a.m. to 5:00 p.m., Monday through Friday. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

Attached hereto as Exhibit F, and incorporated herein by this reference, is a copy of OFY-Santa Clara County's policies and procedures regarding student discipline (see Exhibit F: Pupil Suspension and Expulsion Policy). Among other things, the policy sets forth the grounds for suspensions and expulsions applicable to all students in a manner that is consistent with Federal law. Parents, students, and staff may provide input on the design and implementation of OFY-Santa Clara County's discipline policies to OFY-SCC's Board of Directors, and the Board of Directors may periodically amend the policy, develop additional criteria, and add alternative methods of discipline; provided, however, that all such amendments and additions ensure that students are afforded due process to the extent required by applicable law.

If a pupil is expelled or leaves the Charter School without graduating or 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 transcripts or a report card and health information.

Element K: Staff Retirement System

Governing Law: The manner by which staff members of the Charter School will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

A. Retirement Benefits

All staff members of the Charter School are covered by Federal Social Security pursuant to applicable law. With respect to additional employee benefits, the Charter School complies with all applicable State and Federal laws governing such benefits.

Element L: Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school. Education Code Section 47605(b)(5)(L).

A. Attendance Alternatives

The Governing Board of the County shall not require any pupil enrolled in the County to attend OFY-Santa Clara County.

Pupils in the areas served by OFY-Santa Clara County have many schools available to them and will be free to return to their home district or county schools at any time pursuant to applicable State law and County policies.

Element M: Description of Employee Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School. Education Code Section 47605(b)(5)(M).

A. Rights of Employees

No public school County employees shall be required to work at OFY-Santa Clara County. Employees of the County who choose to leave the employment of the County to work at OFY-Santa Clara County will have no automatic rights of return to the County after employment by OFY-SCC unless specifically granted by the SCCOE through a leave of absence or other agreement.

Element N: Dispute Resolution Process

Governing Law: The procedures to be followed by The Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

A. Resolving Disputes Relating to Provisions of the Charter

1. Meet and Confer

In the event that any dispute arises between the Parties relating to this charter, the Parties hereby agree to initially attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute.

2. Mediation

If a dispute cannot be resolved through meeting as provided in subparagraph 1, then, before resorting to litigation, arbitration, or some other dispute resolution process, the parties agree first to attempt to resolve the dispute by binding mediation before any mediator agreed upon by both parties. The Demand for Mediation (Mediation Demand) must be in writing. The mediation shall commence within thirty (30) calendar days from the date of receipt of the Mediation Demand and shall be concluded no later than sixty (60) calendar days from the date of receipt. Date of receipt shall be determined pursuant of the Notice provisions of section VIII (L) below. The administrative costs of conducting the mediation, including but not limited to the mediator's fees, will be shared equally by the parties. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the SCCOE and OFY-Santa Clara County.

3. Location of Proceedings

Santa Clara County shall be the proper venue for any mediation, litigation, or other dispute resolution process.

4. Continuous Payment Obligation

The Charter School's entitlement to receive funds pursuant to this Charter and State law shall be continuous throughout the term hereof. In the event of any disputes between the Parties, the County shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the Charter School from the State of California or the Federal government, which funds, when paid, become the sole and exclusive property of the Charter School.

Nothing stated herein requires the SCCOE to pay to the Charter School those State and Federal funds designated for the Charter School that it has not yet received.

Element O: Labor Relations

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

A. Exclusive Public School Employer

The Charter School will be the exclusive public school employer of all employees working for the Charter School, for all purposes, including but not limited to, collective bargaining. Employees of the Charter School will be covered by the provisions of the National Labor Relations Act (see Exhibit J: Employee Handbook). Option For Youth-Santa Clara County's employees will be classified as "at-will" and are not employees of the SCCOE, State of California, nor any political subdivision of the State. Employees of the County who elect to leave County employment and join OFY-Santa Clara County will not be covered by his or her collective bargaining agreement.

Element P: Closure of Charter School

Governing Law: A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

A. Closure Protocol

The following procedures shall apply in the event that OFY-Santa Clara County closes. The following procedures will apply regardless of the reason for the closure. If it is feasible to do so, while still maintaining a viable and appropriate educational program, OFY-Santa Clara County will close at the end of an academic year. Mid-year closures will be avoided if possible, and OFY-Santa Clara County and SCCOE will work together to ensure that an appropriate, viable, and legally compliant educational program continues until the end of the school year.

Closure of OFY-Santa Clara County will be documented by official action of OFY-SSC's Board of Directors. The action will identify the reason for closure.

Options For Youth-Santa Clara County will be the responsible entity to conduct closure activities and will fund closure activities. Upon determination of closure, OFY-Santa Clara County will promptly notify parents or guardians of students, the authorizing entity, SCCOE, the SELPA in which OFY-Santa Clara County participates (if any), the retirement systems that employees participate in, and the CDE. These notices will include all information required by Title 5 of the California Code of Regulations section 11962.

Options For Youth-Santa Clara County will ensure that the notification to parents and guardians provides information to assist parents and students in locating suitable alternative programs.

Options For Youth-Santa Clara County will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the County 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 20 U.S.C. § 1232(g). The entity responsible for closure activities will store the original records of OFY-Santa Clara County's students until such time as all students have transferred to a new school, whereupon OFY-SCC will ensure that the respective new schools receive the students' permanent records.

All previous students' permanent records, state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

Options For Youth-Santa Clara County will prepare final financial records as soon as reasonably practicable and will have an independent audit completed no more than six months after closure. Options For Youth-Santa Clara County will pay for the final audit. The audit will be prepared by a qualified CPA selected by OFY-Santa Clara County and will be provided to the County upon completion.

Options For Youth-Santa Clara County will complete and file any annual reports required pursuant to Education Code 47604.33.

All assets of OFY-Santa Clara County, including but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending OFY-SCC will remain the sole property of OFY-Santa Clara County, Inc. On closure, OFY-Santa Clara County, Inc. shall remain solely responsible for all liabilities arising from the operation of OFY-Santa Clara County.

Required Supplemental Information

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code 47605(g).

A. Administrative Services

1. Independent Contractor Status and Liability

Options For Youth-Santa Clara County will be a nonprofit benefit corporation and shall perform its duties as an independent contractor, and its employees, officers, and directors in their capacity as OFY-Santa Clara County employees shall not be considered officers, employees, or agents of the County.

Except as otherwise provided in this Petition, the Charter School will act as its own LEA and fiscal agent to the fullest extent of the law. The County shall not be liable for the debts or obligations of the Charter School in accordance with Education Code Section 47604(c).

2. Indemnity and Hold Harmless

Options For Youth-Santa Clara County does hereby agree, at its own expense, to indemnify, defend, and hold the County, its officers, employees, and agents harmless from and against any and all claims, liabilities, or legal proceedings brought by any person or entity whatsoever, arising from or relating to the charter agreement, excluding, however, any claims, liabilities, or legal proceedings attributable to the negligent acts or omissions of the County. Options For Youth-Santa Clara County further agrees to indemnify, defend, and hold the County, its officers, employees, and agents harmless from and against claims, liabilities, or legal proceedings brought by any person or entity if such claims, liabilities, or proceedings arising from or relating to acts or omission of acts committed by OFY-Santa Clara County, its officers, employees, or students.

3. Oversight Fees and ADA Payments

a) Oversight Charge

Except as set forth in subparagraph 2, below, as the chartering agency, the County may charge OFY-Santa Clara County for the actual costs of the supervisorial oversight of OFY-SCC in an amount not to exceed one percent (1 percent) of the revenue of the Charter School according to Education Code 47613.

b) Facilities and Oversight Charge for Use of Facilities

As the Chartering agency, the County may charge OFY-Santa Clara County for the actual costs of supervisorial oversight of OFY-SCC in an amount not to exceed three percent (3 percent) of the revenue of the Charter School, if OFY-Santa Clara County obtains substantially rent-free facilities from the County for use by OFY-SCC.

c) ADA Apportionments

Pursuant to Education Code 47612, the Superintendent of Public Instruction shall make all of the following apportionments to OFY-Santa Clara County for each fiscal year during the term of this Charter:

- General purpose and general purpose entitlement funding in accordance with Education Code 47633 as computed by the local control funding formula pursuant to Education Code 42238.02, as implemented by Education Code 42238.03, in an amount for each unit of regular ADA in the Charter School is generated by a pupil who is a California resident.
- For each pupil enrolled in the Charter School who is entitled to special education services, the State and Federal funds for special education services for that pupil that would have been apportioned for that pupil to the SELPA.
- Funds for the programs described in Education Code Sections 63000 and 64000, and other State law as applicable to the Charter School to the extent that any pupil enrolled in OFY-Santa Clara County is eligible to participate.
- Options For Youth-Santa Clara County is deemed to be under the exclusive control of the officers of the school for purpose of Section 8 of Article IX of the California Constitution, with regard to the appropriation of public monies to be apportioned to the Charter School.

The SCCOE, as the case may be, is also required to forward to the Charter School the appropriate percentage of property tax revenues allocable to all public schools.

Options For Youth-Santa Clara County reports payments to the Federal and State taxing authorities as required by law. The County will not withhold any sums from revenue payable to OFY-Santa Clara County. The Charter School is independently responsible for the payment of Social Security and all other applicable taxes.

Payments shall be made to OFY-Santa Clara County for ADA generated in accordance with the local control funding formula established by State law for the funding of all LEAs in California. In accordance with applicable law and the State's Direct Funding Model, California's Superintendent of Public Instruction shall make payments and apportionments directly to OFY-Santa Clara County, or to an account held in the name of OFY-SCC, Inc.

Notwithstanding the oversight provisions set forth herein, the County shall not be entitled to receive any portion of income received by OFY-Santa Clara County from private party sources.

B. Financial Plan

For a financial plan including first year operational budget, planning assumptions, start-up costs, annual operating budget, cash flow analysis, and long-term plan, see Exhibit R: Budget.

C. Planning Year

Options For Youth-Santa Clara County will use the year prior to opening as a planning year. Over the course of the year, OFY-Santa Clara County will construct facilities, conduct outreach to potential students and staff members, develop curriculum, and conduct extensive professional development. These processes are broken down in more detail in Tables RSI.1 to RSI.4 below

Table RSI.1: Options For Youth-Santa Clara County Curriculum Planning Year

Task	Responsible Parties	Start By	Complete By
If needed, develop additionally curriculum required to meet SCCOE and Gilroy USD high school graduation requirements	PMG Curriculum Department	July 2016	July 2017
Refine curriculum plans and instructional model	PMG Curriculum, Director of Instruction, and Principal	January 2017	Ongoing
Price instructional materials and assessments in all content areas, including intervention materials	PMG Purchasing, Director of Instruction, and Principal	April 2017	May 2017
Order instructional materials	PMG Purchasing	May 2017	May 2017
Finalize school calendar and schedule, including state-mandated testing dates	Director of Instruction and Principal	June 2017	June 2017

Table RSI.2: Options For Youth-Santa Clara County Facilities Planning Year

Task	Responsible Parties	Start By	Complete By
Confirm and sign lease. Apply for building and safety permits for any needed renovation	PMG Facilities Management	January 2017	April 2017
Secure property insurance and establish security protocols	PMG Facilities Management	January 2017	March 2017
Obtain a certificate of occupancy	PMG Facilities Management	March 2017	March 2017
Schedule IT deliveries and installations of computers, printers, phones, smartboards, and surveillance equipment	Contracted Vendor	May 2017	June 2017
Purchase and move-in furniture and office equipment	PMG Facilities Management	May 2017	May 2017
Install signage	PMG Facilities Management	June 2017	June 2017
Begin School Operations			July 2017

Table RSI.3: Options For Youth-Santa Clara County Human Resources and Professional Development Planning Year

Task	Responsible Parties	Start By	Complete By
Develop and post job descriptions	PMG Human Resources	January 2017	May 2017
Begin recruitment, interviewing, and hiring of teachers, staff, and administrators	PMG Human Resources	January 2017	June 2017
Establish benefits: medical insurance, workers compensation, unemployment, retirement, etc	PMG Human Resources	March 2017	April 2017
Set-up payroll and benefits administration system	PMG Human Resources	March 2017	April 2017
Make offers and finalize hiring for all positions	PMG Human Resources, Director of Instruction, and Principal	January 2017	June 2017
Plan staff planning and professional development process and content	PMG Professional Development	January 2017	Ongoing
Conduct teacher and staff training	PMG Professional Development, Director of Instruction, and Principal	June 2017	June 2017

Table RSI.4: Options For Youth-Santa Clara County Student Outreach Planning Year

Task	Responsible Parties	Start By	Complete By
Visit/contact local organization to inform them of OFY-SCC's model and form referral networks for underserved students	PMG Marketing	July 2016	Ongoing
In target areas, secure visible advertising space such as bus stops, billboards, malls, etc.	PMG Marketing	March 2017	Ongoing

Promote OFY-SCC online using advertising services such as Google Adwords	PMG Marketing	March 2017	Ongoing
Develop and launch OFY-SCC website	PMG Marketing, Director of Instruction, Principal, and OFY-SCC staff	March 2017	Ongoing
Develop and distribute ancillary marketing materials such as bilingual flyers	PMG Marketing, Director of Instruction, Principal, and OFY-SCC staff	March 2017	Ongoing
Host Open House	Director of Instruction and Principal	June 2017	July 2017
Plan, announce, and conduct student orientation	Director of Instruction, Principal, and OFY-SCC staff	June 2017	Ongoing

D. Calendar

Options For Youth-Santa Clara County anticipates to open in July 2017 and may use a year-round, multitrack, staggered start calendar or, as the Charter School determines, any other calendar that would improve the delivery of instruction to students, provided that such calendar complies with applicable law (see Exhibit I: School Calendar). In addition, nothing contained herein shall prohibit OFY-Santa Clara County from having a different apportionment date than the County. Options For Youth-Santa Clara County shall use the apportionment dates determined within the calendar used by the Charter School to submit apportionment information to the County.

To the extent that OFY-Santa Clara County needs to obtain a waiver from the State Board of Education pursuant to Education Code 58509, in order to receive full funding based upon OFY-SCC's school calendar, OFY-SCC's Board of Directors and its representatives are empowered to directly petition the State Board for such a waiver. In addition, in the event that OFY-Santa Clara County must submit waiver requests through the County, the County hereby agrees to evaluate the waiver requests in a timely manner and, if determined to be a reasonable request, to fully cooperate in the waiver process and to support and process such waiver requests submitted by OFY-SCC, Inc. in a timely manner.

It is the intent of the Charter School to commence operation no later than July 1, 2017. Options For Youth-Santa Clara County will be closed for a variety of school, County, State, or Federally-designated holidays. These holidays include:

Independence Day	Labor Day	Veteran's Day	Thanksgiving	Winter Recess
Martin Luther King Day	President's Day	Spring Recess	Memorial Day	Summer Recess

Options For Youth-Santa Clara County will determine the specific days the holidays will be observed and include those days in the Student Handbook (see page nine of Exhibit D: Student/Parent Handbook).

E. Non-Discrimination

Options For Youth-Santa Clara County will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Options For Youth-Santa Clara County will not charge students tuition and will not discriminate against any pupil on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Except as required by Education Code 47605(d)(2), admission to OFY-Santa Clara County will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. Options For Youth-Santa Clara County will comply with all applicable State and Federal non-discrimination laws.

F. Terms of Charter

The term of this Charter shall be for five years, from July 1, 2017, through and including June 30, 2022.

Options For Youth-Santa Clara County will submit the necessary documentation to the County on or around 18 months prior to the expiration of the charter term. In reviewing the petition for renewal, the County shall comply with the provisions of Education Code Sections 47607 and 47605 and their implementing regulations as it applies to charter schools. If the County does not respond to OFY-Santa Clara County's request within sixty (60) days prior to the term's expiration, the Charter will be automatically renewed for a five-year term.

G. Amendments

This Petition may only be amended by written agreement of OFY-Santa Clara County and the County.

H. Attorney's Fees

In the event any action is instituted by a party to enforce or interpret any of the terms and provisions contained herein, the prevailing party in such actions shall be entitled to such reasonable attorneys' fees, costs, and expenses as may be fixed by the applicable arbitrator or court, whether or not such action is prosecuted to final judgment.

I. Interpretation

Headings at the beginning of each paragraph and subparagraph are solely for the convenience of the Parties and are not a part of this Petition. Whenever required by the context of this Petition, the singular shall include the plural. This Petition shall be construed to give the fullest autonomy to OFY-Santa Clara County to fulfill its primary goal of teaching at-risk students and academically low-achieving students.

Throughout this Charter and any attachments, exhibits, and appendices hereto, any and all references to Options For Youth-Santa Clara County, OFY-Santa Clara County, OFY-SCC, OFY-SCC, Inc., Options For Youth, OFY, or the Charter School shall apply with full force and effect to each of the others. For all purposes set forth in this Charter and any attachments, exhibits, and appendices hereto, each of the above-listed entities are deemed one and the same and, to the extent that they are separate legal entities,

they shall have joint and several liability for all obligations of OFY-Santa Clara County and each of the other entities listed above as set forth in this Charter, and any attachments, exhibits, and or appendices hereto, and each of the entities shall be fully obligated to comply with the provisions of this Charter, and any attachments, exhibits, and or appendices hereto, without regard to the name or designation used in referring to Options For Youth-Santa Clara County, Options For Youth, OFY-SCC, Inc., OFY-Santa Clara County, OFY, or the Charter School in any or all of the documents.

J. Partial Invalidity

The provisions of this Petition are severable, and in the event that any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

K. Resource Centers

Options For Youth-Santa Clara County will use stand-alone spaces that do not work for traditional school models. Resource centers are typically configured into three classrooms, one administrative office, an open student work space, a conference space, a student meeting space, a kitchen area, a science wet lab, and appropriate restroom facilities for staff and students. The space required to implement the educational model ranges from 5,500 to 9,000 square feet. Options For Youth-Santa Clara County will also seek out larger spaces that can accommodate more than one science lab.

The primary charter school will be OFY-Santa Clara County in Gilroy, CA as authorized by the SCCOE. Because of the compelling public interest in and aid to the economy when students achieve a high school diploma, the County hereby agrees that OFY-Santa Clara County may open additional satellite resource centers if and when OFY-Santa Clara County determines the need is substantiated through enrollment and related funding to support additional satellite resource centers is available. Options For Youth-Santa Clara County will inform the SCCOE in writing of its intention to establish satellite resource centers. Options For Youth-Santa Clara County shall comply with applicable provisions of Education Code Sections 47605 and 47605.1 as to the location of its resource centers.

The proposed primary charter school, as of the time of this petition, will be located at:

- 6941 Monterey Rd. Gilroy, CA 95021

Options For Youth-Santa Clara County has submitted a Letter of Intent to lease the property at 6941 Monterey Rd. Gilroy, CA 95021 (see Exhibit U: Lease Letter of Intent).

All resource centers will be properly zoned and cleared for student occupancy by appropriate local authorities. Options For Youth-Santa Clara County will provide the County with a written agreement regarding OFY-SCC's right to use the selected location for at least the first year of the Charter School's operation.

No later than June 1, 2017, OFY-Santa Clara County will provide documentation of adequate insurance coverage, including liability insurance, to the County. The insurance will cover all acquired or leased property intended for use as a resource center by OFY-Santa Clara County and will be based on the type and amount of insurance coverage maintained in similar settings.

L. Transportation

Options For Youth-Santa Clara County believes that its program should be available to all students, regardless of their current living arrangements. As such, OFY-Santa Clara County will provide bus passes to students who need transportation assistance. In addition, pursuant to the IDEA, OFY-Santa Clara County will find appropriate transportation accommodations for students with disabilities as detailed in the students' IEPs.

M. Notices

1. Notification of Petition

As of May 6th, 2016, OFY-Santa Clara County has formally notified Gilroy Unified School District of OFY-SCC's intent to locate in the district. In addition, OFY-Santa Clara County has formally notified Morgan Hill Unified School District of its intent to locate in Gilroy Unified School District (see Exhibit V: District Notifications).

2. Notice Upon Approval

Should a charter be granted, OFY-SCC will provide written notice of the approval and a copy of the petition to the California Department of Education and the State Board of Education.

3. Communication Between Parties

Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if served either personally or, if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice, demand, or other communication be served personally, service shall be conclusively deemed given or made at the time of such personal service. If such notice, demand, or other communication be given by mail, such shall be conclusively deemed given forty-eight hours after the deposit thereof in the United States mail, addressed to the party to whom such notice, demand, or other communication is to be given as hereinafter set:

To the Charter School:
Options For Youth-Santa Clara County, Inc.
320 N. Halstead Street
Pasadena, CA 91107
Facsimile: (626) 921-8250
Attention: John Hall, Sr., President

With a copy to:
Options For Youth-Santa Clara County, Inc.
Attention: Legal Department
320 N. Halstead Street
Pasadena, CA 91107
Facsimile: (626) 628-3078

To the County:
Santa Clara County Office of Education
1290 Ridder Park Dr.
San Jose, CA 95131
Attention: Jon R. Gundry, County Superintendent of Schools

Any party hereto may change its address for the purpose of receiving notices, demands, and other communications as herein provided by a written notice given in the manner aforesaid to the other Party or Parties hereto.

N. Governing Law and Construction

This Petition shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

O. Entire Agreement

This Petition constitutes the entire understanding and agreement of the Parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings, or agreements among the Parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the Parties with respect to such rights and obligations, including but not limited to, any and all prior charter school petitions entered into between the Parties hereto.

P. Waiver

The failure of either party to insist on strict compliance by the other party with any of the terms, conditions, or covenants of this Petition shall not be deemed a waiver of that term, covenant, or condition; nor shall any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for any other time.

Q. Counterparts

This Petition may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

R. Termination

The County shall not terminate this Petition upon any material default described in Education Code 47607(c) or any provision hereof by OFY-Santa Clara County and its representatives, unless (i) the County gives OFY-Santa Clara County notice of the material default (in the manner set forth under the Notice provision of this Petition) and (ii) OFY-Santa Clara County fails to cure the material default within 60 days after receipt of the notice, or in the event the material default cannot be cured within the 60 day period, then only if OFY-Santa Clara County fails to submit a plan to the County to substantiate that a cure will be done within a reasonable time acceptable to the County. Pursuant to Education Code Section 47607(c), the foregoing notice and cure requirements do not apply when the County determines, in accordance

with Title 5 of the California Code of Regulations Section 11968.5.3, that the violation constitutes a severe and imminent threat to the health or safety of pupils. In the event that the County shall undertake proceedings for revocation of the Charter, OFY-Santa Clara County shall be entitled to all rights and remedies provided for under Education Code 47607 and Title 5, California Code of Regulations Sections 11965 and 11968.5.2-11968.5.5.

S. Time is of the Essence

Time is of the essence of this Agreement and all the terms, provisions, covenants, and conditions hereof.

T. Alternative Education Programs

Options For Youth-Santa Clara County may also be available to manage and operate other alternative education programs offered by the County, upon such terms and conditions to be mutually agreed upon by the County and the Charter School.

U. Conflict of Interest

Options For Youth-Santa Clara County shall at all times comply with the applicable law concerning conflicts of interests.

V. Exhibit Alterations

Exhibits attached hereto contain information current as of the time of submission of this Petition and are subject to change as necessary or appropriate after submission of this Petition.

IN WITNESS WHEREOF, this Petition has been executed by the Parties.

OFY-Santa Clara County, Inc., dba
Options For Youth-Santa Clara County Public Charter School

By: _____
Joan Hall, President

Date: _____

Santa Clara County Office of Education

By: _____
Jon R. Gundry, Superintendent

Date: _____

Leadership Team

Joan Hall—President and Co-Founder
Mrs. Hall graduated from UCLA with a Bachelor's Degree in Social Science, and a minor in English. After graduation, she taught elementary school and special education in the Watts section of the Los Angeles Unified School District (LAUSD). While teaching at LAUSD, Mrs. Hall saw countless students struggling to fit in and do well in a traditional school setting. Mrs. Hall is committed to providing educational alternatives for at-risk students with an alternative educational environment. She and her husband, Mr. John Hall, established Options For Youth Public Charter Schools in 1987. Mrs. Hall is living her dream of providing educational alternatives for at-risk students; her dream involves using the best of American creativity and innovation to provide outstanding public educational options for all children.

John Hall—Vice President and Co-Founder
Mr. Hall studied for the ministry at Princeton Theological Seminary before deciding to follow his passion for education. He returned to Hollywood High School as a teacher and Assistant Dean of Students, where dropouts and failing students were commonplace. Mr. Hall believed that some students are better suited to alternative forms of education. The different public charter schools grew out of the dream and passion of John and Joan Hall as educators. The former Los Angeles Unified School District teacher shares a special commitment with his wife, Joan Hall, of providing educational alternatives for at-risk students. Mr. Hall is living his dream of providing educational alternatives for students. He prides himself in educating high school dropouts to become our future leaders.

Tommie Joe—Chief Operating Officer
Mr. Joe is currently the Chief Operating Officer of Pathways Management Group (PMG) which manages independent study public Charter Schools. Prior to joining Education Management Systems, Mr. Joe served as the President of DEX Services Worldwide Supply Chain Services, an industry leader of reverse logistics supply chain services, President and COO of ISD Corporation a leader in the Justice Software industry, President and COO of Public Communications Services, a telecommunications and software application enterprise for law enforcement.

Mr. Joe received his MBA in Information Technology Management from California Lutheran University and his Bachelor of Science in Mechanical Engineering from Georgia Institute of Technology. He is active and has served in numerous community and professional groups, including Vistage International, Forum for Corporate Directors, UCLA Global Access Program Judge, and USC Maseeh Entrepreneurship Prize Competition Advisor. He is a Certified Director and was a Board Member of the Los Angeles Area Council of the Boy Scouts.

Jesus Franco—Assistant Superintendent of California Schools
Mr. Franco has been instrumental in the growth of Options For Youth and Opportunities For Learning organizations. He began his career as a teacher in the San Gabriel Valley, growing into a Regional

Supervisor and opening nine learning centers. Mr. Franco has also been a great asset in accrediting procedures with the Western Association of Schools and Colleges (WASC). He holds an Administrative Services Credential through the California Commission on Teaching Credentials. Mr. Franco is dedicated and loyal to all staff and students and is motivated to see each of them reach their goals.

Laura Sloan, M.Ed.D—Assistant Superintendent of Educational Programs
Dr. Sloan is the Director of Educational Programs, serving our three schools—Options for Youth, Opportunities for Learning, and Pathways in Education. She grew up in Southern Oregon with a passion for education, which she began pursuing after earning her Bachelor in Geography and a Master's in teaching from Southern Oregon University. After moving to Southern California in 2002, Dr. Sloan spent eight years teaching elementary school before becoming a teacher for Opportunities For Learning. She worked her way up through the company serving as Regional Trainer, Lead Teacher, and Regional Supervisor for High Desert before moving over to corporate. Dr. Sloan holds an Ed.D. in Educational Leadership from California State University-Northridge with an emphasis on Educational Leadership and Administration. Her deep passion for service and education still rings strong in her leadership and work ethic to date.

Charles Pak, Ed.D.—Director of OFY Instructional Operations
Dr. Pak has been with OFY for the past 8 years working in the San Gabriel Charter. He has served as a teacher, mentor teacher, Assistant Principal and Principal of the region. Dr. Pak has been a hands on leader who leads by example working tirelessly to ensure that all students are provided with the support they need to graduate and become independent achievers. As an Assistant Principal and Principal, he took on the challenge of lowering the dropout rate of our students. Working with staff to create intervention plans and meeting with parents and students; over the past five years the rate has been lowered from 30% to 5%. At the same time the student academic results have been improving for the region and the sites are among the highest in terms of utilization and CAHSEE passage among both OFY and OFL schools. Dr. Pak has helped to create a positive school culture and climate which has created pride in being part of OFY, the San Gabriel Charter. In his role as the Director of Instruction, he worked closely with our Principals and their leadership teams to develop support plans geared around growing our program, acquiring larger spaces to effectively serve more students, and gaining high student academic results. Dr. Pak plays a key role in providing resources and support to staff and students as we face the new challenges of state accountability.

Dr. Pak holds a B.A. in Economics and a Minor in Education from University of California Irvine, a M.B.A from California State University Dominguez Hills, a M. S. in School Administration from Pepperdine University, a Single Subject California teaching credential and a California Administrative credential. He completed his doctorate at Pepperdine University in Educational Leadership, Administration, and Policy.

Jocelyn Baldwin—Principal, Options For Youth-San Juan
Ms. Baldwin has worked with OFY for 10 years. She completed her undergrad education at Saint Mary's College of California in Moraga, majoring in English and Pre-Med as well as a Master's degree in Education and Teaching credential at Pepperdine University in Malibu, California. She holds a single subject teaching credential in English and Biology. She loves teaching and working with teachers to best help serve our students.

Cheri Shannon—Senior Director of Charter Development and Proposal Writing
Ms. Shannon has devoted her entire career to serving students with the majority of her efforts aimed at providing a high quality education to underserved youth through her school reform and charter school efforts. She most recently has been a consultant working with national charter school groups to start charter schools for at-risk students. Ms. Shannon was the Founder of the University Preparatory Academy network in Florida and the Founder and CEO of the Florida Charter School Alliance. She also served as the Executive Director of the Missouri Charter Public School Association. Prior to assuming the position with the Missouri Charter Public School Association, Ms. Shannon served as the Superintendent of University Academy in Kansas City for four years where she also held the position of Lower School Principal. Ms. Shannon's other experiences include serving as the Assistant Principal at Brookside Charter School, Director of Title-I, ESEA for Blue Hills Homes Corporation, Associate Superintendent for the Kansas City, Missouri School District, and as Executive Director of the Coalition of Essential Schools Regional Center. Ms. Shannon was a teacher for 12 years and served as the Reading and Language Arts Director and the Director of Professional Development for the Raytown School District. Her educational background includes a B.S. in Elementary Education from Southwest Missouri State University and an M.S. in Educational Leadership and Policy from Arizona State University. She holds certifications in School Leadership, Reading and Elementary and Middle School Education. Ms. Shannon is currently completing work for a Ph.D. in Educational Leadership from the University of Nebraska.

Gloria Mercado-Fortine, M.Ed—Director of Charter School Development
Mrs. Mercado-Fortine has over 30 years of experience and comprehensive knowledge in K-12 education and alternative programs for at-risk youth. She worked for the Los Angeles Unified School District, the second-largest school district in the nation, as a Teacher, Counselor, Principal, Director and District Administrator. She has worked in some of the toughest inner city schools in the Los Angeles Unified School District (LAUSD). Mrs. Mercado-Fortine has extensive experience in working with underserved populations, students with diverse language and ethnic backgrounds in varying socio-economic communities. She has expertise in curriculum development and instruction. Mrs. Mercado-Fortine has developed Administrative Leadership Programs for future administrators.

Mrs. Mercado-Fortine is currently the Director of Charter Development for Options For Youth California schools. She has played a leading role in the development and implementation of charter schools in California since 2001. She has worked extensively in the charter school world with both conversion Charter schools in LAUSD and start-up charters. She served as Senior Vice President and Superintendent of a large charter school organization. Throughout her career as a Teacher, Counselor, Principal, Superintendent, Consultant, and College Professor, she has successfully led schools and supported reform efforts to ensure student achievement for all with a major focus on at-risk students. Mrs. Mercado-Fortine has amassed a stellar list of credentials and has been honored by local, state, and federal legislators and organizations for her commitment to education. She was also recognized as educator of the year in LAUSD.

Mrs. Mercado-Fortine holds a Masters of Education in School Administration from Pepperdine University and a Master's of Science in Educational Psychology from La Verne University. She holds a Masters in Governance from the California School Boards Association. She also holds an Administrative Credential and various Teaching Credentials.

Elizabeth Baskerville—Chief Financial Officer
Ms. Baskerville is a seasoned financial and accounting professional with seventeen years of experience. Her career has spanned several industries including for-profit educational services and casual dining. She has held such positions as Senior Vice President - Finance for a student lending organization, Director of Financial Planning and Shareholder Relations for a publicly traded restaurant company, and Executive Director of Finance for an international, large multi-site English language school. Ms. Baskerville is well versed in the challenges and opportunities that face dynamic companies. She has handled the development and management of accounting/finance teams, the implementation of operational and efficiency initiatives, and the oversight of growth initiatives through acquisition and expansion.

Ms. Baskerville is a CPA and started her career at Deloitte and Touche, LLP in Los Angeles. She also holds her JD/MBA from UCLA.

Jamie Donahue—Executive Director and Acting Chief of People's Officer,
Mrs. Donahue has been with Options For Youth since its beginning, bringing with her extensive experience in Human Resources and Program Management. She began her career with Options For Youth as an Assistant to the CFO and Human Resources Assistant, while obtaining her Bachelor's Degree in Communications with a minor in Business Administration from the University of Southern California. Her education continued with UCLA extension courses and mentorships with many prominent business men/women in the Los Angeles area. Mrs. Donahue shares her parent's passion for serving the at-risk youth populations, and uses her over-arching knowledge of rapid growth planning and management, leadership development, employee recruitment, training program development, and team leadership development, to bring the staff and students a higher quality of work community and education.

Marian Goodson
Mrs. Goodson is a retired educator who served as an elementary school teacher with the Los Angeles Unified School District for over 30 years. She has spent her lifetime advocating for children within many youth organizations, working alongside her husband, Dr. Gary Goodson, who is a retired Superintendent of Schools for the San Gabriel Unified School District. Mrs. Goodson also has an artistic background and enjoys creative outlets with her children and grandchildren. Mrs. Goodson is an advocate of Literature, and a huge contributor to the local reading clubs that serve the children within the Whittier community.

Jane Gothold
Mrs. Gothold has devoted her adult life to volunteerism in support of educational institutions and initiatives. Mrs. Gothold taught first grade prior to raising her family. She returned to education, teaching classes for gifted and talented students in Archeology and Fossils, two of her avocations. She is a founding member of the Pacific Coast Archeological Society, now in its 54th year. She continues to serve as its Archivist and Librarian, and has served eight terms as its President. She leads an archeological dig in Death Valley each spring and fall. She helped start and open a museum at China Ranch, educating visitors on objects found at that site.

She is a 33 year member of Chorale Bel Canto, a community choir performing major choral works. She also serves on the Orange County Old Courthouse Museum Society, the Old Courthouse Advisory Board, the Hathaway Ranch Museum Board in Santa Fe Springs, and the City of Whittier Historical Commission.

Barbara Gondo
Ms. Barbara Gondo is currently a Finance Manager at the County offices for Orange County. Ms. Gondo has held various leadership positions in the Chief Executive Office, Human Resources, Public Health, and LA County Hospitals over the last 21 years. Ms. Gondo has gained extensive experience in several relevant areas including development and fiscal management of operating budgets up to $1.5 billion, design, management and operational oversight of fiscal, human resources, and programmatic IT systems, contract negotiations and management, project management, and program administration. Ms. Gondo earned a BS from Yale University, and is committed to serving her community.

Board members can be reached by contacting Options For Youth at (626) 685-9300.

3873743

FILED
SECRETARY OF STATE
STATE OF CALIFORNIA

FEB -9 2016

ARTICLES OF INCORPORATION
OF
OPTIONS FOR YOUTH – SANTA CLARA, INC.

I.

The name of this corporation is OPTIONS FOR YOUTH – SANTA CLARA, INC.

II.

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public purposes.

The specific purpose of this corporation is to provide educational opportunities to students who have dropped out of the public school system or have problems with the public school system. The corporation shall recruit and educate students using independent studies and home study programs.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

John C. Hall
320 N. Halstead St. Suite 280
Pasadena, California 91107

IV.

The initial street address of the corporation is 320 N. Halstead St. Suite 280 Pasadena, California 91107.

V.

This corporation is organized and operated exclusively for public and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as it may be amended (the "Code"), including, for such purposes, the making of distributions to organizations that qualify as exempt organizations organized for said purposes under Section 501(c)(3) of the Code.

Notwithstanding any other provision of these Articles, this corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

If at any time this corporation shall be treated as a private foundation under the Code, then:

1. The income of the corporation for each taxable year is to be distributed at such time and in such manner as not to subject it to tax under Section 4942 of the Code.

2. The corporation is prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the Code.

3. The corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.

4. The corporation shall not make any investment that subjects it to tax under Section 4944 of the Code.

5. The corporation shall not make any taxable expenditure as defined in Section 4945(d) of the Code.

VI.

The property of this corporation is irrevocably dedicated to public and educational purposes, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said Court shall determine which are organized and operated exclusively for such purposes.

VII.

The corporation is authorized to indemnify its agents (as defined in Section 5238 of the California Corporations Code) to the fullest extent permissible under California Law.

Dated: FEB. 1, 2016

John C. Hall, Incorporator

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

John C. Hall, Incorporator

3873743

Options For Youth
Public Charter Schools
Empowering Minds by Inspiring Hearts

January 29, 2016

Corporations Documents Examiner
Business Programs Division
1500 11th Street, Room 390
Sacramento, CA 95814

RE: Consent to Options for Youth – Santa Clara, Inc.

To Whom it May Concern:

I, John C. Hall, as President of Options for Youth – Victor Valley, Inc. located at 320 North Halstead St. Suite 280 Pasadena, CA 91107, hereby approve and consent to **OPTIONS FOR YOUTH – SANTA CLARA, INC.**, incorporating and doing business in the State of California despite having a similar name to Options for Youth – Victor Valley, Inc. I authorize and consent to John C. Hall as the duly authorized agent and incorporator of Options for Youth – Santa Clara, Inc. to incorporate the company. Should you have any questions, please don't hesitate to contact my office if you have any questions.

Sincerely,

John C. Hall, President
Options for Youth – Victor Valley, Inc.
626-921-8200

I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

FEB 17 2016 JM

Date: _____

ALEX PADILLA, Secretary of State

BYLAWS

OF

OPTIONS FOR YOUTH-SANTA CLARA, INC.,

a California Nonprofit Public Benefit Corporation

The Bylaws of Options for Youth-Santa Clara, Inc., a California nonprofit public benefit corporation ("the Corporation"), are hereby stated in in their entirety, as of February 18, 2016, (the "Effective Date"), as follows:

ARTICLE I
PURPOSE

The purpose of the Corporation shall be to engage in charitable and educational purposes.

ARTICLE II
OFFICES

Section 1. PRINCIPAL OFFICES. The Corporation's principal office shall be located at such place in Los Angeles County, California, or elsewhere as the Board of Directors (the "Board") shall from time to time determine. The Board is granted full power and authority to change the location of the Corporation's principal office.

Section 2. OTHER OFFICES. The Board of Directors or the President may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to do business.

ARTICLE III
DEDICATION OF ASSETS

This Corporation's assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director

DRAFT

or Officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE IV
MEMBERSHIP

Section 1. SOLE MEMBER. Options for Youth-California, Inc., a California nonprofit public benefit corporation, shall be the Sole Member of the Corporation.

Section 2. REQUIREMENTS FOR MEMBERSHIP. The Sole Member may, in its sole discretion, admit additional members to the Corporation, under such criteria as the Sole Member may, from time to time, establish. No Director shall simultaneously serve as a Director or Officer of this Corporation and of the Sole Member.

Section 3. ELECTION OF OFFICERS BY THE SOLE MEMBER. The Sole Member shall have no right or authority to select or remove Officers of the Corporation. Officers shall be elected by the Board of Directors as provided in Article VI, below.

Section 4. ANNUAL MEETINGS. The Members shall have an annual meeting, which shall be held on a date and time specified by the Sole Member. Any date so designated by the Sole Member shall be within five (5) months after the end of the fiscal year of the Corporation, which is June 30, and within fifteen (15) months after the last annual meeting. If the scheduled date falls on a legal holiday, the meeting shall be held on the next succeeding business day. At the meeting, Directors shall be selected by the Sole Member and other proper business may be transacted.

Section 5. SPECIAL MEETINGS. The Sole Member, or fifty percent (50%) or more of the Members, may call a special meeting of the Members for any lawful purpose at any time.

Any Officer of the Corporation may call a meeting of the Members for any lawful purpose at any time. Notice of a special meeting shall be given by the Officer calling such meeting or by any other Officer of the Corporation, with such notice to be given not less than ten (10) days prior to the date of the special meeting, unless such notice is waived in writing by the Members.

No business, other than the business that was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE.

Meetings of the Members shall be held at any place within or outside the State of California designated by the Board or by the written consent of all Members entitled to vote at the meeting, given before or after the meeting. In the absence of any such designation, Members' meetings shall be held at the Corporation's principal office. Special meetings of the Members shall be held at any place within or outside the State of California that has been designated in the notice of the meeting or, if not stated in the notice or if there is no notice, at the principal executive office of the Corporation. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Members participating in the meeting can hear one another, and all such Members shall be deemed to be present in person at the meeting.

Section 7. GENERAL NOTICE REQUIREMENTS. Whenever Members are required or permitted to take any action at a meeting, a written notice of the meeting shall be given, pursuant to Section 9, below, to each Member entitled to vote at that meeting. The notice shall specify the place, date and hour of the meeting. For the annual meeting, the notice shall state the matters that the Board, at the time notice is given, intends to present for action by the Members. For a special meeting, the notice shall state the general nature of the business to be transacted and shall state that no other business may be transacted.

If any notice addressed to a Member at the address of that Member appearing on the books of the Corporation is returned to the Corporation by the United States Postal Service marked to indicate that the United States Postal Service is unable to deliver the notice to the Members at that address, all future notices or reports shall be deemed to have been duly given without further mailing if these shall be available to the Member on written demand of the Member at the principal executive office of the Corporation for a period of one (1) year from the date of the giving of the notice.

Section 8. NOTICE OF PROPOSAL TO WIND UP THE AFFAIRS OF THE CORPORATION. Approval by the Members of any proposal to wind up the affairs of the Corporation is valid only if the notice or written waiver of notice states the proposal to wind up the Corporation.

Section 9. MANNER OF GIVING NOTICE. Notice of any meeting of Members shall be in writing and shall be given at least ten (10) but no more than ninety (90) days before the meeting date, except, however, for special meetings, notice of which shall be given as provided in Section 5, above. The notice shall be given either personally or by first-class, registered or certified mail, or by other means of written communication, charges prepaid, and shall be addressed to each Member entitled to vote, at the address of that Member as it appears on the books of the Corporation or at the address given by the Member to the Corporation for purposes of notice. If no address appears on the Corporation's books and no address has been so given, notice shall be deemed to have been given if either (i) notice is sent to that Member by first-class mail or facsimile or other written communication to the Corporation's principal office or (ii) notice is published at least once in a newspaper of general circulation in the county in which the principal office is located.

Section 10. AFFIDAVIT OF MAILING NOTICE. An affidavit of the mailing of any notice of any Members' meeting, or of the giving of such notice by other means, may be executed by the Secretary, Assistant Secretary, or any transfer agent of the Corporation, and if so executed, shall be filed and maintained in the Corporation's minute book.

Section 11. QUORUM. A majority of the Members shall constitute a quorum for the transaction of business at any meeting of the Members, except to adjourn as provided in Section 18, below.

Section 12. ELIGIBILITY TO VOTE. Subject to the California Nonprofit Public Benefit Corporation Law, Members in good standing on the record date as determined by the Sole Member shall be entitled to vote at any meeting of the Members.

Section 13. MANNER OF VOTING. Voting may be by voice or by ballot.

Section 14. NUMBER OF VOTES. Each Member entitled to vote may cast one vote on each matter submitted to a vote of the Members.

Section 15. APPROVAL BY MAJORITY VOTE. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote and voting on any matter, shall be deemed the act of the Members unless the vote of a greater number, or voting by classes, is required by the California Nonprofit Public Benefit Corporation Law or by the Articles of Incorporation.

Section 16. WAIVER OF NOTICE. The transactions of any meeting of Members, however called or noticed and wherever held, shall be valid as though taken at a meeting duly held after standard call and notice, if (a) a quorum is present either in person or by proxy, and (b) either before or after the meeting, each Member entitled to vote, not present in person or by proxy, signs a written waiver of notice, a consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver of notice, consent, or approval need not specify either the business to be transacted or the purpose of the meeting except that, if action is taken or proposed to be taken for approval of winding up the Corporation, the waiver of notice, consent or approval shall state the general nature of the proposal. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

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

Section 17. ACTION BY UNANIMOUS WRITTEN CONSENT. Any action required or permitted to be taken by the Members may be taken without a meeting, if all Members consent in writing to the action. The written consent or consents shall be filed with the minutes of the meeting. The action by written consent shall have the same force and effect as a unanimous vote of the Members.

Section 18. ADJOURNMENT AND NOTICE OF ADJOURNED MEETINGS. Any Members' meeting, whether or not a quorum is present, may be adjourned from time to time by the vote of the majority of the members represented at the meeting, either in person or by proxy. No meeting may be adjourned for more than forty-five (45) days. When a Member's meeting is adjourned to another time or place, notice need not be given of the adjourned meeting if the time and place to which the meeting is adjourned are announced at the meeting at which the adjournment is taken. If after adjournment a new record date is fixed for notice or voting, a notice of the adjourned meeting shall be given to each Member who, on the record date for notice of the meeting, is entitled to vote at the meeting. At the adjourned meeting, the Corporation may transact any business that might have been transacted at the original meeting.

ARTICLE V
BOARD OF DIRECTORS

Section 1. MANAGEMENT. The Board shall manage the business and affairs of the Corporation. The powers of the Corporation shall be exercised by the Board except as otherwise authorized by statute, the Articles of Incorporation, these Bylaws, and resolutions duly adopted by the Board.

Section 2. NUMBER OF DIRECTORS. The authorized number of Directors shall be not less than three (3) nor more than eleven (11) unless changed by a duly adopted amendment to these Bylaws.

Section 3. DESIGNATION AND TERM OF OFFICE OF DIRECTORS. Directors shall be designated by the Sole Member for a term of one (1) year. Each Director, including a Director designated to fill a vacancy, shall hold office until the expiration of the term for which designated and until a successor has been designated by the Sole Member, or until his or her earlier death, resignation or removal. No Director shall simultaneously serve as a Director or Officer of this Corporation and of the Sole Member.

Section 4. VACANCIES. The Sole Member shall have the exclusive power to appoint or designate Directors of the Corporation, including filling vacancies.

Any Director may resign by giving written notice to the President. The resignation shall be effective upon receipt of the written notice by the President or upon such later date as may be stated in the notice.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

No Director shall own any interest in any vendor or other third party entity with which the Corporation engages in any business or contractual relationship of any kind.

Section 6. CONFLICTS OF INTEREST. No Director of the Board of Directors shall vote on any matter or transaction concerning or with any individual, entity or matter with such Director has, or within the twelve-month period preceding the vote had, any substantial ownership, employment, fiduciary contractual or creditor relationship (any such matter or transaction is hereinafter referred to as a “Conflict”). Each Director shall disclose in writing all Conflicts to the Board of Directors prior to the discussion of the underlying matter or transaction by the Board of Directors and shall draw to the attention of the Board of Directors such Conflict at any subsequent meetings at which such matter or transaction is discussed. Following such disclosure, a Director shall be

entitled to take part in the discussions of the Board of Directors concerning such matter or transaction and shall be considered in determining whether a quorum is present, but shall not be entitled to vote on the applicable matter or transaction. The question of whether a Conflict exists shall, in the absence of certainty, be determined by the vote of a majority of disinterested directors present at the meeting called for the purpose of discussing the transaction nor matter to which the Conflict relates.

Section 7. REMOVAL OF DIRECTOR. Any Director may be removed from office with or without cause, by the Sole Member.

Section 8. POWERS. Subject to the provisions of the California Non-Profit Corporation Law and these Bylaws, the business and affairs of the Corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors. Without prejudice to this general grant of power, and subject to the provisions of the California Non-Profit Corporation Law and these Bylaws, the Directors shall have the power to:

(a) Select and remove all Officers, agents, and employees of the Corporation; prescribe any powers and duties for them that are consistent with law, with the Articles of Incorporation, and with these Bylaws; fix their compensation; and require from them security for faithful service;

(b) Approve indemnification of Directors, Officers, and agents;

(c) Change the principal executive office or the principal business office of the Corporation in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country and conduct business within or without the State of California; and designate any place within or without the State of California for the holding of any meeting or meetings, including annual meetings;

(d) Adopt, make, and use a corporate seal and alter the form of the seal;

(e) Borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities;

(f) Delegate the management of the activities of the Corporation to a nonprofit or for profit management organization, or to any other qualified persons, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors and subject to the requirements set forth in Section 1 of Article X, below;

Section 9. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Regular meetings of the Board of Directors may be held at any place within or outside the State of California designated from time to time by resolution of the Board. In the absence of any such designation, regular meetings shall be held at the principal executive office of the Corporation. Special meetings of the Board shall be held at any place within or outside the State of California that has been designated in the notice of the meeting or, if not stated in the notice or there is no notice, at the principal executive office of the Corporation. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Directors participating in the meeting can hear one another, and all such Directors shall be deemed to be present in person at the meeting.

Section 10. ANNUAL MEETING. The Board of Directors shall hold an annual meeting each year on a date and at a time designated by the President or Board of Directors. The date designated shall be within five (5) months after the end of the fiscal year of the Corporation, which is June 30, and within fifteen (15) months of the last annual meeting. At each such meeting, any business to come before the Board may be conducted, including election of Officers. If the day of the scheduled meeting falls on a legal holiday, then the meeting shall be held at the same time and place on the next succeeding business day.

Section 11. OTHER REGULAR MEETINGS. Other regular meetings of the Board shall be held without call at such times and places as shall be fixed by the Board.

Section 12. SPECIAL MEETING. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by, the President or any Vice President, the Treasurer or the Secretary or any two Directors. There shall be four (4) days' notice of special meetings given by first class mail or forty-eight (48) hours' notice delivered personally or by telephone facsimile or other electronic communication.

Section 13. NOTICE OF MEETINGS. All notices of meetings shall be sent or otherwise given in accordance with Section 14, below, not less than ten (10) nor more than sixty (60) days before the date of the meeting, except, however, for special meetings, four (4) days advance notice of which shall be given as provided in Section 12, above. The notice shall specify the place, date and hour of the meeting and (i) in the case of a special meeting, the general nature of the business to be transacted, or (ii) in the case of the annual meeting, those matters which the President or the Board of Directors, at the time of giving the notice, intends to present for action by the Directors of the Board of Directors.

Section 14. MANNER OF GIVING NOTICE; AFFIDAVIT OF NOTICE. Notice of any meeting requiring a notice shall be given either personally or by first-class mail or telegraphic or other written communication, charges prepaid, addressed to the Directors at the address of each Director appearing on the books of the Corporation or given by the Director to the Corporation for the purpose of notice. If no such address appears on the Corporation's books or is given, notice shall be deemed to have been given if sent to that Director by first-class mail or telegraphic or other written communication to the Corporation's principal executive office, or if published at least once in a newspaper of general circulation in the county where that office is located. Notice shall be deemed to have been given at the time when delivered personally or deposited in the mail or sent by telegram or other means of written communication.

If any notice addressed to a Director at the address of that Director appearing on the books of the Corporation is returned to the Corporation by the United States Postal Service marked to indicate that the United States Postal Service is unable to deliver the notice to the Director at that address, all future notices or reports shall be deemed to have been duly given without further mailing if these shall be available to the Director on written demand of the Director at the principal executive office of the Corporation for a period of one (1) year from the date of the giving of the notice.

An affidavit of the mailing or other means of giving any notice of any Directors' meeting shall be executed by the Secretary of the Corporation giving the notice, and shall be filed and maintained in the minute book of the Corporation.

Section 15. WAIVER OF NOTICE OF MEETING. Notice of a meeting need not be given to a Director who signs a waiver of notice or a written consent to hold the meeting, or who signs an approval of the minutes of such meeting. Notice need not be given to a Director who attends the meeting without protest, prior thereto or at its commencement, the lack of notice to such Director. All such waivers, consents and approvals shall be filed with the corporate records or made part of the minutes of the meeting.

Section 16. QUORUM. A majority of the authorized number of Directors then in office shall constitute a quorum for the transaction of business, except to adjourn, as provided in Section 18. 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 shall be regarded as the act of the Board of Directors subject to the provisions of Section 5233 the Code (as to approval of contracts or transactions in which a Director has a direct or indirect material financial interest), Section 5212 of the Code (as to appointment of committees), and Section 5238 of the Code (as to indemnification of Directors). A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for that meeting.

Section 17. ACTION BY BOARD WITHOUT A MEETING. Any action required or permitted to be taken by the Board may be taken without a meeting, if all Directors of the Board shall individually or collectively consent to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

Section 18. ADJOURNMENT. A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting.

Section 19. FEES AND COMPENSATION OF DIRECTORS. Directors shall not receive compensation for their services, but may be reimbursed reasonable expenses incurred in connection with their service as Directors.

ARTICLE VI
OFFICERS

Section 1. OFFICERS. The Officers of the Corporation shall be a President, Vice President, Secretary, and a Treasurer. Any number of offices may be held by the same person except as otherwise provided in the Articles of Incorporation or in these Bylaws. No Officer of Corporation may serve as a Director of the Sole Member.

Section 2. ELECTION OF OFFICERS. The Officers of the Corporation, except such Officers as may be appointed in accordance with the provisions of Section 3 or Section 4 of this Article VI, shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

Section 3 REMOVAL AND RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect on the date of receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with cause, by the Board of Directors, at any regular or special meeting of the Board, by a vote of super majority of the Board. A vote by super majority shall require a minimum of seventy percent (70%) of all the members of the Board.

Section 4. VACANCY IN THE OFFICE OF THE PRESIDENT. A vacancy in the office of the President because of death, resignation, removal, disqualification or any other cause shall be immediately filled in the following succession: Vice President, Secretary and Treasurer.

Section 5. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the Board of Directors, the President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction, and control of the business and the affairs of the Corporation. He or she shall preside at all meetings of the Board of Directors. He or she shall have the general powers and duties of management usually vested in the office of President of a Corporation, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

Section 6. VICE PRESIDENTS. In the absence or disability of the President, the Vice Presidents, 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 upon, the President. The Vice Presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board of Directors or the Bylaws, and the President.

Section 7. SECRETARY. The Secretary shall keep or cause to be kept, at the principal executive office or such other place as the Board of Directors may direct, a book of minutes of all meetings and actions of Directors, with the time and place of holding such meeting, whether regular or special, and, if special, how authorized, the notice given, the names of those present.

The Secretary shall keep or shall cause to be kept, at the principal California office, a copy of the Articles of Incorporation.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws or by law to be given, and shall keep the seal of the Corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or by the Bylaws.

Section 8. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors. He or she shall disburse the funds of the Corporation as may be ordered by the Board of Directors, shall render to the President and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation, and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

ARTICLE VII
INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

The Corporation shall, to the maximum extent permitted by the California Non-Profit Corporation Law, hold harmless and defend each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in

connection with any proceeding arising by reason of the fact any such person is or was an agent of the Corporation if such person was found by the Board to be acting in good faith and in a manner such person reasonably believed to be in the best interests of the Corporation, and, in case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. For purposes of this Section, an "agent" of the Corporation includes any person or entity who is or was a Member, Director, Officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Member, Director, Officer, employee, or agent of another Corporation, partnership, joint venture, trust, or other enterprise, or was a Director, Officer, employee, or agent of a corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation.

ARTICLE VIII
RECORDS AND REPORTS

Section 1. MAINTENANCE AND INSPECTION OF BYLAWS. The Corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal business office in this state, the original or a copy of the Bylaws as amended to date. The Corporation's annual tax returns shall also be available for public inspection at the Corporation's principal office during regular business hours.

Section 2. MAINTENANCE AND INSPECTION OF OTHER CORPORATE RECORDS. The accounting books and records and minutes of proceedings of the Members and Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written form and the accounting books and records shall be kept either in written form or in any other form capable of being converted into written form.

Section 3. MEMBERS' RIGHT TO INSPECT ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any Member may inspect, copy, and

make extracts of the accounting books and records and the minutes of the proceedings of the Members and the Board of Directors, at any reasonable time for a purpose reasonably related to the Member's interest as a Member. Any such inspection and copying may be made in person or by the Member's agent or attorney, and the right to inspection includes the right to copy and make extracts of documents. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 4. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation, and the records of any subsidiary of the Corporation. This inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extracts of documents.

Section 5. FINANCIAL STATEMENTS. A copy of any annual financial statement and any income statement of the Corporation for each quarterly period of each fiscal year, and any accompanying balance sheet of the Corporation as of the end of each such period, that has been prepared by the Corporation shall be kept on file in the principal executive office of the Corporation.

Section 6. ANNUAL REPORT. The Board shall cause an annual report to be sent to the Directors within 120 days after the end of the Corporation's fiscal year. The 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;

(c) The Corporation's revenue or receipts, both restricted and unrestricted to particular purposes;

(d) The Corporation's expenses or disbursements for both general and restricted purposes; and

(e) An independent accountants' report, or if none, the certificate of an authorized Officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

The requirement of an annual report shall not apply if the Corporation receives less than $25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors who request it in writing.

Section 7. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate report if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (b) in which an "interested person" had a direct or indirect material financial interest, and (c) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an interested person is either:

(1) Any Director or Officer of the Corporation, its parent or subsidiary (but mere common Directorship shall not be considered such an interest); or

(2) Any holder of more than ten percent (10%) of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relation-ship to the Corporation, the nature of their interest in the transaction, and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(b) Any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any Officer or Director of the Corporation under Article VII of these Bylaws, unless that indemnification has already been approved, pursuant to Code § 5238, by a majority of Directors who are not “interested persons.”

ARTICLE IX
GENERAL CORPORATE MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board of Directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. The Board of Directors, except as otherwise provided in these Bylaws, may authorize any Officer or Officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and this authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board of Directors or within the agency power of an Officer, 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 for any purpose or for any amount.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction and definitions in the California Non-Profit Corporation Law shall govern the construction of these Bylaws. The Corporation shall, however, be governed by a Board of Directors and any reference in said laws to "Directors" or to the "Board of Directors" shall be deemed to refer to said Board of Directors. Without limiting the generality of this provision, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both a Corporation and a natural person.

ARTICLE X
CONTRACTS WITH AND LOANS TO MEMBERS, DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No Director of this Corporation nor any other corporation, firm, association or other entity in which one or more of this Corporation's Officers have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation or any corporation in which this Corporation is a member or holds any ownership interest.

No Officer of this Corporation nor any other corporation, firm, association or other entity in which one or more of this Corporation's Officers have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation or any corporation in which this Corporation is a member or holds any ownership interest unless (a) the material facts regarding the Officer's financial interests in such contract or transaction regarding such common officership or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all Directors of the Board prior to the Board's consideration of such contractor transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and, (d) the Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction is entered into.

Section 2. LOANS TO MEMBERS, DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Member, Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Member, Director or Officer would be entitled to reimbursement for such expenses by the Corporation.

ARTICLE XI
AMENDMENTS

New Bylaws may be adopted or these Bylaws may be amended or repealed only by the Sole Member or by a vote of a super majority of the Members. A super majority vote shall require a minimum of seventy percent (70%) of all the members.

ARTICLE XII
WINDING UP AND DISSOLUTION

Section 1. PROCEDURE. This Public Charity may be wound up and dissolved upon a super majority vote of the Board of Directors. A super majority vote shall require a minimum of seventy percent (70%) of all the Board of Directors.

Section 2 . DISTRIBUTION OF ASSETS. The assets of the Corporation shall be distributed and allocated as provided herein. Any Corporation assets not distributed as provided above shall be distributed to such tax-exempt charitable organizations as may meet the general objectives and mission of the Corporation, or to a community foundation or other charitable organization which will carry out the Corporation's mission, in such manner as the Board of Directors deems reasonable and appropriate. Such termination and dissolution shall be subject to and bound by all then applicable rules of the Internal Revenue Code, and with such approval and consent as may be required by the Internal Revenue Service.

CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify:

(1) That I am the duly elected and acting Secretary of OPTIONS FOR YOUTH-SANTA CLARA, INC.; and

(2) That the foregoing Bylaws, comprising twenty (20) pages, constitute the Bylaws of such corporation as duly adopted by the Incorporator as of the 18th day of February, 2016.

IN WITNESS WHEREOF, I have hereto subscribed my name this _____ day of _____, 2015.

_____
Secretary, OPTIONS FOR YOUTH-SANTA CLARA, INC.

Options For Youth-Santa Clara County, Inc.
Conflict of Interest and Standards of Conduct Policy
Disclosure of Financial Interest

Whereas, Options For Youth-Santa Clara County, Inc. ("Company") by its governing board desires to adopt a Conflict of Interest Policy ("Conflict of Interest Policy"), to ensure the independence of its board members and officers, the disclosure of any interests, financial or otherwise, that could impair an officer's or governingF board member's independence, and to ensure the disclosure of any material conflicts;

Therefore, be it resolved that the following Conflict of Interest Policy is hereby adopted as the policy of the Company:

1. Designated Positions

Each person who is a member of the governing board ("Board Member") or who serves in the capacity of president, vice president, treasurer or secretary ("Officer") of the Company shall be subject to this policy.

2. Interested Person

Any person described in section 1 who has an actual and/or potential conflict of interest pursuant to section 3, is an Interested Person ("Interested Person"), for the purposes of this policy.

3. Conflict of Interest Defined

All Officers and Board Members are required to avoid any conflict of interest during his or her tenure or position with the Company. Any interest or involvement that conflicts with such person's duties or responsibilities or which could actually or apparently affect the person's independent judgment in matters affecting the Company shall be considered a conflict of interest. This includes any direct or indirect business, management or financial interest or activity, whether or not for compensation, in any business or entity that is a competitor, supplier or vendor of the Company or has any business dealings with the Company whatsoever.

4. Statement of Policy

Officers and Board Members are expected to conduct their personal affairs in a manner that does not affect the Company's integrity, reputation, or credibility. Off-duty conduct that affects the Company's legitimate business interests or an Officer and/or Board Member’s ability to perform his or her work will not be tolerated.

5. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or family (a) an ownership or investment interest in any entity with which the Company has a transaction, (b) a compensation arrangement with any entity or individual with which the Company has a transaction, and/or (c) has a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Company is negotiating a transaction. A financial interest is not necessarily a conflict of interest. Upon any disclosure of a financial interest by a Board Member(s)

and/or Officer(s) pursuant to section 6, the remaining Board Members will determine whether the person with a financial interest also has a conflict of interest in connection with the subject transaction or arrangement.

6. Duty to Disclose

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of his or her financial interest, or any other interest that could be reasonably perceived as having the potential to compromise the Interested Person's independence. The Interested Person will be given the opportunity to disclose all material facts to the governing board of the Company or to any board committee ("Board Committee") to which the board may have delegated power to consider the proposed transaction or arrangements. Absent good cause, as determined by the governing board or Board Committee, the Interested Person shall be excluded from participating in any Company or governing board business related to the actual or apparent conflict.

7. Distribution of Policy

A copy of this policy shall be distributed to each person who holds any of the positions identified in section 1. Each such person shall execute a copy of this policy thereby acknowledging receipt, review, and understanding of the policy and by which such person agrees to be bound.

8. Acknowledgment of Independence

By executing this policy 'each person who holds any of the positions identified in section 1 further acknowledges that it is his/her legal duty to fulfill his/her position independently and free from the influence of any other person or entity.

The undersigned hereby certifies that he or she has received a copy of the Conflict of Interest Policy, has read and understood it, and agrees to abide by its terms.

Date: _____, 2016

Print: _____

Signed: _____

I have received and reviewed the Options for Youth Student Handbook. As stated in the Master Agreement Form and as a condition of enrollment, my child and I agree to the terms for voluntary enrollment noted in the Student Handbook, which may include but are not limited to:

- **Attending additional classes or programs assigned by the student's teacher, such as:**
  - ¤ Small Group Instruction (SGI): Math and Reading/Writing
  - ¤ Sessions with Student Advisors, Resource Specialists, and Student Progress Specialists

- **State Mandatory Assessments such as:**
  - ¤ CAASPP (CST/SBAC) — March-June*
  - ¤ State Mandated PE Testing — February-May*
  - ¤ CAHSEE — October, February, March, May*

- **Turning in all necessary paperwork/forms each semester a student wishes to remain enrolled, such as:**
  - ¤ Student Agreement Form
  - ¤ Student Emergency Release Cards

Attending the orientation does not constitute enrollment at Options For Youth. To ensure that each student is enrolled as soon as possible, all forms listed below must be received by the Center Coordinator prior to student enrollment.

	Name of Document		Name of Document
☐	Master Agreement Form	☐	Official Transcript(s)
☐	Student Information Sheet	☐	Unofficial Transcript(s)
☐	Immunizations Records	☐	Proof of Withdrawal
☐	IEP Records (if applicable)	☐	For Office Use Only: Other:

_____ _____ _____
Signature of Student Age Date

_____ _____
Signature of Parent/Guardian Date
Required for students under 18 years of age

A copy will placed in the student file.
*Testing months are subject to change on a yearly basis. Please check with your student's teacher for current testing dates.

2015-2016

Student Handbook
SAN JUAN

The Student Handbook is also available on the Options For Youth website, www.ofy.org

2015-2016 School Year

Dear Student:

Welcome to Options For Youth Public Charter Schools (OFY). The faculty, staff, and administration look forward to working with you and your family during the time you spend in our program. You will be given the responsibility for actively participating in your educational process. With the help of your teachers, you will be guided through what we hope will be a productive and rewarding educational experience.

We are here to help facilitate your goals, as long as they are positive. It will be your responsibility to complete your course assignments and keep all scheduled appointment times. If you are having difficulty, our teachers are happy to meet with you, one-on-one, or in small groups to help facilitate your learning process.

Options For Youth has also developed a school counseling and guidance program that focuses on career, academic, personal, and social development for the student. Students interested in obtaining counseling services can schedule an appointment through their teacher or Student Advisor.

Please share this information with your parent(s) or guardian(s) who will be involved in your overall learning experience.

Sincerely,

Jocelyn Baldwin
Principal
San Juan Charter

Jesus Franco
Director of Instruction

Laura Sloan
Director of Educational Programs

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Section I
Introduction

About the Student Handbook

This handbook is intended to provide students, teachers, aides, and parents with a guide to academic and program requirements. It is hoped that every student and parent will read all of the information carefully and discuss it before enrolling in OFY. Planning a school program is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local center or supervising teacher or log on to the Options For Youth website at ***www.ofy.org.*** On the website you will find information about OFY programs and schedules, as well as links to a wide array of educational resources.

History of the Program

OPTIONS FOR YOUTH CHARTER SCHOOLS (OFY) is a nonprofit, public benefit corporation specializing in developing and implementing programs that expand educational opportunities for public school children. OFY has provided such programs to school districts since 1987 and is one of the nation's oldest providers of outsourced educational programs to public schools. OFY has worked with numerous school districts, including the nation's largest, and has served more than 50,000 students. OFY's programs are patterned after the success of its Victor Valley charter school, the first start-up charter school in California to receive accreditation from the Western Association of Schools and Colleges (WASC). The Burbank, San Gabriel, San Juan, San Bernardino and Hermosa Beach charter schools have also received WASC accreditation.

Description of the Program

OPTIONS FOR YOUTH PUBLIC CHARTER SCHOOLS (OFYPCS) offer a hybrid independent study/small group instruction/online format as an alternative to a classroom program. Students who have not been successful or satisfied with their experience in traditional schools can achieve in the program. OFYPCS combines individualized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum to ensure that all students, regardless of their school experiences in the past, can graduate high school with a solid post-secondary plan. Students are enrolled in courses leading toward a high school diploma, or re-entry at grade level in a comprehensive or alternative school program. Enrollment in the program is voluntary. OFYPCS provides students with the opportunity to: (a) learn at home and in the learning center in small groups and 1-on-1 with qualified tutors and instructors, (b) complete courses in core and elective subjects, and (c) receive career and academic counseling.

OFYPCS is dedicated to providing quality educational services to students and their families. The unique features of the program include:

- **Open Entry** – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start.
- **Continuous Learning** – OFY operates year round. No long vacations to interrupt the learning process.
- **Individualized Programs to Accommodate Student Needs –** Scheduled appointments afford students increased flexibility to meet work and family commitments while still satisfying program requirements.
- **Criterion Based Learning** – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- **Subject Matter Concentration** – Taking fewer classes at a time allows for greater focus on core subjects and better retention of content knowledge.
- **Launchpad Environment** – OFYPCS is committed to offering students a "Launchpad" rather than destination environment. Instead of focusing on high school graduation as the final destination for students, Student Advisors and teachers help students guide students to create individualized learning plans with a comprehensive post-secondary plan, whether 2- or 4-year college admission, vocational training, or career planning.

Options For Youth does not discriminate against any person on the basis of gender, race, color, religion, disability, and/or any other status protected by law, in any of its policies, procedures, or practices in compliance with, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, 34 CFR Section 104.4(b)(3), and the ADA Amendments Act of 2008.

Mission Statement

Options For Youth can be the best independent study public school empowering underserved students by unlocking their passions and dreams and moving them daily toward graduation.

Expected School-Wide Learning Results (ESLRs)

The primary purpose of Options for Youth Charter Schools (OFY) is to offer students who are not attending traditional schools an alternative to existing educational programs. It is the belief of the OFY stakeholders that students are unique individuals who:

- can learn
- are capable of self-improvement
- are capable of quality work
- are worthy of a positive dream for their future and can develop positive life plans
- will flourish in a positive school environment with instruction personalized to their specific needs

Upon graduation, OFY students are expected to be lifelong learners in the 21st century. To that end, the program seeks to teach students how to be:

Responsible

- work independently and with others when appropriate
- finish assigned work
- attend appointments regularly and on time
- manage time efficiently
- make and keep commitments

Independent Achievers

- earn a Diploma or Certificate of Completion
- get a good job or go on to college or trade school
- make good judgments under pressure
- discover and use many different resources in order to make good decisions
- continue learning outside the classroom
- set positive goals that will lead to the fulfillment of dreams

Good Citizens

- contribute to the community in a positive way
- do good deeds and respect others
- obey the law
- contribute to the family; show by example the importance of staying in school

Good Communicators

- obtain the communication skills necessary to get and keep a job or go on to higher education
- use technology to communicate effectively

- ask for help when appropriate and not try to solve all problems alone
- learn to use english to express themselves clearly

Student Education Goals

Charter school students will outperform their counterparts in traditional California public schools. They will complete courses as outlined in the charter school course descriptions. The course objectives are consistent with the expected school-wide learning results and the state content standards.

Students will be intrinsically motivated. This will be accomplished through providing interesting, worthwhile learning opportunities that will stimulate the interests of each student. In addition, OFY is committed to providing an environment that is conducive to learning.

Students will demonstrate competency in six growth areas. The extent to which students achieve these growth areas is determined by achievement of the grade level standards:

Growth Area Goal 1:

Student communicates effectively. (See grade level content standards for Language Arts.) ESLRs addressed are Independent Achievers, Good Communicators.

1a. Student reads actively and derives meaning from written word.

1b. Student reads extensively for a variety of purposes.

1c. Student writes using grammatically acceptable English.

1d. Student adjusts tone and style of writing according to purpose and audience.

1e. Student supports statements using well-rounded facts, theory, and opinion.

1f. Student separates fact from opinion.

1g. Student logically reaches conclusions based on sufficient evidence.

1h. Student clearly and succinctly states key points.

1i. Student organizes ideas in a variety of ways.

1j. Student demonstrates creativity through style, organization, and development of content.

Growth Area Goal 2:

Student sufficiently understands and functions in the world around him/her. ESLRs addressed are Responsible, Independent Achievers, Good Citizens, Good Communicators.

2a. Student demonstrates involvement in his/her community.

2b. Student has knowledge of the reciprocal relationship between the individual and his/her environment.

2c. Student demonstrates various requirements in seeking employment and/or college admission.

2d. Student demonstrates the ability to be a selective consumer.

2e. Student understands his/her role as an employee or employer, consumer, and financial manager.

2f. Student identifies and documents the effects of technology on his/her environment.

2g. Student understands the importance of lifelong good physical health.

2h. Student participates in physical activities and develops strength, endurance, and personal fitness.

2i. Student has a program for personal physical fitness.

2j. Student identifies resources available to support physical fitness.

2k. Student understands, through participation, the importance of lifetime leisure recreation.

Growth Area Goal 3:

Student appreciates the history of mankind and its diversity and comprehends the political process. (See grade level content standards for Social Science.) ESLRs addressed are Independent Achievers, Good Citizens, Good Communicators.

3a. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving cause and effect (people, events, or situations influencing an action or result).

b. Student shows his/her appreciation for history by identifying a relationship between past and present events or situation involving comparison (similarities and differences).

3c. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving classification (events and situation explained as political, economic, social, and/or intellectual).

3d. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.

3e. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving understanding of the extent of time.

3f. Student applies physical and cultural geography to his/her understanding of societies.

3g. Student analyzes the elements of the United States market economy in a global setting.

3h. Student understands the structures, operations, and relationships of the governments in the United States.

Growth Area Goal 4:

Student applies mathematical principles and operations to solve problems. (See grade level content standards for Mathematics.) ESLRs addressed are Responsible, Independent Achievers, Good Communicators.

4a. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in number and operations.

4b. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in geometry and measurement.

4c. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in function and algebra.

4d. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.

4e. Student solves problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.

4f. Student communicates knowledge of basic skills, understanding of concepts, and his/her ability to solve problems and understand mathematical communication.

Growth Area Goal 5:

Student applies scientific concepts and skills to explain his world and find solutions to its problems. (See grade level content standards for Science.) ESLRs addressed are Responsible, Independent Achievers, Good Citizens, Good Communicators.

5a. Student observes, compares, orders, and categorizes characteristics and behaviors.

5b. Student communicates ideas.

5c. Student relates factors of differing objects and events, and infers about unknown or unseen processes.

5d. Student applies knowledge and thought processes to explain his/her world and solve problems.

5e. Student shows a perception of the interrelationships among the scientific themes (energy, interactions, patterns, change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, ecosphere).

5f. Student recognizes the effects of the science, technology, and societies on the environment and on one another.

Growth Area Goal 6:

Student realizes his own special interests, talents and abilities. ESLRs addressed are Responsible, Independent Achievers, Good Citizens.

Methods of Measuring Student Progress

While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests and talents. Methods by which student progress is assessed will be through a variety of the following:

- Monthly review of work
- Oral and written tests
- Portfolios of student work product
- Teacher observation
- State mandated assessment testing
- Student demonstrations
- Student grades

Section II
General Information

Age of Enrollment

OFY cannot enroll students who are 20 years of age or older. OFY will continue to serve students 20 years of age or older that are currently enrolled in the program, have been continuously enrolled since the age of 19, **and** are making satisfactory progress (4 credits per month). If on or after the 20th birthday, student fails to make satisfactory progress in any given month, discontinues enrollment for whatever reason, or turns 23 years of age, student's enrollment will be terminated with no option to return.

***These requirements are in effect unless changed or modified by the State of California.**

Grading System

The grade given in any course represents the credentialed teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. The teacher may consult with the primary caregiver in order to obtain additional insight into the quality and mastery of the work considered. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith, or incompetence can be identified.

- A - ***Superior achievement.*** The student has excelled; work is of exceptional quality and stands apart.
- B - ***Above average achievement.*** The student has done more than is expected of a student who satisfactorily completed the objectives.
- C - ***Average achievement.*** The student has satisfactorily accomplished the objectives of the course.
- D - ***Below average achievement.*** The student has poorly met the minimum requirements.
- F - ***Failure to meet the minimum requirements.*** No credit and no grade points will be awarded.

Credit Acceptance Policy

OFY will only accept credits from outside schools and districts that are on the student's transcript. We are not authorized to honor credits that outside schools and districts have not awarded.

Credit

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "D" in all courses (grades 6-12). The charter school may accept transfer credits for grades "A" to "D" in applicable courses only from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations. (Credits from unaccredited schools will be evaluated on an individual basis.) However, actual mastery of skills represented by a "C" grade or higher, is required for advancement in all courses offered by the charter school. Standard credit is 5 units for each semester course passed. Physical Education and most elective courses are standard credit (5 unit maximum per semester). Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 5 credits. Some courses are offered on a variable credit basis. In the courses that are variable credit, a student may earn more or fewer units than the standard. The amount of work completed and the content standards covered determine the course credit. Consult your instructor for prior approval.

Grade Level Classification (9-12)

All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Students are eligible to start earning credit for high school after meeting the core content requirements of the 8th grade. All eligible students must notify their instructor before they begin high school courses. Students are classified as follows:

Grade 9 (Freshman)	0 - 59	credits earned
Grade 10 (Sophomore)	60 - 119	credits earned
Grade 11 (Junior)	120 - 169	credits earned
Grade 12 (Senior)	170 - more	credits earned

Classification may be reviewed each semester.

Grade Replacement Policy

Students who re-take courses for grade replacement at OFL/OFY will earn credits at our school. Please note, there are some outside schools and districts (example LAUSD) who do NOT award credits for grade replacement and might not accept the credits that were earned at OFL/OFY. We do not have any control whether or not they choose to accept the grade replacement credits from OFL/OFY.

Pupil Grade Level Promotion and Retention Policy

Student grade level promotion or retention will be solely based on demonstrated growth in learning and meeting grade level standards of expected student achievement.

Grade Level Placement of Incoming Students

Students who enroll in Options for Youth ("OFY") will be measured and placed in the appropriate grade by using their most current grades, state standardized test scores, and placement test results from receiving schools. Students with no test scores or records of achievement will be placed at the appropriate grade level indicated by their previous report cards and/or transcript records, or based on a diagnostic test administered by OFY. The grade level placement of any incoming student shall be at the sole discretion of OFY leadership staff.

Prohibited Grade Level Promotions or Retentions

OFY will never take non-academic factors including, but not limited to a student's sports opportunities into consideration when determining the student's grade level promotion or retention. In addition, the ability to repeat a grade level in order to achieve better grades is not a valid consideration for grade level retention. When retaining a student at a particular grade level, it is solely based on whether or not they have successfully mastered the courses and concepts OFY has prescribed for that grade level. The grade level promotion or retention of any OFY student shall be at the sole discretion of OFY leadership staff.

Withdrawal Credits

Options for Youth is unable to award withdrawal credits for courses that are not offered at the charter school. However, the student may complete withdrawal credits from their previous school, in courses that are also offered at the charter school. Check-out grades for withdrawal courses must be provided to the charter school ***upon enrollment,*** in order to allow the student to complete them at OFY. The student has until the end of the semester FOLLOWING the semester of their enrollment with OFY to complete all withdrawal credits (e.g. if the student enrolls with OFY in the fall semester, they have until the end of the spring semester to complete the credits). ***Only withdrawal courses whose final remaining semester credit(s) are completed by the students will be recognized. No partial withdrawal credit will be awarded.***

Repeating Courses

Generally, a course cannot be repeated if the student has earned a D- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, he/she may retake the course for credit. Consult with your instructor regarding individual situations.

Attendance/Truancy/Assigned Activities

Academic and social successes are significantly related to regular instruction. The State of California mandates that students attend school. The parent is responsible for seeing that their child attends. With this in mind, OFY wants to provide a successful alternative to traditional schools. The academic recovery program allows parents and students the flexibility to attend school and learn at home. Students must complete assigned activities each school day and a minimum amount of work that is equivalent to at least one Carnegie Unit per week. In addition, students are required to attend two or more appointments and/or classes depending on the student's course of study. If the student fails to meet these requirements, he/she may be considered to have voluntarily withdrawn from the OFYPCS program.

The instructor verifies attendance based on the attendance sheet and assigned activities completed. This is necessary to keep track of the student's progress and to verify that learning has taken place. If the student fails to submit an attendance sheet with the required assignments by the appropriate due date, the student will be counted as absent for that period.

An evaluation will be made to determine whether it is in the student's best interest to continue enrollment in Independent Study if student fails to complete 100% of the minimum work assignments required for one school month, verify 75% of attendance for one school month, ***or*** misses four instructor appointments without a valid reason. Truancy is determined by failure to report to regularly scheduled meetings and/or failure to make satisfactory progress in accordance with our signed agreement. Students failing to complete at least 100% of their assignments and/or failing to verify that they have at least 75% attendance during a designated school month shall also be considered truant. Any questions on why a student did not earn full attendance should be directed to the student's teacher.

Student Activities

Options For Youth strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a respectful and professional manner while participating in all activities associated with Options for Youth.

Options For Youth offers Extracurricular Activities such as but not limited to field trips, Prom, Senior Social and/or sports. It is expected that all students participating in these activities are in good standing, adhere to all student behavior expectations, and are meeting all academic requirements listed on the Student Agreement forms in order to participate in such activities.

Disclosure of Information

Options for Youth does not provide information to the general public regarding its students unless legally required to do so. Options for Youth is required to disclose names, addresses, and telephone numbers of Options for Youth students to military recruiters upon request, subject to a parent's request that Options for Youth not disclose such information. If you do not wish for your child's name, address and/or telephone number to be disclosed to military recruiters without your prior written consent, you may opt out of this automatic selective service reporting by filling out and providing Options for Youth with a Selective Service Disclosure Opt Out Form, which is available through a teacher or Student Advisor.

In addition, Options for Youth periodically provides information to parents regarding their children's school performance, including information pertaining to students who have attained 18 years of age. Students age 18 years of age or older may opt out of such disclosure by filling out and providing Options for Youth with a Parental Disclosure Opt Out Form, which is available through a teacher or Student Advisor.

Student Holidays (2015-2016)

In addition to weekends (Saturday & Sunday), student holidays are not counted as school days. Therefore, students are not required to complete assigned activities on these days.

Independence Day	July 3, 2015	**ML King Day**	January 18, 2016
Labor Day	September 7, 2015	**President's Day**	February 12-15, 2016
Veteran's Day	November 11, 2015	**Spring Recess**	April 1-4, 2016
Thanksgiving	November 26-27, 2015	**Memorial Day**	May 30, 2016
Winter Recess	Dec. 21, 2015-Jan. 1, 2016	**Summer Recess**	June 20-24, 2016

Internet Rules and Regulations

Options for Youth Charter Schools (OFY) actively attempt to offer students and staff advanced technology and increased access to learning opportunities. We are happy to announce that we now offer Internet services through the Options for Youth Computer Network (hereafter referred to as "OFY Computer Network"). We believe this computer technology will help propel our schools into the information age by allowing students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and only begins to open the door to many advanced research tools. Students and staff must understand and make proper and ethical use of this new learning opportunity.

Conditions and Terms for Use

Acceptable Use:

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of OFY. Access to the Internet is made possible through the OFY Computer Network at its sole discretion. The Options for Youth corporate office and all users of the OFY Computer Network must comply with the existing rules and acceptable use policies, which are incorporated into this document and are also available from the corporate office.

Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

The OFY Computer Network contains copyrighted material and/or other proprietary information. The materials contained on or otherwise made available to you on the OFY Computer Network may be copyrighted by OFY and are thus protected by copyright laws and regulations worldwide. Except as may otherwise be expressly permitted by applicable law, any copying, automated browsing or downloading, redistribution, publication, or commercial exploitation of any material contained on or otherwise made available to you on the OFY Computer Network is strictly prohibited without the prior written permission of OFY.

Controversial Material

OFY has gone to great lengths to provide the necessary hardware and software to filter the Internet content that is accessible through our network while still allowing our students the freedom to access the Internet's many resources. Despite these precautions, users may encounter material that is controversial or offensive and which users, parents, teachers or administrators may consider inappropriate or offensive. It is impossible to control all data that an industrious user may discover on a global network. It is the user's responsibility not to initiate access to controversial or offensive material. OFY reserves the right to regulate the content and material on the Internet through the OFY Computer Network. In no event shall OFY be liable for either intentional or inadvertent student access to controversial or offensive materials.

Monitoring

OFY reserves the right to review any material on user accounts and to monitor fileserver space in order to make determinations on whether specific uses of the network are inappropriate. In reviewing and monitoring user accounts and fileserver space, OFY shall respect the privacy of user accounts.

User Responsibilities

Electronic mail (E-mail) must be used responsibly. Specific user responsibilities include checking E-mail regularly, remaining within your limited usage quota, if any, and not interfering with the network traffic by sending broadcasts of lists or individuals; furthermore, you are responsible for protecting your E-mail account and password. E-mail accounts are to be used only by the registered user. E-mail accounts will be awarded on an individual case-by-case basis and the OFY Computer Network administrators may remove E-mail services if a user abuses such privileges.

Network Etiquette

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be Polite. Do not become abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not reveal personal information such as addresses or phone numbers of students, colleagues, staff, or yourself.
- Do not use the network in any manner that disrupts the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

No Warranties

OFY makes no warranties of any kind, whether express or implied, for the service it is providing. OFY will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by OFY's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. OFY specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain and determine how valid that information may be.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system. Users are responsible for reporting any potential security problems on the Internet to a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without the express written permission of the account holder. Attempts to log on to the network as a system administrator may result in cancellation of user privileges. Any user identified as a security risk due to a history of problems with this or any other computer systems may be denied access to the Internet by OFY.

System Misuse

Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the Internet, the OFY Computer Network, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment is defined as the persistent annoyance of another user or interference with another user's work. Harassment may include, but is not limited to, the sending of unwanted E-mail.

Examples of potential offenses are: removing another user's account, changing another user's password, using an unauthorized account, damaging files, altering the system, or using the system to make money illegally. Users must not cause damage to any school property, including the network system.

It is a violation of California Penal Code Section 502 to intentionally access any computer system or network for the purpose of: (1) devising or executing any scheme or artifice to defraud or extort; or (2) obtaining money, property, or services with false or fraudulent intent, representation or promises.

Further violations of the California Penal Code include maliciously accessing, altering, deleting, damaging or destroying any computer system, computer network, computer program, or data. Penalties may include fines and/or imprisonment. Anyone committing acts of this kind could face criminal charges and/or disciplinary action by the school. Any misuse of the OFY Computer Network will be punished to the full extent of the law.

Privilege

The use of the OFY Computer Network is a privilege that may be revoked by the administrators of the network at any time and for any reason. Inappropriate use, including any violation of these rules and regulations or the Internet Access Consent and Waiver, may result in cancellation of network privileges. OFY, under this agreement, has delegated the authority to determine the appropriate use and may deny, revoke, suspend, or close any user account at any time based upon the determination of inappropriate use by the account holder or user.

Penalties For Improper Use

Any user violating these rules, applicable state and federal laws, or posted classroom and company rules are subject to loss of network privileges and/or any other company disciplinary options.

In addition, pursuant to state law, any unauthorized access, unauthorized attempt to access, or unauthorized use of any computing and/or network system is a violation of the California Penal Code and/or other applicable federal laws and is subject to criminal prosecution.

Section III
Student Behavior

Academic Honesty

Options for Youth Charter Schools (OFY) is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our independent study program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated.

Academic dishonesty (in course work, on examinations, or in other academically related activities) includes but is not limited to the following:

- copying from another student or knowingly allowing another to copy
- using unauthorized materials and/or technologies
- plagiarizing work — the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work — including electronic media such as the internet
- counterfeit work, including turning in as one's own work that which was created, researched, or produced by another
- theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic)

Any student found to have broken the academic honesty policy is subject to any or all of the following consequences:

- immediate removal from the course(s) where the infraction occurred (without replacement) and possible failure of the course
- a due process hearing
- suspension
- expulsion

Behavior Expectations

Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which the learning center is located. They will also act in accordance with the following behavior expectations:

1. Follow all written and verbal agreements.
2. Be courteous and respectful to others.
3. Respect the property of others.
4. Be prepared to learn at all times.

The teachers and staff of the learning center will be on hand at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

Dress Standard

Students are expected to dress in accordance with the "business-like" learning environment of the Charter School. The standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present ideals which the Charter School does not wish to promote. The Charter School considers the following items inappropriate for students to wear at school:

1. any clothing or jewelry item that depicts drugs, sex, alcohol, profanity, or racism
2. sheer or revealing garments that are sexually inappropriate
3. any clothing that has a disruptive influence on the learning environment

The teachers and staff of the learning center will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may ask the student to leave the center and return with appropriate dress, contact the student's family, and/or request a parent-teacher conference to discuss the matter. Continued violations may result in suspension.

Student Discipline Policy

OFY has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

Definitions

Suspension shall be defined as a temporary leave of absence from the Charter School that may occur at the recommendation of the individual Charter School teacher, supervisor, or school employee and must be approved by the Deputy Superintendent or designee(s).

Expulsion shall be defined as a permanent dismissal from the Charter School without re-enrollment privileges and must be approved by the Deputy Superintendent or designee(s).

Suspension and Expulsion Policy and Procedure

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 the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to the review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School'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. Charter School 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 Student Handbook and will clearly describe discipline expectations. 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.

The Charter School 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 this Policy and Procedures are available on request at each resource center.

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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow 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 the Charter School 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.

A. 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 any time 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.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended 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.

   b) Willfully used force or violence upon the person of another, except self-defense.

   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 Sections 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

   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 Section 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 Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 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. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. t)Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, 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 Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 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 Sections 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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 Section 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 Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 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. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

    ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

    iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

    iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    i. A message, text, sound, or image.

    ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, 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 Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal 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 Charter 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. 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 Charter 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal'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 Principal or designee upon either of the following: 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.

D. Authority to Expel

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

E. Expulsion Procedures

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 Principal 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 (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least 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:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

The Charter School 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 that shall be examined only by the Charter 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.

1. 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.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion 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.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity 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.

6. 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter 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.

8. 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.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.

10. 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.

G. 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.

H. 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel 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 in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' 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; and (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 Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

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

L. 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 Charter School for readmission.

N. 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 Board of Directors or the Administrative Panel following a meeting with the Principal or designee 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 Principal or designee shall make a recommendation to the Administrative Panel or Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District and/or SELPA

   The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disabil ity; or

   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

   If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicabl for the child, the conduct shall be determined to be a manifestation of the child's disability.

   If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

   c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Mandatory Expulsion

Unless the Deputy Superintendent or designee(s) finds that expulsion is inappropriate due to particular circumstances, the Deputy Superintendent or designee(s) shall expel a student for any of the actions identified as items #1, 2, 3, 4, or 5 under "Grounds for Suspension and Expulsion" or for assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Student Due Process

OFY shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Administrative regulations regarding suspension and expulsion shall be revised periodically as required by any changes in the Charter School policy or state and federal law.

In all cases the Charter School disciplinary policies shall afford students due process under the law. To this end, the Deputy Superintendent or designee(s) shall develop rules and regulations governing the procedures by which students may be suspended or expelled. The Charter School's Deputy Superintendent or designee(s) shall notify staff, students and parents/guardians about the Charter School disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment.

In the event of a suspension, students recommended for suspension will be afforded due process in the following manner:

1. Student will be told of the charge against him or her and will be provided an opportunity to respond to that charge in an informal conference, before the suspension is imposed, unless the administrator in charge finds that there is clear and present danger to the life, safety or health of students or staff.

2. Written notice of the suspension will be sent to parents or guardians within a reasonable time after the suspension advising of the facts of such suspension, its duration and justification and further stating that, if desired, a prompt meeting or hearing will be held at which the suspension may be discussed with school officials. All written documentation must be approved by the Deputy Superintendent or designee(s). This is to ensure all due process has been afforded to students and their families and to ensure all written documents comply with state and federal law.

3. If requested, a meeting or hearing will be held within a reasonable time period, at which the suspended student may also be present, and the student will be given the opportunity to present informal proof of his or her side of the case.

In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion. Parents or guardians of non-adult students will also be given written notice in advance of such hearing so that they may attend. The Charter School will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel such student, pursuant to the complaint procedures established by the Charter Board and defined in Section 1 of the Charter School Complaint Procedure document.

Student Personal Belongings

Administrators of OFY have the discretion to search student's personal belongings if a reasonable suspicion warrants the act. Searches maybe due to the following reasons but not limited to:

- suspicion of student in possession of a weapon
- suspicion of student in possession of drugs

Students with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by Charter School policies and regulations and IDEIA shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, the Charter School shall comply with federal and state law.

Section IV
Complaint Policy/Hotline

OFY is committed to providing students with a positive educational experience and has established two methods by which parents can express school-related concerns and file complaints. The first is the "Uniform Complaint Policy and Procedures" which complies with applicable federal and state laws and regulations. The Superintendent will annually provide written notification of OFY's uniform complaint procedures to students, employees, parents/guardians, and other interested parties. Copies of all three policy documents, the "Uniform Complaint Policy and Procedures", the "Uniform Complaint Procedure Form for Education Code 35186 Complaints" and the "Annual Notification of The Uniform Complaint Procedures" are available at the end of this handbook, at each learning center, and online at **www.ofy.org**.

In addition to the "Uniform Complaint Policy and Procedures", OFY understands there may be times when parents/guardians might feel uncomfortable discussing certain school-related concerns with school employees. As a result, OFY provides a toll-free ***OFY HOTLINE*** to give parents the opportunity to speak with an independent third party. Some of the topics the ***HOTLINE*** staff is prepared to handle are:

- School-related behavioral and communication problems
- School-related drug or alcohol problems
- Any classroom-related problems, including safety hazards, theft, vandalism, threats of violence, etc.
- Unlawful harassment or discrimination
- Pupils, who have not passed one or both parts of the CAHSEE by the end of grade 12, have the right to file a complaint regarding intensive instruction and services.

Trained ***OFY HOTLINE*** staff will listen objectively, ask questions and gather information. Within two school days of the call, a confidential report will be given to the Chief Executive Officer or designee(s) for OFY. Based on the information provided by the parents, a complete and comprehensive review of the matter will be conducted. The information will be held in confidence to the maximum extent possible. Parents may choose to give their names or not, however, if they do not, there may be limitations to OFY's ability to resolve the matter. Based on the results of the review, appropriate corrective action will be taken. Parents and students will not be negatively affected by any disclosure of information to the ***HOTLINE*** staff.

With the exception of holidays, the ***HOTLINE*** is open Monday through Friday from 7:00 AM to 5:00 PM (Pacific Time). The toll-free ***OFY HOTLINE*** number is: ***866-OFY-HOTL (866-639-4685)***.

Section V
Study Requirements

Planning A Course of Study

An instructor will be available to advise and assist the student with his/her course/curriculum selections. The program of studies should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities.

As you plan your program, the instructor will ensure that you follow the guides listed below so that the achievement levels and requirements for graduation, college entrance, and basic skill competencies will be satisfied when applicable.

Regional Occupational Program (ROP)

ROP classes allow students to gain and apply job specific training in a career field. This is accomplished through providing rigorous and relevant career specific learning opportunities that empower students with the knowledge to make informed career choices and provide them the skills necessary to succeed in their chosen professions. This program can enable a student to successfully continue technical training at an advanced level, pursue higher education opportunities and enhance existing skills and knowledge. To enroll, students must be at least 16 years old. For further information please contact your Student Advisor.

Acceptance of External Credits

Options for Youth Charter Schools accepts transfer credit only from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations.

The OFY Curriculum Department may conduct a review process by request for schools that are not accredited by either WASC or ASCI. OFY will review the school's program, their course content and instruction. Please consult your teacher for further information.

Standardized Testing

Options for Youth must administer any State mandated tests as applicable AND have parents agree to have their child participate with state mandated testing. In the coming school year, the charter school will administer the California STAR testing program for the purpose of demonstrating programmatic success as well as individual assessment. Scores will be included in the student's file or portfolio and will be utilized by the teacher when consulting with families about educational plans and curriculum selection.

State mandated testing will occur in the spring and will be administered by OFY teachers and staff. Thus, testing will occur with familiar faces and in smaller test settings. Every attempt will be made to break down the testing periods into manageable times.

In addition, OFY requires the Vantage assessment for grades 7 – 12. This testing will occur on a "Pre" test basis, thus occurring once upon enrollment then twice every school year thereafter for the student. OFY also requires students to participate in several other assessment tests, such as the CELDT for English Language Learners. These assessments can be valuable for the teacher and parents to use in determining an appropriate educational plan and selecting curriculum.

California State Mandated Physical Education Testing

Options For Youth is required by the State to test all students in grades 7 and 9 to assess fitness in the following areas: abdominal, upper body and trunk strength, aerobic capacity, upper body flexibility, and body fat composition. The testing period will occur between February 1 and June 30 of each school year and will be administered by trained staff members.

California High School Exit Examination

Students who complete the graduation requirements after June 30, 2005 are required to pass the California High School Exit Examination (CAHSEE) in Language Arts and Mathematics in order to receive a high school diploma from a public school in the State of California. Students are required to take the CAHSEE in 10th grade and may take the examination during each subsequent testing period until each section of the examination has been passed. The examination will be offered two times each school year. Please contact your Student Advisor for further information.

This requirement is in effect unless changed or modified by the State of California.

Minimum Requirements for Participation in Graduation Ceremonies

Students must complete all 220 credits and the 10 hours of community service necessary for graduation at least two weeks prior to graduation day to participate in the ceremonies. Please see your teacher or Student Advisor for further information.

Section VI

Middle School Promotion Requirements

A middle school certificate of promotion will be granted to each middle school student who completes the basic program defined below for the 7th and 8th grades.

Except in unusual circumstances warranting an adjustment of the individual's program, each middle school student will enroll in the following basic program:

Two-Year Subject Requirements

Core Subjects:

English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science (including Health topics)	4 semesters

Other Subjects:

Physical Education	4 semesters

1. Middle school students will earn five (5) units of credit for every semester successfully completed in each of the required subjects or courses of study.

2. Eighty (80) units of credit will be considered the minimum level of middle school student attainment in the four core academic areas of English/language arts, mathematics, history/social science and science.

3. Deficiencies must be made up by taking additional courses in the summer or by taking additional work in high school, depending on individual circumstances.

Section VII
Planning Guide

San Juan Charter Planning Guides (7-12)

Grade 7

LANGUAGE ARTS 7A		LANGUAGE ARTS 7B	
MATH 7A		MATH 7B	
LIFE SCIENCE 7A		LIFE SCIENCE 7B	
PHYSICAL EDUCATION		PHYSICAL EDUCATION	
WORLD HISTORY 7A		WORLD HISTORY 7B	
ELECTIVE		ELECTIVE	

Grade 8

LANGUAGE ARTS 8A		LANGUAGE ARTS 8B	
MATH 8A		MATH 8B	
PHYSICAL SCIENCE 8A		PHYSICAL SCIENCE 8B	
PHYSICAL EDUCATION		PHYSICAL EDUCATION	
US HISTORY 8A		US HISTORY 8B	
ELECTIVE		ELECTIVE	

Grade 9

ENGLISH IA		ENGLISH IB	
MATH		MATH	
PHYSICAL SCIENCE A		PHYSICAL SCIENCE B	
PHYSICAL EDUCATION		PHYSICAL EDUCATION	
HEALTH A		ELECTIVE	
VPA		VPA	

Grade 10

ENGLISH IIA		ENGLISH IIB	
MATH		MATH	
WORLD HISTORY A		WORLD HISTORY B	
LIFE SCIENCE A		LIFE SCIENCE B	
PHYSICAL ED		PHYSICAL ED	
CAHSEE PREP/ WORLD GEOGRAPHY		ELECTIVE	

Grade 11

ENGLISH IIIA		ENGLISH IIIB	
MATH		MATH	
US HISTORY A		US HISTORY B	
ELECTIVE		ELECTIVE	
ELECTIVE		ELECTIVE	

Grade 12

ENGLISH IVA		ENGLISH IVB	
GOVERNMENT		ECONOMICS	
SOCIAL SCIENCE ELECTIVE		ELECTIVE	
ELECTIVE		ELECTIVE	
ELECTIVE		ELECTIVE	

Section VIII
Graduation Requirements

San Juan Charter 2015-2016 Graduation Requirements

ENGLISH	**40 Credits** All English courses must use core material.
MATHEMATICS	**30 Credits** The equivalent of first year Algebra must be completed for graduation.
SCIENCE	**20 Credits** Life Science – 10 Physical Science – 10
PHYSICIAL EDUCATION	**20 Credits**
SOCIAL SCIENCE	**30 Credits** World History – 10 US History – 10 Government – 5 Economics – 5
VISUAL/PERFORMING ARTS	**10 Credits**
CAHSEE PREP/WORLD GEOGRAPHY	**5 Credits**
HEALTH	**5 Credits**
GENERAL ELECTIVES	**65 Credits** (*Health B must be assigned if Health A was completed at OFY)
TOTAL	**220 Credits**
COMMUNITY SERVICE	**10 Hours** This is to be completed in grades 9-12 while enrolled at OFY and students must submit verified hours on a letterhead from an approved service agency.

Graduation Competencies and Requirements

- Students who complete the graduation requirements after June 30, 2005 must pass the California High School Exit Examination (CAHSEE) to be eligible to graduate.
- Students must complete all new graduation requirements of the current school year per State or District requirements.

Section IX
College Preparatory Plan

College Preparatory Plan

The college preparatory plan leads to enrollment in a four-year college or university or enrollment in community college and transfer to a four-year institution.

Students following this plan should enroll in:

1. minimum graduation requirements in grades 9 - 12
2. three or four years of mathematics (Algebra I or higher)
3. three or four years of college preparatory science
4. two to four years of the same college preparatory foreign language

A grade point average of 3.0 or higher is recommended. **STUDENTS SHOULD TAKE THE SAT OR ACT AT THE END OF THE JUNIOR YEAR OR EARLY IN THE SENIOR YEAR TO ESTABLISH APTITUDE FOR COLLEGE WORK.**

Students planning to attend a four-year college or university should contact their Student Advisor for assistance in planning their high school courses and meeting admissions deadlines.

Concurrent Enrollment

College preparatory courses (or others) not offered by the charter school can be taken at a local community college for high school credit. These courses may include foreign language, visual or performing arts, and laboratory science. Depending on the college, students may have to complete a "Concurrent Enrollment Form," which can be obtained at the community college, before registering for these classes. Please contact the college of choice to determine their policy for concurrent enrollment and credits earned.

College Admission Information

Student Advisor	Contact Information and Area/Center Served		
Rocio Castro rcastro@ofy.org	Arden (916) 971-3175	North Highlands (916) 338-2375	Orangevale (916) 988-4138
Samantha Little slittle@ofy.org	Carmichael (916) 485-5155	Rancho Cordova (916) 631-8113	

Students desiring information regarding college admission requirements should contact their Student Advisor. Current information is also available on the Internet at the following sites:

For all California colleges including community colleges, California State University, University of California, and independent universities, information may be found at **www.californiacolleges.edu.**

For information regarding the California State University system, their website is located at **www.csumentor.edu.**

The University of California system website is located at **www.ucop.edu.**

For more information on Community Colleges, please go to the following website: **www.cccco.edu**

A-G Requirements

(a) History/Social Science *2 years required*	Includes one year of world history and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
(b) English *4 years required*	Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
(c) Mathematics *3 years required*	Includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
(d) Laboratory Science *2 years required*	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics.
(e) Foreign Language *2 years required*	Two years of the same language other than English.
(f) Visual/Performing Arts *1 year required*	A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
(g) College Prep Electives *1 year required*	One year (two semesters), in addition to those required in 'a-f' above, chosen from all subject areas.

Examination Requirements

University of California

- Requires SAT Reasoning Test or ACT Plus Writing
- SAT: Students are recommended to take the SAT Subject Tests.

California State University

- Requires only the SAT or ACT

Other Requirements

University of California/California State University

- Candidates must have earned a grade of C or better in all college preparatory classes. The grades earned in these courses are taken in grades 10 through 12 to evaluate the Grade average for minimum eligibility.

NCAA Eligibility

Currently, courses at Options for Youth are not approved by NCAA. If you are an NCAA college-bound student-athlete please be aware that courses taken at Options for Youth will not meet NCAA eligibility requirements.

A-G Approved Course List		
(a) History/Social Science	World History CP World History since the Renaissance (Apex) US History CP US History since the Civil War (Apex) US Government CP US Government and Politics (Apex) Adv World History CP Adv US History CP Adv US Government CP AP Government and Politics United States (Apex) AP US History (Apex)	
(b) English	English I CP English II CP English III CP English IV CP English 9 CP (CCSS) English 10 CP (CCSS) English 11 CP (CCSS) English 12 CP (CCSS) English 9 CC (Apex) English 10 CC (Apex)	English 11 CC (Apex) English 12 CC (Apex) American Literature CP Adv English 1 CP Adv English 2 CP Adv English 3 CP Adv English 4 CP AP English Language and Composition (Apex) AP English Literature and Composition (Apex) CSU Expository Reading/Writing A/B
(c) Mathematics	Algebra 1 CP Algebra 1AI; 1A2 Algebra 1BI; 1B2 Algebra 1 CC (Apex) Algebra 2 CP Algebra 2 CC (Apex) Adv Algebra 1 CP Adv Algebra 2 CP	Geometry CP Geometry CC (Apex) PreCalculus (Apex) AP Statistics (Apex) AP Calculus AB (Apex) Mathematics I Common Core (Apex) Mathematics II Common Core (Apex) Mathematics III Common Core (Apex)
(d) Laboratory Science	Biology CP* Physics CP* Physics Core* (Apex) Chemistry Core* (Apex) Physical Science	
(e) Foreign Language	French I (Apex) French II (Apex) Spanish I (Apex) Spanish II (Apex) Spanish III (Apex) Spanish for Spanish Speakers (GradP)	Chinese I (GradP) Chinese II (GradP) Chinese III (GradP) AP Spanish Language (Apex)
(f) Visual/Performing Arts	Art History A/B CP Visual Arts A/B	
(g) College Prep Electives	Economics CP Introduction to Plays and Theater CP Gothic Literature (GradP) Psychology A/B CP Sports and Entertainment Marketing (GradP) Geography & World Cultures (Apex)	Probability and Statistics (Apex) US & Global Economics Core (Apex) AP Macroeconomics AP Microeconomics Earth Science A/B AP Psychology

** Denotes courses available in selected centers*
Course list subject to change

Launchpad A-G Planning Guide

Student Name: _____
Student ID#: _____
Center: _____

Teacher: _____
Probable Grad Date: _____
Prospective College: _____

Grade 9

English 1A CP		English 1B CP	
Alg 1A CP or Algebra 1 Sem 1		Algebra 1B or Algebra 1 Sem 2	
Earth Sciecnce A		Earth Science B	
P.E.		P.E.	
Spanish 1 Sem 1 (Apex)		Spanish 1 Sem 2 (Apex)	
Art History A		Art History B	

Grade 10

English 2A CP		English 2B CP	
Geometry A CP or Geometry Sem 1		Geometry B CP or Geometry Sem 1	
Biology A CP		Biology B CP	
P.E.		P.E.	
World History A CP		World History B CP	
Spanish 2 Sem 1 (Apex)		Spanish 2 Sem 2 (Apex)	

Grade 11

English 3A CP or AP Eng Lang/Comp S1		English 3B CP or AP Eng Lang/Comp S2	
US History A CP or AP US History Sem 1		US History B CP or AP US History Sem 2	
Algebra 2A CP or Algebra 2 Sem 1		Algebra 2B CP or Algebra 2 Sem 2	
Lab Physics or Chemistry		Lab Physics or Chemistry	
AP Spanish Lang Sem 1 (Apex)		AP Spanish Lang Sem 2 (Apex)	

Grade 12

English 4A CP or AP Eng Lit/Comp S1		English 4B CP or AP Eng Lit/Comp S2	
US Government CP or AP US Government		Economics CP	
Advanced Math***		Advanced Math***	
Biology Lab A/B		Physics Lab A/B or Elective	
Intro to Plays/Theater		Elective	

A-G Requirements

Subject	Credits
A. Social Science	20
B. English	40
C. Math: Alg 1, 2, & Geom	30* *(pref 40)*
D. Lab Science	20* *(pref 30)*
E. Foreign Language	20* *(pref 30)*
F. Visual/Performing Arts	10
G. Core Elective	10

CAHSEE
ELA date passed: _____
Math date passed: _____

*** **Advance Math includes, but is not limited to, the following:**

- Pre Calculus Sem 1 (4)
- Pre Calculus Sem 2 (4)
- AP Calculus AB Sem 1 (5)
- AP Calculus AB Sem 2 (5)
- AP Statistics Sem 1 (5)
- AP Statistics Sem 2 (5)

PSAT Score (10th grade) _____

PSAT Score (11th grade) _____

SAT Score: _____

or

ACT Score: _____

Section X
High School Course of Study

English • Language Arts

Note that students may be required to attend a small group instruction language arts class while taking any of the following classes. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ENGLISH 9 A/B CP (CCSS)

Length of Course: 10 Credits
Grade Level: 9
Graduation Requirement: English

HS-10-77, HS-10-78
UC/CSU Approved

Textbook: Prentice Hall Literature (Pearson). Novel: (A) The House on Mango Street by Sandra Cisneros, (B) The Hunger Games by Suzanne Collins. This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

ENGLISH 10 A/B CP (CCSS)

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: English

HS-10-77, HS-10-78
UC/CSU Approved

Textbook: Prentice Hall Literature (Pearson). Novel: (A) The House on Mango Street by Sandra Cisneros, (B) The Hunger Games by Suzanne Collins. This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

ENGLISH 11 A/B CP (CCSS)

Length of Course: 10 Credits
Grade Level: 11
Graduation Requirement: English

HS-10-77, HS-10-78
UC/CSU Approved

Textbook: Prentice Hall Literature (Pearson). Novel: (A) The House on Mango Street by Sandra Cisneros, (B) The Hunger Games by Suzanne Collins. This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

ENGLISH IV A/B CP

Length of Course: 10 Credits
Grade Level: 12
Graduation Requirement: English

HS-10-07, HS-10-08
UC/CSU Approved

This course provides a moderate survey of Continental and British literature from the epic writings to modern literature. From the Anglo-Saxon period students are introduced to Old English literature in readings from texts like *Beowulf* and *Gilgamesh*. Students then sample Middle English literature with readings from the *Canterbury Tales* and *Everyman*. From there, students are introduced to the English Renaissance, both its poetry and the Elizabethan drama. They continue with a sampling of 17th century writers: the Metaphysical poets, the Cavalier poets, and the Puritans. They explore the Restoration and continue onto the 18th century with selections from Swift, Pope, Pepys, and Defoe. From there students sample the Romantic age with readings from Wollstonecraft, Wordsworth, and Shelley. Through this survey students gain an understanding of the religious and political climates in which these artists wrote, as well as the myriad forms and literary devices they employed to express their beliefs, values and traditions. Students read two novels: Huxley's *Brave New World* and Achebe's *Things Fall Apart*.

ADV ENGLISH I A/B CP

Length of Course: 10 Credits
Grade Level: 9
Graduation Requirement: English

HS-10-P1, HS-10-P2
UC/CSU Approved

These courses fulfill the 9th grade college preparatory English requirement with challenging literature-based courses from Prentice Hall's *Literature Gold* textbook. The text includes a survey of various literary genres including short stories, drama, nonfiction, poetry, the epic and novels by Charles Dickens and Anne McCaffrey. In addition to the readings, students develop writing skills including narration, description, persuasion, creative writing, and exposition through various assignments.

ADV ENGLISH II A/B CP

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: English

HS-10-P3, HS-10-P4
UC/CSU Approved

This course fulfills the 10th grade college preparatory English requirement with challenging literature-based programs from Prentice Hall's *Literature Platinum* textbook. This text continues the survey of various literary styles including short stories, drama, nonfiction, poetry, and novels by John Knowles and Buchi Emecheta. Writing assignments include the development of such skills as narration, exposition, persuasion, creative writing, and description through various assignments.

ADV ENGLISH III A/B CP

Length of Course: 10 Credits
Grade Level: 11
Graduation Requirement: English

HS-10-P5, HS-10-P6
UC/CSU Approved

This course fulfills the 11th grade college preparatory English requirement with various selections of literature from Prentice Hall's textbook *Literature: The American Experience*. Selections include works by William Bradford, Benjamin Franklin, Ralph Waldo Emerson, Chief Joseph, Mark Twain, Ernest Hemingway, and Arthur Miller. The courses continue the development of such writing skills as narration, creative writing, exposition and persuasion through various assignments.

ADV ENGLISH IV A/B CP

Length of Course: 10 Credits
Grade Level: 12
Graduation Requirement: English

HS-10-P7, HS-10-P8
UC/CSU Approved

Students taking this course will acquire a thorough knowledge of British Literature by examining a wide array of literary genres and the history of British writing. Works will range from early Old English and Medieval Works to later 20th century and contemporary writers. Students will examine works in the context of historical events and literary trends. In addition to material covered in their textbook, students will also read the play *Twelfth Night* and the novel *Alice's Adventures in Wonderland* throughout the course at the end of which they will submit a book report about the play and novel. Students are expected to conduct careful analyses of the texts in order to complete the corresponding writing assignments.

AMERICAN LITERATURE

Length of Course: 5 Credits
Grade Level: 11-12
Graduation Requirement: English

HS-10-AL
UC/CSU Approved

This course is designed to expose students to American literature from the colonial period through the 1930s. Students will study the writing styles of a variety of authors and analyze how the time period in American history influenced the writers of the time. The students will learn about the major movements in American literature from the revolutionary period to the Age of Romanticism. Students will write their own poetry and essays as well as critiques of the writers they read. They will read two novels, *The Great Gatsby* and *Of Mice and Men*, which will give a stark contrast of the 1920s, which was the decade of decadence, to the 1930s era of The Great Depression. Upon completing the course, students will have learned the history of American literature and better understand how it influences the writers of today.

CONTEMPORARY COMPOSITION

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: English or Elective

HS-10-23

This one-semester writing course may be taken to meet the 11th grade composition requirement or it can be taken as an elective course (NOTE: It cannot fulfill both requirements). The focus of this course is on the development of writing and composition skills such as persuasive, test, and descriptive essays, and learning how to revise and edit their own work. This course uses the *Writer's Inc.* textbook.

ENGLISH 12 A/B CP (CCSS)

Length of Course: 10 Credits
Grade Level: 12
Graduation Requirement: English

HS-10-89, HS-10-90

Students taking English 12 CP will be engaged in a rigorous course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

Mathematics

Note that students may be required to attend a small group instruction mathematics class while taking any of the following classes. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

BASIC MATH A/B

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Math Elective

HS-20-01, HS-20-02

Basic Math is a one-year course that prepares students for success in the Pre Algebra. It begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions, and fractional notations. Students also experience an understanding of order of operations, decimal notation, estimation, ratio and proportion, and their geometric application. Topics also include percent notation including application to tax rate, discounts, and simple and compound interest. Students also explore central tendencies of data and learn of the various graphical representations of such data. Students delve into the relationship between the American Measurement System and the Metric System. The course concludes with an introduction to basic geometry as well as properties of real numbers.

PERSONAL FINANCE

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-20-30

Personal Finance is a real world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

BUSINESS MATH

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-20-07

This course is designed to strengthen students' basic skills in personal and business math. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes.

PRE ALGEBRA A/B

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-20-15, HS-20-16

This course helps to build students' foundational skills for entry into the Algebra I course. It begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Other concepts covered include solutions of decimal problems, an introduction to a three-dimensional surface area (volume), and comprehensive work with percents and measurement systems. The course concludes with the product rule, power of exponents, and multiplying polynomials.

ALGEBRA I A/B CP (CCSS)

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-20-40, HS-20-41
UC/CSU Approved

Textbook: *Algebra 1* (Pearson). Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

ALGEBRA IA1 CP, IA2 CP, IB1 CP, IB2 CP (2-year course)

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-2I-A1; HS-2I-A2; HS-2I-B1; HS-2I-B2
UC/CSU Approved

This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. They move onto subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. Students begin the second half of the course with factoring. This includes understanding how to factor and apply it to everyday life. You will also learn how to manipulate rational expressions, explore complex fractions, solve rational expression and understand direct and indirect variations, and solve linear equations. Finally, students move into a review of graphing, key terms, and line equations. The units include the applications of linear systems, solving linear inequalities, equations, inequalities, and absolute value. This course concludes with graphing quadratic equations and functions.

GEOMETRY A/B CP

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-20-03, HS-20-04
UC/CSU Approved

Geometry A builds upon skills acquired in Pre Algebra and Algebra and incorporates them into learning about new Geometry basics. Students will master the foundation blocks for the structure of Geometry and understand how to represent geometric figures. They first must familiarize themselves with the tools of Geometry and then go on to understand the importance of reasoning and using proofs. In this semester, they will consider the difference between parallel and perpendicular lines. They will use proofs to understand congruent triangles as well as the relationship between triangles. They will also learn about the properties of the different types of quadrilaterals. Geometry B introduces and develops concepts of Geometry from coordinate Geometry, constructions, proofs, symmetry, and transformations, to finding area, perimeters, and volume of complex shapes. Students passing this course will have a thorough understanding Geometry and a good start on advanced Algebra and Trigonometry.

GEOMETRY A/B CP (CCSS)

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-20-38, HS-20-39
UC/CSU Approved

The ultimate goal of this course to extend students prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry and the study of trigonometry concerning right triangles and circles. Students will further their learning of rigid motions, translation, rotation and reflection, and begin to prove congruence with the use of them. They will develop proofs using rigid motions developing and utilizing precise definitions. They will then extend these definitions and proofs to solve problems about triangles, quadrilaterals and other polygons.

ALGEBRA 2 A/B CP

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-25-01, HS-25-02
UC/CSU Approved

This course aligns with and covers the material from the California Algebra II, Probability and Statistics, and Trigonometry standards. Students who master Algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, complex number system, probability and statistics, and trigonometric functions. In addition, students will utilize group work and technology to enhance their learning experience.

ADV ALGEBRA I A/B CP

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-20-P1, HS-20-P2
UC/CSU Approved

This course is the traditional, first year college preparatory Algebra class. Adv Algebra I CP covers language and uses of Algebra, real number operations, solving equations, relations and functions, graphing, systems of linear equations, radicals and exponents, polynomials, quadratic functions and rational expressions.

ADV ALGEBRA II A/B CP

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-20-P5, HS-20-P6
UC/CSU Approved

Students who have completed a college preparatory level Algebra I course should enroll in Adv Algebra II CP. Students begin with a brief review of essential skills covered in Algebra I and then cover all of the advanced Algebra topics including functions and matrices. The courses will fully prepare a student for college Algebra.

Social Science

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

WORLD HISTORY A/B CP

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: World History

HS-30-40, HS-30-41
UC/CSU Approved

Students will examine democratic ideals, and the influence of the Renaissance and the Enlightenment on cultural and political movements throughout the world. They will study the development and aftermath of revolutions in both hemispheres, and their effect on a global level. The impact of industrialization and imperialism will also be discussed. Students will cover, in depth, World Wars I and II, including communism, totalitarianism, and the Holocaust, and will also learn about the Cold War, and the wars in Vietnam and Korea. Students will study the democratic reforms that took place in Latin America and Europe after the Cold War. They will analyze the politics of the Middle East and their relationship to current events. Students will examine current global issues, such as terrorism and overpopulation. Assignments will include essays, Internet activities, a PowerPoint presentation, analysis of primary sources, and critical thinking exercises.

US HISTORY A/B CP

Length of Course: 10 Credits
Grade Level: 11-12
Graduation Requirement: U.S. History

HS-30-05, HS-30-06
UC/CSU Approved

This U.S. History course traces the development of the United States from the ravages of the Civil War to the modern day times of terrorism. Students will study such concepts as Reconstruction, Prohibition, the Open Door Policy, urbanization, Normalcy, Terrorism, and Americanization. Students will learn in depth about the Civil War, the Spanish-American War, World War I, World War II, the Korean War, the Vietnam Conflict, the Cold War, and the first and second wars in Iraq. Students will also learn about events like the Great Depression, the Dust Bowl, the Iran-Contra Affair, 9/11, the Cuban Missile Crisis, and the first and second New Deal. Lastly, students will study each presidency from Abraham Lincoln to George W. Bush and the affect their administration had on history.

US GOVERNMENT CP

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: U.S. Government

HS-30-07
UC/CSU Approved

Students taking this course will learn about the principles and foundation of American democracy and understand its distinguishing characteristics. The class will explore the Declaration of Independence, the U.S. Constitution, and the Bill of Rights and how they protect citizens. Students will understand what it means to be United States citizens and how the government protects the American way of life. Students will explore in-depth the importance of the legislative, executive, and judicial branches of the government. Students will also understand how the U.S. Constitution is a living document that has changed with the times through the amendment process. Students will learn about significant Supreme Court cases about racial equality and civil rights that have changed the country. They will also learn about political parties and the two-party system and the election and campaign process as well as about the census and the Electoral College. Students will also be exposed to how states and localities manage their authority apart from the federal government. They will be able to describe and explain the role of state legislatures, state executives, local authorities, and how local governments raise revenue. Students will learn about the court systems at the state, criminal, and civil level. They will be able to understand why the federal government sometimes needs to intervene in state and local matters for the protection of the peoples under those authorities.

US GOVERNMENT CP (CCSS)

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: U.S. Government
Available Spring 2016

HS-30-32
UC/CSU Approved

The structure of the course is divided into five units, with each unit containing five lessons, and with five activities within each lesson. The structure of the lesson starts with a background section containing a compelling question to help students develop and plan their own inquiries about the content that they will learn. Next, students will use the textbook and a dictionary to identity the definition of content and academic vocabulary words based on the context of the reading. The lesson following will be reading comprehension questions allowing students to apply disciplinary tools and concepts to not only comprehend the content, but to analyze, evaluate, and even critique our system of government. The fourth activity in all lessons will require students to complete a performance task that is usually connected to a 21st century learning skill they need to acquire. Examples of such tasks include learning how to analyze sources, read and interpret graphic data, draw inferences and identifying bias, conduct research, articulate opinions in discussions, and write expository, argumentative, and narrative essays. Lastly, the fifth activity will be a review culminating the content and skills students should have learned in the lesson to help prepare them for their unit exam. Their unit exams will compromise of multiple-choice questions with comprehension questions, questions derived from their analysis of charts, maps, and graphs, as well as questions based from document readings.

ECONOMICS CP

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: Economics

HS-30-08
UC/CSU Approved

This course will expose the student to the basic concepts found in the American and global economy of today. Students will learn the finer points of becoming a responsible consumer through building budgets and learning how to develop credit. Students will also learn about the various economic models and theories and what affect each has on our economy. They will learn about investing, saving, and the risks involved in each. Students will also learn how other countries' economies compare to the economy of the United States. They will learn how and why some economic theories work, while others do not.

ADV US HISTORY A/B CP

Length of Course: 10 Credits
Grade Level: 11-12
Graduation Requirement: U.S. History

HS-30-P5, HS-30-P6
UC/CSU Approved

Students taking this college preparatory course in United States history will review how political institutions, practices of government, and religious freedom emerged during the 18th century. Students will analyze the causes of the Civil War, and attempts at reconstruction during the 19th century. Students will learn how the rise of big business, heavy industry, and mechanized farming transformed America. Next students study how the Progressives addressed the problems caused by urbanization and political corruption. They learn about the rise of the U.S. as a world power; the causes of World War I, America's involvement, and how the war changed America. Students read about the causes of the Great Depression and how the New Deal transformed American federalism and initiated the welfare state. They will read about the origins and causes of World War II, and how the war reshaped the U.S. role in world affairs. Students will learn about the postwar extension of the New Deal and the postwar economic boom. They will trace the major developments in foreign and domestic policies during the Cold War era, including the Korean and Vietnam conflicts. Students will read about the major social and economic developments in contemporary America, including the struggle for racial and gender equality and for the extension of civil liberties. The text for these courses is *American Voices*. Additional readings will come from *The American Reader*.

ADV WORLD HISTORY A/B CP

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: World History

HS-30-P1, HS-30-P2
UC/CSU Approved

This course provides students with a chronological survey of world history and civilization since ancient times. Students will examine historical cause and effect and the role of values and attitudes in history, as well as cultural and intellectual history. They will study the development and aftermath of revolutions in both hemispheres, and their effect on a global level. The French Revolution, 19th century nationalism, imperialism, the World Wars, Modern Asia, Latin America, the Middle East, and the Soviet Union all are topics of study, as well as an introduction to historical research and evaluation of sources. Students will have the opportunity to use primary source materials to increase their understanding of important global historical events. These courses are part of the college preparatory system. The textbook used is *World History: The Modern Era* with a supplementary text titled *Letters to America*.

ADV US GOVERNMENT CP

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: U.S. Government

HS-30-P7
UC/CSU Approved

This college preparatory course is a study of American government and politics in history and contemporary American society. The course includes an introduction to the theories of government, the structure and functions of national, state, and local government, comparative international systems, and the study of political processes. Study of the influence of the news media, interest groups, political parties, and political commentary in the formation of points of view on issues by citizens and government officials is an important part of the course, as is the relationship of government to the economy. The text used is Magruder's *American Government*.

Science

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

EARTH SCIENCE A/B

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: Physical Science

HS-40-16, HS-40-17

Students will be introduced to the field of earth science, be familiar with maps, and be acquainted with the concepts of rock and mineral composition, plate tectonics, and earthquakes. Students will be challenged to demonstrate their learning at different thinking levels such as interpretation, prediction, analysis, and evaluation. Earth Science A is valuable as an exploratory course for those interested in the scientific field or for those students seeking to increase their understanding of the Earth. At the end of each unit there is a virtual laboratory assignment. The instructor can assist students with this portion of the unit.

PHYSICAL SCIENCE A/B

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Physical Science

HS-40-05, HS-40-06

This courses provides a survey of physical and earth sciences. Students will study a variety of subjects pertaining to various sciences such as geology, physics, and chemistry. These courses investigate the chemical and physical properties of matter, chemical interactions, atomic structure, thermodynamics, forces, motion and energy, sound, light, magnetism, electricity, and heat. The course will include both text study and virtual laboratory experiences using CD-ROM programs and the Internet.

BIOLOGY A/B

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: Life Science

HS-40-20, HS-40-21

This course are the equivalent of an introductory biology course. They provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics covered include: biochemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, plant anatomy and physiology, animal anatomy and physiology, and ecology.

BIOLOGY A/B CP

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: Life Science

HS-45-01, HS-45-01
UC/CSU Approved

Textbook: Biology (McDougal Littell). Biology A is an exploration into the unifying themes of Biology. With a focus on big ideas students are given a deeper comprehension of what exactly it means for something to be "alive". Students will finish this course with an understanding of cells including how they use energy, replicate, and differentiate through gene expression. Students will study the probability of inheritance on a genetic level and continue that learning as it develops into a clearer understanding of evolutionary patterns. Students will be able to get a clear view of the bigger picture by seeing that something as small as a cell can be directly related to diversity within our biosphere. Biology A includes aspects of the first 9 California State Standard Strands for Biology in an effort to relate the theme of biological unity, however these lessons go into depth on strands 1-5 and 7.
Check learning center for availability

PHYSICS A/B CP

Length of Course: 10 Credits + 5 Credits (Lab)
Grade Level: 10-12
Graduation Requirement: Science

HS-40-14, HS-40-15
UC/CSU Approved

This class is designed to be a breadth course in Algebra-based Physics, adhering to key concepts of Classical Mechanics, Energy, Matter, Waves, Optics and Electromagnetism. The course will initiate with the students examining the scientific method as well as means of measurement appropriate to the physics laboratory setting. It will continue with aforementioned concepts which will be investigated through lecture and investigative laboratory exercises. Mechanics will be divided into the two appropriate disciplines of Dynamics and Statics. These will serve to introduce the student to Newton's Laws of Motion, Vectors, Velocity, Acceleration, Freefall, Force, Rotation and Momentum. The Energy aspect will investigate Conservation, Thermal and Matter. The study of waves will serve to integrate energy concepts with Sound and Light. Optics will introduce the properties of light and it's interactions with lenses and mirrors. Electromagnetism will serve to show the relationship that exists between electricity and magnetism and introduce circuitry and electronics. The labs correspond with the Physics (Scout) core curriculum and must be taken in conjunction with the Physics course. These labs are available in select centers. Please check center for availability. Textbook: Physics, Principals & Problems (Glencoe).
Check learning center for availability

Visual and Performing Arts

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

FILM ANALYSIS A/B

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: VPA or Elective

HS-60-37, HS-60-38

Film Analysis offers students the opportunity to become familiar with film history and the diversity of cinema through viewing and analyzing a selection of films from the most important genres. Genre is another word for category and the term is used in film studies to describe the different types of films. Students will explore twenty-one genres spread across ten units. Each film genre focuses on a category of filmmaking spanning different filmmakers, time periods, styles, and even subgenres. Some genres are quite general—like drama—and include a vast array of films and other subgenres; while some genres are quite specific—like fantasy—and include a smaller selection of films. Students will come out of this course with a solid understanding of film history and new insight about the major genres of film.

ARTS AND CRAFTS A/B

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: VPA or Elective

HS-AC-01, HS-AC-02

Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

ART HISTORY A/B CP

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: VPA or Elective

HS-60-09, HS-60-10
UC/CSU Approved (VPA)

This course will introduce students to the building blocks of visual art: aesthetic elements and principles. The courses survey prehistoric art, as well as arts of the Mediterranean cultures, Asia, and Africa. Students will learn that the evolution of our common visual vocabulary is not an irrelevant artifact of the past but rather an evolving language which we use every day. Students will understand how artists throughout human history and varied cultures have employed visual elements and principles to create unique and effective works of art. The text for this course is *Art in Focus*.

BASIC DRAWING

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: VPA or Elective

HS-60-11

This course explores a variety of techniques, materials, and visual exercises that will provide the student with a solid background for most art courses where the ability to draw is essential. Students will learn techniques to produce 120 different sketching projects while maintaining a drawing journal throughout the course. Students can complete work for this course right in the *Draw Squad* textbook.

CARTOONING

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: VPA or Elective

HS-60-12

This course consists of a series of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for its many inherent challenges. The course is particularly designed for students who really enjoy drawing. The textbook for this course is *Everything You Ever Wanted to Know About Cartooning But Were Afraid to Draw*. There is also an art material kit that supports this class.

Health • Physical Education

HEALTH A/B

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Health

HS-70-20, HS-70-21

In Health A, students will be introduced to the many aspects of health including the concept of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students shall also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. Students will begin with lessons in the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will also explore the elements of physical fitness and the design of suitable exercise programs. An area of emphasis in Health B is the use and abuse of prescription and illegal drugs. Students will explore the body effects of alcohol and issues regarding social pressures to consume alcohol. Also studied will be the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course will conclude with lessons about environmental pollution and the healthcare system.

PHYSICAL EDUCATION, I, II, III, IV

Length of Course: 5 Credits (each course)
Grade Level: 9-12
Graduation Requirement: Physical Education

HS-50-01, HS-50-02, HS-50-03, HS-50-04

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Electives

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

INTRO TO PLAYS AND THEATER CP

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-60-31
UC/CSU Approved (Elective)

Introduction to Plays and Theater is the study of drama, a story that is written to be performed in front of an audience. In this course you will be learning the techniques involved in writing drama. These include: setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

NATURE JOURNALING

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-60-13

In this course students will learn to explore the natural world and make personal connections with it in a creative manner. They will learn to make regular recordings of observations, perceptions, and feelings about the natural world as they explore it. Each student's nature journal will contain drawings, reflective writings, and personal thoughts. Nature Journaling fosters self-learning and challenges students to combine intellect with experience.

DRIVER EDUCATION

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective, Driver's Ed

HS-80-DE

This course is designed to give students a broad understanding of the laws and practices they will need to drive a vehicle safely. By the end of the course, students will be familiar with how weather conditions, other drivers, and different traffic situations can be navigated safely and efficiently. In addition to general rules that govern all drivers in the United States, students will also learn rules specific to laws of the State of California. Upon completion of the entire course, students should be prepared to take their Class C California Driver's Test.

STUDENT ASSISTANT A/B

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

HS-90-21, HS-90-22

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

THEMES IN LITERATURE A/B

HS-10-26, HS-10-27

Length of Course: 10 Credits
Grade Level: 10-12
Graduation Requirement: Elective

In this course students will learn about common themes in literature and will be given high-level reading and writing experiences. The course includes sections on the immigrant experience and multicultural issues and encourage the extension of reading, writing, and critical thinking skills for effective reception and expression of ideas. The course includes reading assignments from several literary works including *Bintel Brief, Farewell to Manzanar,* and *Light in the Forest*.

WRITING SKILLS

HS-10-28

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.

POETRY

HS-10-32

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types as well as influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles as well as North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

BASIC STUDY SKILLS

HS-10-34

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

This English course is suitable for students with limited English proficiency skills and may work towards fulfilling the general elective requirement. The course focuses on students being able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. They will also learn how to use different researching tools to create reports or to better understand a topic in which they are interested.

PRINCIPLES OF ENGLISH

Length of Course: 5 Credits HS-10-PE
Grade Level: 9-12
Graduation Requirement: Elective

This course was created to help you review and master the key elements of the California content standards in language arts. As you review and master each standard, you will increase your competency in language arts and gain confidence in your abilities. The lessons are organized into reading and writing sections. The reading portions will help you review and master skills related to vocabulary, reading comprehension, and literary analysis via multiple-choice items. The writing portion of this course assesses three aspects of writing: strategies, applications, and English language conventions. For the writing portion students will write two essays, and answer multiple-choice items.

READING FICTION

Length of Course: 5 Credits HS-10-RF
Grade Level: 9-12
Graduation Requirement: Elective

In this course student swill read five novels: *The Westing Game, The Catcher in the Rye, Harry Potter and the Sorcerer's Stone, The House of the Scorpion,* and *To Kill a Mockingbird*. Each unit will look at the important events in the novel that shape the characters, theme, and setting. Student will also relate the themes of the novel to their life.

SCIENCE FICTION

Length of Course: 5 Credits HS-65-02
Grade Level: 9-12
Graduation Requirement: Elective

In this Science Fiction course, students will explore the history of Science Fiction. Through its collection of well-chosen, classic stories, the textbook, *Decades of Science Fiction*, allows students to trace the evolution of Science Fiction from the days of H.G. Wells and Jules Verne through the present. *Decades of Science Fiction* provides a historical timeline of each decade, and an introduction of each chapter which summarizes the political, scientific, and literary events which were then prominent. Students will read the novel *The Halloween Tree* by Ray Bradbury and complete a novel assignment based on his works.

MULTICULTURAL LITERATURE

Length of Course: 5 Credits HS-10-ML
Grade Level: 9-12
Graduation Requirement: Elective

This course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. Students will be exposed, through the reading selections, to the various cultures contained with each country. Throughout the five units, students will study various genres from all reaches of the world, which will help them to understand how literature can help them to understand regionalism.

INTRO TO GEOMETRY A/B

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-20-24, HS-20-25

Introduction to Geometry builds upon skills acquired in Pre Algebra and Algebra and incorporates them into learning about new geometry basics. Students will master the foundation blocks for the structure of geometry and understand how to represent geometric figures. They must first familiarize themselves with the tools of geometry and then go on to understand the importance of reasoning. In this semester, they will consider the difference between parallel and perpendicular lines. They will learn to understand congruent triangles as well as the relationships between triangles. They will also learn about the properties of the different types of quadrilaterals. Intro to Geometry B takes important geometry basics and skills learned in the first semester and applies them to advanced concepts introduced in this semester. Students will learn about proportions, ratio and the idea of scale with polygons. They will become familiar with measuring a circle the its related concepts. They will break out of the 2-D mold and learn how to measure space figures and their nets. They will explore coordinate planes, slopes of lines, transformations, and vectors. Finally, they will complete their Intro to Geometry experience with the mastery of trigonometric ratios and right triangles.

PRINCIPLES OF MATH

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-10-PM

This course is designed to fine tune and hone students' skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe have not mastered. Over the course of sixty standards-based lessons, students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Lastly, students will explore the statistics, data analysis, probability, and mathematical reasoning.

WORLD GEOGRAPHY A/B

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Geography or Elective

HS-35-21, HS-35-22

This course will give students an overview of the geography of the world. It will give them an understanding of latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

LATIN AMERICAN HISTORY

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-30-LH

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

HISTORY OF THE ANCIENT WORLD

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-85-02

This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of: The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

CALIFORNIA HISTORY

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-30-20

Novels: *The Shirley Letters*, by Louise Amelia Knapp Smith Clappe and Marlene Smith-Baranzini & *Ramona*, by Helen Hunt Jackson. This course emphasizes significant political, social and economic developments in the Spanish, Mexican and American periods of California history. Beginning with the study of Indian tribes who lived in California and the early explorations by Spain and Mexico, students learn how California was settled and later joined the United States.

COMPARATIVE RELIGIONS

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-30-CR

This course will provide the student with an introduction to the historical and philosophical foundations of the major living world religions. The students will examine theories about the origins of religions as well as explore facets that are unique to each religion. Students will discover where religious movements arose, cultural factors that influenced them, the lives of their founders, their basic teachings, their historical development, and their current status in this world.

PSYCHOLOGY A/B

Length of Course: 10 Credits
Grade Level: 10-12
Graduation Requirement: Elective
Coming Spring 2014-2015

HS-30-16, HS-30-17
UC/CSU Approved (Elective)

Students taking Psychology A/B will be engaged in a rigorous course, aligned to Common Core Reading and Writing Standards for Literacy in History/Social Studies, that is designed to create college- and career-ready thinkers and writers. This course is designed to teach the fundamental concepts of psychology, including: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist would.

CRIMINAL JUSTICE

Length of Course: 5 Credits
Grade Level: 10-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

HS-30-30

Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice, and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, the activities, and the legal environment surrounding the police. Students then build upon what they have learned by understanding the court, prisons, probation, and parole. Throughout these units students will be exposed to concepts that will allow them to come away from the course with a more informed position on criminal justice topics. This course will benefit those with interest in pursuing a criminal justice career or simply responding as more informed citizens.

ENGLISH READINESS A/B

Length of Course: 5 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

HS-10-RA, HS-10-RB

English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by Options For Youth, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

MATH READINESS A/B/C/D

Length of Course: 20 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

HS-MM-01, HS-MM-02,
HS-MM-03, HS-MM-04

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

INDEPENDENT PROJECT A/B

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisite: Use with permission
Graduation Requirement: Elective

HS-90-90, HS-90-91

A student who wishes to complete a special independent project, which cannot be completed in a regularly scheduled course, may apply to enroll in Independent Project. An application with a description of the project and approval of the Instructor, Regional Supervisor and the Curriculum Department must be completed before enrollment will be permitted. The project must include at least 12 hours of work per unit. Students may earn variable credit but may not earn more than 5 credits per semester course.

Technology

COMPUTER LITERACY A

Length of Course: 5 Credits HS-90-39
Grade Level: 9-12
Graduation Requirement: Elective
Coming Fall 2015

In Computer Literacy A, students will gain experience in the first 4 basic areas of computing; word processing, data management using spreadsheets, multimedia presentations, and effective use of the Internet. Students should work through the student activity workbook, reading the referenced sections in their text as they complete the assignments. Next to the answers, you will see the corresponding page numbers from the text. Assignments and assessments will contain scoring guidelines, but the final point value is at the teacher's discretion. After completing this course, the student should possess sufficient skills to create powerful and effective computer-generated documents, manage and display spreadsheet data, impressive presentations for school or work, and conduct effective and reliable Internet research.

Family and Consumer Science

INDEPENDENT LIVING

Length of Course: 5 Credits HS-80-01
Grade Level: 9-12
Graduation Requirement: Elective

This Independent Living course will examine some of the obstacles you will face when living on your own. You will face housing decisions, feeding yourself, and creating an atmosphere and life for yourself. This course will cover responsibility, making good decisions, and understanding your financial and career choices. You will learn the basics of childcare, money management, responsible citizenry, sewing stitches, and making your way around a kitchen.

PARENTING AND CHILD DEVELOPMENT A/B

Length of Course: 10 Credits HS-80-40, HS-80-41
Grade Level: 9-12
Graduation Requirement: Elective

This course endeavors to prepare students to know and understand the physical, intellectual, emotional, and social growth and development of young children. Students learn about parenting, pregnancy, birth, and the different stages of a child's physical, emotional, social, and intellectual development. The course covers the early years (1-6) of a child's life. The textbook for this course is *The Developing Child*.

FOOD AND NUTRITION

Length of Course: 5 Credits HS-80-21
Grade Level: 9-12
Graduation Requirement: Elective

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

Career Education

CAREER & COLLEGE SKILLS

Length of Course: 5 Credits HS-85-12
Grade Level: 9-12
Graduation Requirement: Elective or Career Ed

This course helps students explore careers and develop employable skills. Topics include: the function of a job application, resume writing, interviewing skills, career exploration, paychecks, checking accounts, saving accounts, budgeting, and business records. Students are encouraged to explore their talents and consider what type of job would best utilize those talents. Students will also use the Internet to complete job-related assignments. Materials for this course include the *Career Choices* textbook with an accompanying workbook and portfolio.

Small Group Instruction

Small group instruction classes differ from independent study courses and have alternate attendance requirements. Titles and offerings will vary depending on time of year, staffing, and charter needs. Please see your instructor for an up-to-date list of SGI course offerings. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ELA SGI REVIEW

HS-10-ER

Length of Course: 5 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

This five week, ten session, direct instruction, English Language Arts Class focuses on standardized test preparation for students ranging in age and skill mastery level from ninth through twelfth grade. In addition to reading strategies providing guided and independent practice equipping students with improved reading comprehension skills. Writing strategies, conventions and applications will be emphasized including grammar, mechanics, spelling rules, sentence, and paragraph structure. Strategic vocabulary utilized in the testing process will be analyzed; students will demonstrate mastery recognizing literal and figurative language, and gain knowledge of word roots, bases and affixes. The writing process will be followed utilizing graphic organizers for pre-writing. Students will submit first drafts, revisions and final published essays. Characteristics inherent to the California State Standards for writing applications will be integrated into the lessons as students write thoughtful and coherent essays from five genres including, narrative, expository, persuasive, response to literature, and the business letter.

CAHSEE ELA REVIEW

HS-65-09

Length of Course: 5 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

This course was created to help students review and master the key elements of the California content standards in English Language Arts that will appear on the ELA portion of the CAHSEE. Students will review the terms and concepts from the content standards in class along with a PowerPoint presentation for 4 sessions (Vocabulary, Reading Comprehension, Writing Conventions and Strategies, and Writing Applications). The lessons are organized into a presentation and homework from the Measuring Up to the California Content Standards book. The reading portions will help students review and master skills related to vocabulary, reading comprehension, and literary analysis via creating flash cards as well as answering short answer, Talking to the Text, and multiple-choice items. The writing portion of this course assesses three aspects of writing: writing strategies, writing applications, and writing conventions. Students will draft and write two essays in the writing applications section.

SGI READING AND WRITING REVIEW

HS-10-RW

Length of Course: 5 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

Students will demonstrate the ability to identify and use literal and figurative word meanings, understand word derivations, and identify the parts of speech, and they will demonstrate reading comprehension skills through their ability to identify details, make inferences, and identify supporting evidence. Students will demonstrate the ability to respond to and analyze literature including informational texts, dramatic literature, poetry, and short stories. Students will be able to identify the main idea of a passage and summarize bodies of work, demonstrate an understanding of theme, tone, characterization, and literary terms, demonstrate proficient writing strategies including construction and identification of a thesis, supporting evidence, active voice, and proper mechanics, demonstrate proper use of quotations, parallelism, and sentence structure, and understand the format of and demonstrate the ability to write five paragraph essays

ENGLISH READINESS A/B

HS-10-RA, HS-10-RB

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by Options For Youth, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

CRITICAL LITERACY

HS-65-CL

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at his or her reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

SGI MATH REVIEW

HS-20-MR

Length of Course: 5 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

This course is designed to review student's skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe not mastered. Students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Students will explore the statistics, data analysis, probability, and mathematical reasoning.

CAHSEE MATH REVIEW

HS-75-08

Length of Course: 5 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

The CAHSEE Mathematics preparatory course is designed to provide students general knowledge of the six strands of the California Standards: Number Sense, Statistics, Data Analysis, and Probability, Measurement, Geometry, Algebra and Functions, Algebra 1, and Mathematical Reasoning. Students will learn test taking strategies by participating in a four session preparatory course. By the end of the course, students will have reviewed and practiced mathematical concepts covered by the California content standards.

MATH READINESS A/B/C/D

Length of Course: 20 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

HS-MM-01, HS-MM-02, HS-MM-03, HS-MM-04

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

PRINCIPLES OF MATH

Length of Course: 5 Credits
Grade Level: 9-12
Prerequisite: Teacher approval
Graduation Requirement: Elective

HS-10-PM

This course is designed to fine tune and hone students' skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe have not mastered. Over the course of sixty standards-based lessons, students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Lastly, students will explore the statistics, data analysis, probability, and mathematical reasoning.

Section XI
Middle School Course of Study

Language Arts

Note that students may be required to attend a small group instruction language arts class while taking any of the following classes.

LANGUAGE ARTS 7 A/B

Length of Course: 10 Credits
Grade Level: 7
Promotion Requirement: Language Arts 7

MS-10-03, MS-10-04

This course will expose students to both fictional stories and nonfiction articles. This course will enhance students' ability to comprehend and develop inferences towards the content of their reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' terms and vocabulary. An aspect of grammar will be introduced and students will implement their knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing. Students will also read the novels *A Wrinkle in Time, A Series of Unfortunate Events: The Wide Window,* and *A Series of Unfortunate Events: The Reptile Room*.

LANGUAGE ARTS 8 A/B

Length of Course: 10 Credits
Grade Level: 8
Promotion Requirement: Language Arts 8

MS-10-05, MS-10-06

Language Arts 8 focuses on improving students' ability to apply key concepts of literature to their reading assignments in order to gain further insight and knowledge. The skills acquired throughout this course will not only enhance their reading experience and improve writing skills but will also prepare them for high school level English. Students taking this course will be able to explore a grand diversity of literary experiences. This course offers a mixture of concepts that will aid students in continuing to develop reading, writing, and analytical skills. They will read the historical fiction novel *11,000 Years Lost* throughout the first semester and *Turnabout* throughout the second semester.

ENGLISH 8 A/B

Length of Course: 10 Credits
Grade Level: 8
Promotion Requirement: Language Arts 8
Available Spring 2016

MS-10-08A, MS-10-08B

This course exposes students to fictional stories and non-fiction texts, both print and digital. This course enhances students' ability to comprehend, develop, and analyze the content of the reading assignments. It exposes students to authors' intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel accompanies this course that stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

Mathematics

Note that students may be required to attend a small group instruction math class while taking any of the following classes.

BASIC MATH A/B

MS-20-03, MS-20-04

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: Mathematics

This course is self-paced and the student will work through the following topics: the four operations for whole numbers, fractions, decimals, rounding off, estimation, percent, equation, ratio and proportion, graphs, square roots, units of measure, basic formulas, geometric shapes and the Pythagorean theorem. The objective of this course is to prepare students to move on to Pre Algebra.

PRE-ALGEBRA A/B

MS-20-28, MS-20-29

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: Mathematics

This course helps to build students' foundational skills for entry into the Algebra I course. It begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Other concepts covered include solutions of decimal problems, an introduction to a three-dimensional surface area (volume), and comprehensive work with percents and measurement systems. The course concludes with the product rule, power of exponents, and multiplying polynomials.

ALGEBRA I A/B (CCSS)

MS-20-40, MS-20-41

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: Mathematics

Textbook: *Algebra 1* (Pearson). Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

ALGEBRA IA1 CP, IA2 CP, IB1 CP, IB2 (2-year course)

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: Mathematics

MS-2I-A1, MS-2I-A2, MS-2I-B1, MS-2I-B2

This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. They move onto subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. Students begin the second half of the course with factoring. This includes understanding how to factor and apply it to everyday life. You will also learn how to manipulate rational expressions, explore complex fractions, solve rational expression and understand direct and indirect variations, and solve linear equations. Finally, students move into a review of graphing, key terms, and line equations. The units include the applications of linear systems, solving linear inequalities, equations, inequalities, and absolute value. This course concludes with graphing quadratic equations and functions.

GEOMETRY A/B

Length of Course: 10 Credits
Grade Level: 8
Promotion Requirement: Mathematics

MS-20-30, MS-20-31

Geometry A builds upon skills acquired in Pre Algebra and Algebra and incorporates them into learning about new Geometry basics. Students will master the foundation blocks for the structure of Geometry and understand how to represent geometric figures. They first must familiarize themselves with the tools of Geometry and then go on to understand the importance of reasoning and using proofs. In this semester, they will consider the difference between parallel and perpendicular lines. They will use proofs to understand congruent triangles as well as the relationship between triangles. They will also learn about the properties of the different types of quadrilaterals. Geometry B introduces and develops concepts of Geometry from coordinate Geometry, constructions, proofs, symmetry, and transformations, to finding area, perimeters, and volume of complex shapes. Students passing this course will have a thorough understanding Geometry and a good start on advanced Algebra and Trigonometry.

INTRO TO GEOMETRY A/B

Length of Course: 10 Credits
Grade Level: 8
Promotion Requirement: Mathematics

MS-20-24, MS-20-25

Introduction to Geometry builds upon skills acquired in Pre Algebra and Algebra and incorporates them into learning about new geometry basics. Students will master the foundation blocks for the structure of geometry and understand how to represent geometric figures. They must first familiarize themselves with the tools of geometry and then go on to understand the importance of reasoning. In this semester, they will consider the difference between parallel and perpendicular lines. They will learn to understand congruent triangles as well as the relationships between triangles. They will also learn about the properties of the different types of quadrilaterals. Intro to Geometry B takes important geometry basics and skills learned in the first semester and applies them to advanced concepts introduced in this semester. Students will learn about proportions, ratio and the idea of scale with polygons. They will become familiar with measuring a circle the its related concepts. They will break out of the 2-D mold and learn how to measure space figures and their nets. They will explore coordinate planes, slopes of lines, transformations, and vectors. Finally, they will complete their Intro to Geometry experience with the mastery of trigonometric ratios and right triangles.

Social Science

WORLD HISTORY 7 A/B

Length of Course: 10 Credits
Grade Level: 7
Promotion Requirement: World History 7

MS-30-08, MS-30-09

This course covers from the beginnings of the Roman and Byzantine Empires to China's Golden Age, and then runs through the Middle Ages and early Renaissance. The students will study the growth of Islam and the great cultures that grew from the Muslim religion, the rise of sub-Saharan civilizations and their interaction with Europe and the Middle East cultures, the civilizations that thrived and grew in Mesoamerica, and the development of the early Chinese civilizations such as the early Khans. Students will learn about the early Meso-America civilizations and the advancements they were able to make. The students will also learn about the way religion impacted all the early cultures, as well as how it was used as a weapon against other civilization's enemies.

U.S. HISTORY 8 A/B

Length of Course: 10 Credits
Grade Level: 8
Promotion Requirement: US History 8

MS-30-05, MS-30-06

This course will cover the basic concept of the beginnings of America and how the United States began to develop as a nation. Students will learn about events that led to the Revolution, what happened after the revolution, and how an American culture blossomed due to its independence. The second part of the course discusses the rise of America following the Revolutionary War, how the Articles of Confederation failed and the Constitution succeeded, the concept of manifest destiny and how it affected American policy for decades. It will discuss how industrial growth in the North affected the slave system in the South and how this created tension between the two sides. This course will detail the Civil War and important battles that would affect the outcome of the war. This course uses the *Call to Freedom* textbook.

Science

LIFE SCIENCE 7 A/B

Length of Course: 10 Credits
Grade Level: 7
Promotion Requirement: Life Science 7

MS-40-07, MS-40-08

In this course students will learn about the scientific method, cells, basic characteristics and needs of all organisms, the organization of living things into kingdoms, genetics, plant and animal life, and the development and function of organ systems in animals, especially humans. Students will also explore ecological principles including biomes, food chains and webs, and evolution. This course will include both text study and virtual laboratory experiences using CD-ROMS and the Internet.

PHYSICAL SCIENCE 8 A/B

Length of Course: 10 Credits
Grade Level: 8
Promotion Requirement: Physical Science 8

MS-40-05, MS-40-06

This course provides a survey of the physical and earth sciences. Students will study a variety of subjects pertaining to various sciences such as geology, physics, and chemistry. This course investigates the chemical and physical properties of matter, chemical interactions, atomic structure, thermodynamics, forces, motion and energy, sound, light, magnetism, electricity, and heat. The course will include both text study and virtual laboratory experiences using CD-ROMS and the Internet.

Family and Consumer Science

FOOD AND NUTRITION

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective

MS-50-2A, MS-50-2B

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

Technology

COMPUTER LITERACY A

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective
Coming Spring 2014-2015

MS-90-39

In Computer Literacy A, students will gain experience in the first 4 basic areas of computing; word processing, data management using spreadsheets, multimedia presentations, and effective use of the Internet. Students should work through the student activity workbook, reading the referenced sections in their text as they complete the assignments. Next to the answers, you will see the corresponding page numbers from the text. Assignments and assessments will contain scoring guidelines, but the final point value is at the teacher's discretion. After completing this course, the student should possess sufficient skills to create powerful and effective computer-generated documents, manage and display spreadsheet data, impressive presentations for school or work, and conduct effective and reliable Internet research.

Health • Physical Education

HEALTH 7-8 A/B

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: Health or Elective

MS-70-10, MS-70-11

In this course, students define the health triangle which includes an analysis of physical, emotional, and social health. Students will also define the elements of communication including refusal skills and conflict resolution. This course allows students to understand the value of setting goals as well as analyzing factors that influence self-concept. Also explored are the various methods of stress management. Mild emphasis is placed on the assortment of family structures which exist in our society. Students explore the components of body systems and how they relate to one another, the mechanisms of growth through adolescence along with the life cycle, the causes and prevention of communicable and non-communicable diseases as well as sexually transmitted infections (STI's). Students will also explore the ways and importance of personal hygiene as well as the basics of nutritional needs of the human body. It concludes with the creation and implementation of a pre-planned diet with a menu as well as a discussion about the components of fitness and with some insight into the methods of preserving our environment.

PHYSICAL EDUCATION 7 A/B

Length of Course: 10 Credits
Grade Level: 7
Promotion Requirement: Physical Education

MS-50-1A, MS-50-1B

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

PHYSICAL EDUCATION 8 A/B

Length of Course: 10 Credits
Grade Level: 8
Promotion Requirement: Physical Education

MS-50-2A, MS-50-2B

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Visual and Performing Arts

ARTS AND CRAFTS A/B

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: VPA or Elective

MS-AC-01, MS-AC-02

Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

BASIC DRAWING

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: VPA or Elective

MS-60-05

This course explores a variety of techniques, materials, and visual exercises that will provide the student with a solid background for most art courses where the ability to draw is essential. Students will learn techniques to produce 120 different sketching projects while maintaining a drawing journal throughout the course. The textbook for this course is *Draw Squad*.

CARTOONING

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: VPA or Elective

MS-60-12

This course consists of a sequence of drawing exercises giving you the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. This course is particularly designed for students who really enjoy drawing. The textbook for this course is *Everything You Ever Wanted to Know About Cartooning But Were Afraid to Draw*; there is also an art material kit that supports this class.

Electives

STUDENT ASSISTANT 7-8

Length of Course: 10 Credits MS-90-21
Grade Level: 7-8
Prerequisite: Teacher approval
Promotion Requirement: Elective

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students falling behind in their schoolwork will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity, and integrity in their relations with students and adults. Students will earn 5 credits upon completion of 60 hours.

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INDEPENDENT PROJECT A/B

Length of Course: 10 Credits MS-90-11, MS-90-12
Grade Level: 7-8
Prerequisite: Use with permission
Promotion Requirement: Elective

A student who wishes to complete a special independent project, which cannot be completed in a regularly scheduled course, may apply to enroll in Independent Project. An application with a description of the project and approval of the Instructor, Regional Supervisor and the Curriculum Department must be completed before enrollment will be permitted. The project must include at least 12 hours of work per unit. Students may earn variable credit but may not earn more than 5 credits per semester course.

BASIC STUDY SKILLS

Length of Course: 5 Credits MS-10-24
Grade Level: 7-8
Promotion Requirement: Elective

This course focuses students on improvement of their reading comprehension, writing skills, and research skills. Students learn study techniques, such the format of a textbook; organizing ideas and separating fact from opinion; setting goals for themselves; recognizing main ideas and supporting ideas; note taking; outlining and summarizing as well as test-taking strategies.

POETRY

Length of Course: 5 Credits MS-10-22
Grade Level: 7-8
Promotion Requirement: Elective

Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types as well as influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles as well as North America. Students will keep a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

WRITING SKILLS

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective

MS-10-33

This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.

INTRODUCTION TO GRAMMAR

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective

MS-10-15

Intro to Grammar is designed to familiarize the student with the fundamentals of grammar, usage, and mechanics. Students will be exposed to and learn to master parts of speech, sentence structure, phrases and clauses, modifiers, and punctuation. Students will also learn the functions of verb tenses, direct and indirect objects, and object complements. This course will help to teach students how to become better writers through numerous exercises that increase their knowledge and skills of certain grammar and mechanical concepts.

READING FICTION

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective

MS-10-RF

In this course the student will read five novels: *The Westing Game, The Catcher in the Rye, Harry Potter and the Sorcerer's Stone, The House of the Scorpion, To Kill a Mockingbird*. Each unit will look at the important events in the novel that shape the characters, theme, and setting. The student will also relate the themes of the novel to their life.

WORLD GEOGRAPHY

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective

MS-30-18

This is a general geography course in which students learn about the physical and cultural aspects of geography. It is based on regional studies of the continents of the world and the people who inhabit them. Emphasis is on the how cultures have developed in specific areas including physical, cultural, and economic influences.

HISTORY OF THE ANCIENT WORLD

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective

MS-85-02

This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of: The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

LATIN AMERICAN HISTORY

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective

MS-30-LH

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

CALIFORNIA HISTORY

Length of Course: 5 Credits
Grade Level: 7-8
Promotion Requirement: Elective

MS-30-20

Novels: *The Shirley Letters*, by Louise Amelia Knapp Smith Clappe and Marlene Smith-Baranzini & *Ramona*, by Helen Hunt Jackson. This course emphasizes significant political, social and economic developments in the Spanish, Mexican and American periods of California history. Beginning with the study of Indian tribes who lived in California and the early explorations by Spain and Mexico, students learn how California was settled and later joined the United States.

Section XII
Online Course of Study

Virtual education is the fastest-growing segment of education in the US and is an increasingly important choice for students seeking alternative education. This exciting program will provide an additional level of flexibility for students, increased access to Advanced Placement coursework and advanced classes, and varied styles of instruction. Our program is not structured for 100% online education, but will offer students the opportunity to take one or more online courses in addition to traditional coursework.

OFY offers a wide variety of online courses, many of which are A-G approved. To enroll in an online course, the student and/or parent or guardian should consult with the student's teacher. Since the program is delivered via the Internet, additional paperwork (obtained from the student's teacher) must be signed by both the parent or guardian and the student. Once the paperwork is received, the student is issued a login and password to access the course, along with a secure e-mail account. If a parent's or guardian's e-mail address is provided in the paperwork, he or she will receive weekly progress reports via e-mail regarding the student's progress in the online class.

Students taking online classes are expected to spend a minimum of five (5) hours per week on coursework and complete one (1) unit of online work every two (2) weeks. Students failing to meet these expectations may be considered to have voluntarily withdrawn from the program.

The following courses are currently available to students. Please note, however, that not all courses are available in every region. Please see your student's teacher for courses offered in your area.

English

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ENGLISH FOUNDATIONS I SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-ES-56, HS-ES-57

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling. Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text. Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance. Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

ENGLISH FOUNDATIONS II SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-ES-58, HS-ES-59

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

ENGLISH 9 COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9
Graduation Requirement: English

HS-ES-113, HS-ES-114
UC/CSU Approved

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

ENGLISH 10 COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: English

HS-ES-115, HS-ES-116
UC/CSU Approved

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

ENGLISH 11 COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 11
Graduation Requirement: English

HS-ES-119, HS-ES-120
UC/CSU Approved

In English 11, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. As well, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

ENGLISH 12 COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 12
Graduation Requirement: English

HS-ES-121, HS-ES-122
UC/CSU Approved

English 12 asks students to delve into the mingled history of British and World literature. It asks students to imagine: Face to face with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, what you can take, or what you can share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? Students explore how humans interact with and influence each other — historically, socially, and otherwise — and examine the complexities of cultural identity in our global and fast-changing world.

AP ENGLISH LANG/COMP SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 11-12
Prerequisites: Teacher's approval and English II or English III
Graduation Requirement: English

HS-ES-09, HS-ES-10
UC/CSU Approved

In AP English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

AP ENGLISH LIT/COMP SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 11-12
Prerequisites: Teacher's approval and English II or English III
Graduation Requirement: English

HS-ES-15, HS-ES-16
UC/CSU Approved

AP English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition.

Mathematics

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

MATH FOUNDATIONS I SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-ES-38, HS-ES-39

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school–level math courses with confidence. Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

MATH FOUNDATIONS II SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Elective

HS-ES-42, HS-ES-43

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress through 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as a bridge-to-high-school or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school–level math courses with confidence. The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

MATHMATICS I COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics or Elective

HS-ES-154, HS-ES-155

Mathematics I build students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates. This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

MATHMATICS II COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-ES-156, HS-ES-157
UC/CSU Approved

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates. This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

MATHMATICS III COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-ES-158, HS-ES-159
UC/CSU Approved

Mathematics III incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include formulating inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling. This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.
This course is aligned with the Common Core State Standards for Mathematics.

LIBERAL ARTS MATH SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-ES-235, HS-ES-236
UC/CSU Approved

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications. Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics. Within each Liberal Arts Math lesson, students are supplied with a scaffold note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.
To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

INTRODUCTORY ALGEBRA SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics or Elective

HS-ES-32, HS-ES-33

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations. Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

ALGEBRA 1 COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-ES-121, HS-ES-122
UC/CSU Approved

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

ALGEBRA I-A, ALGEBRA I-B (2-YEAR ALGEBRA)

Length of Course: 10/10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-ES-96, HS-ES-97, HS-ES-98, HS-ES-99

Algebra I-A and I-B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra I curriculum. Focusing on review of pre-algebra skills and introductory algebra content, Algebra I-A allows students to deepen their understanding of real numbers in their various forms and then extend their knowledge to linear equations in one and two variables. Algebra I-A features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment.

GEOMETRY COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-ES-105, HS-ES-106
UC/CSU Approved

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

ALGEBRA 2 COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics

HS-ES-107, HS-ES-108
UC/CSU Approved

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

PRECALCULUS SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisite: Algebra 2
Graduation Requirement: Mathematics or Elective

HS-ES-26, HS-ES-27
UC/CSU Approved

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Semester 1 includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. Semester 2 covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

AP STATISTICS SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisite: Algebra 2 or PreCalculus, Teacher Approval
Graduation Requirement: Mathematics or Elective

HS-ES-28, HS-ES-29
UC/CSU Approved

AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

AP CALCULUS AB SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisite: Algebra 2, Statistics or PreCalculus, Teacher Approval
Graduation Requirement: Mathematics or Elective

HS-ES-30, HS-ES-31
UC/CSU Approved

In AP Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP Exam and further studies in science, engineering, and mathematics.

MATHEMATICS OF PERSONAL FINANCE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Mathematics or Elective

HS-ES-84, HS-ES-85

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

PROBABILITY AND STATISTICS

Length of Course: 5 Credits
Grade Level: 11-12
Graduation Requirement: Mathematics or Elective

HS-ES-92

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications. This course covers topics such as types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference. Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The connection between geometry and probability is explored through basic geometric probability.

Social Science

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

WORLD HISTORY SINCE THE RENAISSANCE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 10
Graduation Requirement: World History

HS-ES-141, HS-ES-142
UC/CSU Approved

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present. The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange. Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

U.S. HISTORY SINCE THE CIVIL WAR SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 11
Graduation Requirement: U.S History

HS-ES-143, HS-ES-144
UC/CSU Approved

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs. Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

U.S. GOVERNMENT & POLITICS CORE

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: U.S. Government/Civics

HS-ES-64
UC/CSU Approved

US Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the US government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court. US Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

U.S. GOVERNMENT & POLITICS LIT ADV

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: U.S. Government/Civics

HS-ES-72

US Government and Politics offers a purposeful curriculum that uses the perspective of political institutions to explore the history, organization, and functions of American government. Students explore the political culture of the United States and gain insight into the challenges faced by presidents, Congress, citizens, and political activists. Coverage focuses on the roles of political parties, interest groups, the media, and the Supreme Court. Special attention is paid to the relationship between individual Americans and their governing bodies. Building social studies skills is a particular goal of the course. Toward that end, annotated readings of primary documents support comprehension and teach students how to read closely and make real-life connections. Writing assignments develop skills through clear step-by-step instruction. Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text provides the adaptive scaffolding struggling readers need to find success with challenging content such as primary source documents. Strategic scaffolding, including explicit comprehension and vocabulary strategies, helps students simultaneously develop their literacy skills.

U.S. AND GLOBAL ECONOMICS

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: Economics

HS-ES-73

US Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the US government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court. US Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

AP U.S. HISTORY SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 11
Prerequisite: Teacher Approval
Graduation Requirement: U.S. History

HS-ES-66, HS-ES-67
UC/CSU Approved

AP US History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP US History prepares students for the AP Exam and for further study in history, political science, economics, sociology, and law.

AP U.S. GOVERNMENT AND POLITICS

Length of Course: 5 Credits
Grade Level: 12
Prerequisite: US History and Teacher Approval
Graduation Requirement: U.S. Government/Civics

HS-ES-65
UC/CSU Approved

AP U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history.

AP MACROECONOMICS SEM 1

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: U.S. Government/Civics

HS-ES-161

AP* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history.
This course has been authorized by the College Board to use the AP designation.
*AP is a registered trademark of the College Board.

AP MICROECONOMICS

Length of Course: 5 Credits
Grade Level: 12
Graduation Requirement: Economics

HS-ES-162

AP* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board to use the AP designation.*AP is a registered trademark of the College Board.

Science

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

EARTH SCIENCE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Science or Elective

HS-ES-40, HS-ES-41

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources.

BIOLOGY LIT ADV SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-11
Graduation Requirement: Life Science

HS-ES-46, HS-ES-47

Biology Literacy Advantage focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

PHYSICS SEM 1/SEM 2 (+LAB)

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Physical Science
Check center for availability

HS-ES-131 HS-ES-132
UC/CSU Approved

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

CHEMISTRY SEM 1/SEM 2 (+LAB)

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Physical Science
Check center for availability

HS-ES-129 HS-ES-130
UC/CSU Approved

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Foreign Language

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

SPANISH 1 SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Foreign Language or Elective

HS-ES-50, HS-ES-51
UC/CSU Approved

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

SPANISH 2 SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisites: Spanish I
Graduation Requirement: Foreign Language or Elective

HS-ES-52, HS-ES-53
UC/CSU Approved

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

SPANISH 3 SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisites: Spanish II
Graduation Requirement: Foreign Language or Elective

HS-ES-82, HS-ES-83
UC/CSU Approved

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously. Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

AP SPANISH LANGUAGE AND CULTURES SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Prerequisites: Spanish II or Spanish III
Graduation Requirement: Foreign Language or Elective

HS-ES-80, HS-ES-81

AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature.

FRENCH 1 SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Foreign Language or Elective

HS-ES-74, HS-ES-75
UC/CSU Approved

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

FRENCH 2 SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Graduation Requirement: Foreign Language or Elective

HS-ES-76, HS-ES-77
UC/CSU Approved

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Electives

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

CAHSEE ENGLISH-LANGUAGE ARTS (O)

HS-ES-55

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

This course was created to help you review and master the key elements of the California content standards in English Language Arts that will appear on the ELA portion of the CAHSEE. You will review the terms and concepts from the content standards in the class. The reading portions will help you review and master skills related to vocabulary, reading comprehension, and literary analysis via creating flash cards as well as answering short answer and multiple-choice items. The writing portion of this course assesses three aspects of writing: writing strategies, writing applications, and writing conventions. You will draft and write essays in the writing conventions section.

CAHSEE MATHEMATICS (O)

HS-ES-54

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

The CAHSEE Mathematics preparatory course is designed to provide students general knowledge of the six strands of the California Standards: Number Sense, Statistics, Data Analysis, and Probability, Measurement, Geometry, Algebra and Functions, Algebra 1, and Mathematical Reasoning. Students will learn test taking strategies by participating in the preparatory course. By the end of the course, students will have reviewed and practiced mathematical concepts covered by the California content standards.

PHYSICAL EDUCATION

HS-ES-48

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Physical Education or Elective

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives. Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

SKILLS FOR HEALTH

HS-ES-49

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Health

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental an emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources. Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.

CAREER AND COLLEGE PREPARATION I

HS-ES-90

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world. Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

CAREER AND COLLEGE PREPARATION II

HS-ES-91

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options. College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career. Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond. The course is based on the American School Counselors Association National Standards for school counseling programs.

MEDIA LITERACY

HS-ES-87

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources. A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting. Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

MULTICULTURAL STUDIES

HS-ES-17

Length of Course: 5 Credits
Grade Level: 9-12
Graduation Requirement: Elective

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures. In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

PSYCHOLOGY

HS-ES-70

Length of Course: 5 Credits
Grade Level: 10-12
Graduation Requirement: Elective

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. Students learn about all the domains the American Psychological Association (APA) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

AP PSYCHOLOGY

HS-ES-237

Length of Course: 5 Credits
Grade Level: 10-12
Graduation Requirement: Elective

AP* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

SOCIOLOGY

HS-ES-71

Length of Course: 5 Credits
Grade Level: 10-12
Graduation Requirement: Elective

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies. Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists. In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

MUSIC APPRECIATION SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 9-12
Promotion Requirement: Elective

HS-ES-88, HS-ES-89

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

ART APPRECIATION

Length of Course: 5 Credits
Grade Level: 9-12
Promotion Requirement: Elective

HS-ES-100

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

BUSINESS APPLICATIONS SEM 1

Length of Course: 5 Credits
Grade Level: 9-12
Promotion Requirement: Elective

HS-ES-238

Business Applications prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software. This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them. Business Applications is an introductory level Career and Technical Education course applicable to programs of study in business, management, and administration; information technology; and other career clusters. This course is aligned with state and national standards. Students who successfully complete the course can go on to obtain the Microsoft® Office Specialist: Microsoft® Office Word certification.*

*Microsoft is a registered trademark of Microsoft Corporation in the United States and/or other countries.

INFORMATION TECHNOLOGY APPLICATIONS SEM 1

Length of Course: 5 Credits
Grade Level: 9-12
Promotion Requirement: Elective

HS-ES-239

Information Technology Applications prepares students to work in the field of Information Technology. Students will be able to demonstrate digital literacy through basic study of computer hardware, operating systems, networking, the Internet, web publishing, spreadsheets and database software. Through a series of hand-on activities, students will learn what to expect in the field of Information Technology and begin exploring career options in the field. Information Technology Applications is an introductory level Career and Technical Education course applicable to programs of study in information technology as well as other career clusters. This course is aligned with state and national standards. Students who successfully complete the course will be prepared to pursue the Microsoft® Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access, as well as IC3 certification

INTRODUCTION TO HEALTH SCIENCE

Length of Course: 5 Credits
Grade Level: 9-12
Promotion Requirement: Elective

HS-ES-240

Introduction to Health Science provides the foundational knowledge and skills students need for careers in health care. Students begin by exploring the services, structure, and professions of the health care system. The remainder of the course focuses on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership. Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals. In addition to building their understanding of technical concepts and skills, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry. Introduction to Health Science is an introductory-level Career and Technical Education course for programs of study in health sciences. This course is aligned with state and national standards.

INTERMEDIATE TO HEALTH SCIENCE

Length of Course: 5 Credits
Grade Level: 9-12
Promotion Requirement: Elective

HS-ES-241

Intermediate Health Science extends the foundations of the Introduction to Health Science course and covers basic medical science, terminology, procedures, and regulations. This course will help guide students toward choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine. Using real-life scenarios and application-driven activities, students will extend their knowledge of oral and written communication in health science. Students will have an overview of physiology and medical measurements. Students will also synthesize learning from the Introduction to Health Science course by engaging in analysis of real-life scenarios and deepen their knowledge of various career options. In addition, students will expand their understanding of health and safety systems, how to address emergency situations, and deal with infection control issues. Intermediate Health Science is an intermediate-level Career and Technical Education course for programs of study in health sciences. This course is aligned with state and national standards.

Middle School

INTRODUCTORY ALGEBRA SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: Mathematics

MS-ES-32, MS-ES-33

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations. Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

ALGEBRA 1 COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: Mathematics

MS-ES-103, MS-ES-104

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

ALGEBRA I-A, ALGEBRA I-B (2-YEAR ALGEBRA)

Length of Course: 10/10 Credits
Grade Level: 7-8
Promotion Requirement: Mathematics

MS-ES-96, MS-ES-97, MS-ES-98, MS-ES-99

Algebra I-A and I-B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra I curriculum. Focusing on review of pre-algebra skills and introductory algebra content, Algebra I-A allows students to deepen their understanding of real numbers in their various forms and then extend their knowledge to linear equations in one and two variables. Algebra I-A features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment.

GEOMETRY COMMON CORE SEM 1/SEM 2

Length of Course: 10 Credits
Grade Level: 7-8
Promotion Requirement: Mathematics

MS-ES-105, MS-ES-106

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

Options for Youth Public Charter Schools
HONOR POLICY[1]

GOAL STATEMENT

The purpose of this Honor Policy is to communicate the meaning and importance of academic integrity to all members of Options for Youth Public Charter Schools and to identify, sanction, and educate those who fail to live up to these standards.[2] Pressures such as time constraints, lack of interest or parental expectations do not justify cheating or plagiarism.

This Honor Policy defines the expected standards of conduct in academic affairs. The Honor Policy is also published on our school website: http://www.ofy.org.

SUMMARY

Definitions
Responsibilities of Students and Staff
Honor Pledge
Procedures in Case of Alleged Violation
Consequences

DEFINITIONS

Terms Supporting this Honor Policy[3]

- **Honesty:** Tell the truth, present your work accurately and give credit for all sources
- **Integrity:** Act in accordance with personal high moral principles, cooperate with efforts to maintain high moral principles, encourage high moral principles in others
- **Respect:** Consider each academic project as a chance to earn trust, support a community that values learning and learners, demonstrate self-respect
- **Responsibility:** Be willing to own what you do as demonstrated by your best effort, embrace and advance the common good of our community, have the courage to do what is right
- **Paraphrasing:** A restatement of a text in the writer's own words and requiring citation of the original author's idea(s)
- **Referencing/Citing[4]:** Providing a source of information (as a book, magazine, journal) to which a reader is directed for supporting information, specific text that refers a reader to another source of information or gives credit for a quote, idea or the results of a study

[1] This Honor Policy is an adapted synthesis of policies from the websites or handbooks of twelve high schools that include: ten public, one private, and two private-religious schools. This synthesis was compiled for SEE by Michael Pirhalla (2008).

[2] Langley High School, Mc Lean, VA – Public – http://www.fcps.edu/LangleyHS/honorcode.htm

[3] Radnor High School, Radnor, PA – Public – http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf

[4] Merriam-Webster Online – http://www.m-w.com/

Definitions of Academic Dishonesty[5] [6] [7]

- **Cheating or Violations of Testing Procedures** are recognized as deliberately seeking one's own gain in academic, extracurricular, or other school work in order to (or with the intent to) gain an unfair advantage include, but are not limited to:
  - Unauthorized exchange of information during a test or while others are taking a test,
  - Copying from others during a test or examination,
  - Using unauthorized materials (electronically on calculators or cell phones or crib notes) to complete an examination or assignment,
  - Copying parts of an exam and giving it to other students who have to take the test,
  - Changing, altering, or being an accessory to changing or altering a grade on a test, assignment, or project,
  - Violating any other specific procedures specified by the teacher,
  - Unpermitted collaboration on assigned work, or work submitted by any student, including but not limited to papers, projects, products, lab reports, other reports, and homework,
  - Creating a disadvantage for another student by hoarding or by sabotaging materials or resources,
  - Unauthorized prior knowledge and/or use of tests, quizzes, midterms, finals, or other assignments,
  - Having another individual take a test or prepare an assignment, or assist in the test or assignment without approval.
- **To Lie or Commit a Fraud**: [8] [9] [10] To make a statement one knows is false, with the intent to deceive or with disregard for the truth; to give a false impression. Lies can be made verbally, in writing, or by gestures that are intended to convey a false impression or understanding. With regard to academic performance, conduct that constitutes lying includes, but is not limited to, cases illustrated by the following examples:
  - Fabrication of data or information (i.e., making it up) 1. Citation of information not taken from the source indicated. This may include incorrect documentation of secondary source materials; e.g., using the bibliographic information from a source instead of going to the original source yourself, 2. Listing sources in a bibliography not used in the academic exercise, 3. Submission in a paper or other academic exercise of false or fictitious data, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data, 4. Submitting as your own any academic exercises prepared totally or in part by another,
  - Forgery of signature on documents for school record,
  - Changing a grade or attendance record in a teacher's grade book or in the attendance records,
  - Making statements that you know or reasonably should know have caused a false impression or understanding to have been created, and failing to correct the false impression or misunderstanding.
- **Stealing:** encompasses taking or appropriating without the right or permission to do so and with the intent to keep or improperly use the school work or materials of another student or the instructional materials of a teacher. Some examples are stealing copies of tests or quizzes, illegitimately accessing the teacher's answer key for tests or quizzes, stealing the teacher's edition of the textbook; stealing another student's homework, notes, or handouts**.**

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[5] American Heritage Dictionary, 3rd Ed.
[6] W.T. Woodson H.S. Honor Code, Fairfax, VA – Public – http://ethicsed.org/programs/integrity-works/pdf/WoodsonVA.pdf
[7] Montgomery Blair High School, Silver Spring, MD – Public – http://silverchips.mbhs.edu/inside.php?sid=438
[8] Webster's New World Dictionary, 3rd Ed.
[9] Radnor High School, Radnor, PA – Public – http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf
[10] Staples High School, Westport, CT – Public –http://ethicsed.org/programs/integrity-works/pdf/StaplesCT.pdf

- **Multiple Submissions:** Submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher.
- **Complicity:** Facilitating any of the above actions or performing work that another student then presents as his or her own work (e.g., copying someone's homework or allowing someone to copy homework).
- **Interference:**[11] Interfering with the ability of a fellow student to perform his or her assignments (e.g., stealing notes or tearing pages out of books).
- **Plagiarism:**[12] The copying of language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. Such acts include, but are not limited to, having a parent or another person write an essay (including the purchase of works on-line) or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.

RESPONSIBILITIES OF STUDENTS AND STAFF[13]

Each **STUDENT** will maintain and support academic integrity by:

- Completing all assigned work, activities and tests in an honorable way that avoids all cheating, lying, and stealing,
- Understanding the school-wide Honor Policy and Honor Pledge,
- Clarifying with the instructor anything that may be unclear about an assignment, with respect to how the Honor Policy may apply to it,
- Maintain records of research notes, outlines, rough drafts and reference works to validate individual effort,
- Seek supplemental assistance from teachers, parents or peers to understand lessons and assignments.

Each **TEACHER** will:

- Present the Honor Policy to students
- Support the school's core values that prioritizes student learning over letter grades,
- Teach the process of learning and creating academic products while providing sufficient time for products to be competed,
- Be accessible outside of class for students to seek help with questions and other learning needs,
- Maintain the integrity of the evaluation/testing process (use multiple forms, seek responses that require thinking and not just facts, provide sufficient spacing of students, maintain supervision),
- Explain the use of permissible study aids – including tutors – in coursework,
- Check student papers for plagiarism,
- Report to supervisors any violations of the Honor Policy that are serious enough to have incurred discipline in that teacher's class, and following through on the consequences authorized by the Supervisors after administrative review.

Each **PARENT/GUARDIAN** will:

- Review and understand the Honor Policy and guidelines for individual teachers' classes
- Communicate your support for the school's core values and Honor Policy and discuss with your student their opinion of academic integrity and its relevance to their education,
- Support the imposition of consequences if the Honor Policy is violated and discuss with your student the value of maintaining academic integrity.

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[11] Council Rock High School, Council Rock, PA – Public – http://www.crsd.org/5039511188345/site/default.asp

[12] Langley High School, McLean, VA – http://www.fcps.edu/LangleyHS/honorcode.html

[13] Radnor High School, Radnor, PA – Public – http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf

HONOR PLEDGE[14]

The honor pledge will be provided to each student and affirmed by a dated signature of the student and a parent or guardian at the start of each school year in the Student Handbook.

I pledge to maintain a high level of respect and integrity as a student representing Options for Youth Public Charter School. I understand and will uphold the Honor Policy in letter and spirit to help our school advance authentic learning. I will not lie, cheat, plagiarize or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to their teacher or the Honor Council. I make this pledge in the spirit of honor and trust.

PROCEDURES IN CASE OF ALLEGED VIOLATION [15]

- An ad hoc Honor Council composed of lead teachers and the Regional Supervisor shall conduct the hearing.
- A Lead Teacher welcomes all participants to hearing that may include reporting individual(s) and student(s) in question and their teacher(s)
- The Lead Teacher states that the contents of the meeting are confidential
- The Lead Teacher explains the case to all present
- All but the Honor Council are excused from hearing room and then individually return to present additional observations and respond to questions from the Council
- The student in question is invited to give his or her statement in the presence of their teacher and follow-up questions from the Honor Council.
- The student in question is dismissed so that the Honor Council can review the case. The student's teacher is invited to give a statement regarding the character of the student,
- The Honor Council discuss the case and votes on three possible recommendations to forward to the Director of Instruction: (1) No Violation and the resulting records are destroyed, (2) Negligent: there is some negligent behavior by the student in question, but not sufficient evidence of intent to violate the Honor Policy or the violation is minor, the recommendation is a warning and completion of an Honor Policy assignment, (3) Violation with recommendation for consequences forwarded to the Director of Instruction
- The Leads and Regional Supervisor should work for consensus agreement; however, a violation, negligent, or no violation vote can be reached if two-thirds of the Honor Council agree

  After the Honor Council reaches its agreement, the student in question and their teacher are invited back into the hearing room to learn of the recommendation (no violation, negligent, violation) that will be forwarded to the Director of Instruction (the student will not be told recommended consequences until the Director of Instruction approves).

  [20] The Honor Council discuss the case and votes on three possible recommendations to forward to the Director of Instruction: (1) No Violation and the resulting records are destroyed, (2) Negligent: there is some negligent behavior by the student in question, but not sufficient evidence of intent to violate the Honor Policy or the violation is minor, the recommendation is a warning and completion of an Honor Policy assignment, (3) Violation with recommendation for consequences forwarded to the Director of Instruction
- The Leads and Regional Supervisor should work for consensus agreement; however, a violation, negligent, or no violation vote can be reached if two-thirds of the Honor Council agree
- After the Director of Instruction's review and approval, the Lead Teacher and teacher meet with the student in question to provide a written finding and any consequences for the case. A copy of this finding dated on the meeting date and signed by the student will be placed in his/her student file.
- All records from the hearing and follow-up meeting are securely and confidentially stored within the student's file.

[14] Adapted from Mainland Regional High School, Linwood, NJ – Public – http://www.mainlandregional.net/school%20information/honor%20code.html

[15] Gould, D. B. L. & J. J. Roberts, (2007) A handbook for developing and sustaining honor systems. Council for Spiritual and Ethical Education. Portland, OR.

CONSEQUENCES

Finding of Negligence

The Honor Council will assign a reflective activity to be completed in writing where the student will show understanding of how greater attention and adherence to the Honor Policy could have avoided the negligent act.

Possible Consequences Recommended for Honor Code Violations

Offense	
First	Redo activity/assignment with a maximum grade of 70%, written reflection assignment for teacher
Second	Redo entire unit with a maximum grade of 70%, written reflection assignment for Lead Teacher
Third	Redo entire unit with a maximum grade of 70%, Complete additional assignment, Write a 2 page type paper about the importance of doing one's own work

OPTIONS FOR YOUTH PUBLIC CHARTER SCHOOL
UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Options For Youth Public Charter School's ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

John C. Hall, Superintendent
Attn: Legal Department; legal@ofy.org
Uniform Complaint Form
Options For Youth
320 N. Halstead Street, Suite 280
Pasadena, CA 91107

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Superintendent or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take the complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.

4. Include statements that:

    a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

    b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

    c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

    d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and

    e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination or harassment shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

  If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

  Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

  The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

  The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

  A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

  OPTION 1:

  Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

  OPTION 2:

  Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

  The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

  If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint

or within the time period that has been specified in a written agreement with the complainant.

- **Step 5: Final Written Decision**

  The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The decision shall include:

  1. The findings of fact based on evidence gathered.

  2. The conclusion(s) of law.

  3. Disposition of the complaint.

  4. Rationale for such disposition.

  5. Corrective actions, if any are warranted.

  6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

  7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

  8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

  If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 5 CCR 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Adopted: 9/19/2013

Options For Youth Public Charter School
Uniform Complaint Procedure Form
For *Education Code* Section 35186 Complaints

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. EC Section 49013 expanded this procedure to a complaint regarding a "pupil fee" that is required for participation in an educational activity offered by a California public school, as defined in EC Section 49010. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ❑ Yes ❑ No

Name (Optional):_____

Mailing Address (Optional): _____

Phone Number Day (Optional): _____

Evening (Optional): _____

Issue of complaint (please check all that apply):

1. **Textbooks and Instructional Materials**
   - ❑ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
   - ❑ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
   - ❑ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
   - ❑ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. **Facility Conditions**
   - ❑ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
   - ❑ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
   - ❑ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.
3. **Teacher Vacancy or Misassignment**
   - ❑ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
   - ❑ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
4. **High School Exit Examination**

- ❑ Pupils who have not passed the high school exit exam by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

5. **Fees Charged for Registration or Participation:**
   - ❑ A fee was charged as a condition for registration for school or classes.
   - ❑ A fee was charged as a condition for participation in a class or extracurricular activity (whether or not the activity or class is compulsory, elective, or for course credit).
6. **Security Deposits or Other Payments for Materials or Equipment:**
   - ❑ A security deposit or other payment was required to obtain materials or equipment, including but not limited to, a lock, locker, book, class apparatus, musical instrument, uniform, etc.
7. **Required Purchases for Educational Activities:**
   - ❑ A purchase was required to obtain supplies, equipment or uniforms associated with an educational activity.
8. **Miscellaneous/Other Fees or Charges:**
   - ❑ The school is violating the requirements of Article 5.5 (commencing with Section 49010) of Ch. 6 of Part 27 of Div. 4 of Title 2 of the California Education Code, regarding the prohibition of pupil fees for participation in educational activities.

Date of Problem: _____

Location of Problem (School or Center Name and Address):

_____

Course or Grade Level and Teacher Name:

_____

Please describe the issue of your complaint in as much detail as possible, including, if applicable, (1) the class or extracurricular activity involved; (2) the details regarding how the requirement to pay a fee, deposit, or need to purchase materials, supplies, equipment or a uniform was communicated (3) the item required for purchase; (4) the fee or deposit required; and (5) the total cost, if any. You may attach additional pages if necessary to fully describe the situation.

_____
_____
_____
_____
_____

Please file or mail this complaint at the following location:

Attn: Legal Department
Uniform Complaint Form
Options For Youth
320 N. Halstead Street, Suite 280
Pasadena, CA 91107

You may also file this complaint at your local learning center.

MASTER AGREEMENT

*Please complete this form in **black ink**, and **DO NOT use whiteout***

Student's Legal Name:		**For School Use Only** Grade Level:
Address:	Age:	Date of Birth:
City:	Zip Code:	Phone #:
School of Enrollment: **Options For Youth Charter School**	Parent/Legal Guardian's name:	2nd Phone #:
Duration of Agreement: **2015-16 School Year**	Beginning Date: **07/01/2015**	Ending Date: **06/30/2016**

REPORTING:

Student is required to report to their teacher as scheduled. Manner of Reporting: One on one meeting with instructor

Time: _____ Day(s): _____ Place: _____

COURSE TITLES AND CREDIT VALUES OF SUBJECTS/COURSES IN WHICH STUDENT IS ENROLLED:

Subjects/Courses	Credits	Subjects/Courses	Credits	Subjects/Courses	Credits

DRAFT

Please refer to the Course Contract for specific titles, ability level (basic, advanced, college prep), and credits used to achieve the above course and credit goals. One or more subjects/courses may be added to the agreement if teacher and student sign a Course Contract for the new course(s).

Please initial to acknowledge reading this page: **Student _____** **Parent _____** **Teacher: _____**

OBJECTIVES, METHODS OF STUDY, METHODS OF EVALUATION, AND RESOURCES:
The student will complete all courses during the semester as they are outlined in the charter school program/course descriptions. All course objectives will be consistent with the expected school wide learning results and state content standards. It is the goal of Options For Youth that all students will communicate effectively; will sufficiently understand and function in the world around them; will appreciate the history of mankind and its diversity and comprehend the political process; will apply mathematical principles and operations to solve problems; will apply scientific concepts and skills to explain their world and find solutions to its problems; and will realize their own special interests, talents and abilities.

The method of study requires the student to meet with his/her instructor at the agreed upon appointment times while working independently a minimum of 240 minutes each day that the school is open. Student may also be required to attend classes or programs, which meet at times other than the designated appointment times, including but not limited to small group instruction, sessions with student advisors and resource specialists, State Mandatory Assessments, and anything appropriate to the student's educational needs. **Schoolwork during intersession enrollment periods will be assigned, as needed, for up to a maximum of 8 hours per day.**

Student's course work will be evaluated by one or more of the following criteria: 1) Presentation of evidence showing assignment completion; 2) Written tests; 3) Demonstration of skills; 4) Oral Presentation; 5) Mandatory State Assessment (STAR TEST); 6) California High School Exit Exam (if needed) 7) Other _____.

The Course Description and Assignment Guide, Course Contracts, White Board, Planning Guide, Regular Work Assignment, Report of Credits Earned and Student Handbook are considered as part of this agreement and may contain additional descriptions of the major objectives and specific assignments, credits, materials and resources provided for each course of study.

CHARTER POLICY:
According to the charter school policy for grades 7 through 12, the student and parent/guardian/caregiver agree to the following:

1. Student will meet with the instructor at the designated "Reporting" time, day, and place on this Agreement and on the Regular Work Assignment. Any changes agreed upon by student, parent and teacher will be recorded on the Regular Work Assignment.
2. Student will complete and verify that student completed assigned work on each day the school is open. Unless otherwise notified, those days are Monday through Friday. Parent/guardian/caregiver will ensure that student does school work on these days.
3. **Student will complete and submit all assigned work for each school month. No more than 20 school days may pass between the assignment date and the date completed unless an exception is made in accordance with school policy**. Student and parent/guardian/caregiver understand that:
    a. An evaluation will be made to determine whether it is in the student's best interest to continue enrollment in Independent Study if student fails to complete 100% of the minimum work assignments required for one school month, verify 75% of attendance for one school month, ***or*** misses four instructor appointments without a valid reason.
    b. While completing the one credit per week meets the minimum work requirement to maintain enrollment in the charter school, completing more than one credit per week as recommended by the assigned teacher or Student Advisor may be necessary in order for student to make up deficient credits if student wants to return to resident school or graduate with their class.
4. Student will be on time for appointments and call to reschedule with instructor any missed appointments.
5. Students will take an academic assessment prior to entering.
6. Student will take the state mandated assessment tests.
7. Student will NOT be enrolled in another public school or private school that charges tuition while enrolled in the charter school. Because charter schools are publicly funded schools, student and/or parent/guardian/caregiver understand that dual enrollment in a charter school and another public school or a private school that charges tuition is against the law. It is understood that any student attending two schools simultaneously runs the risk of losing all credits earned at both schools. The only exceptions to this law would be concurrent enrollment in an ROP program, community college or adult school.
8. Student must follow the behavior expectations and the internet rules and regulations outlined in the Student Handbook.
9. If a student has an Individualized Education Plan (IEP), that the IEP should specifically provide for participation in Independent Study, in accordance with California Education Code Section 51745(c). However, Options For Youth will not use the lack of such provision to bar the enrollment of any student.
10. Student must, in order to visit any other school campus, request and receive permission from that school.
11. Student recognizes that lack of transportation to the school site is not an acceptable reason for missing meetings with instructor or not completing assigned work.
12. Student must complete at least 10 verified hours of community service during student's junior (11^{th}) or senior (12^{th}) year.
13. Student shall be subject to expulsion if it is determined that, while at the school site or a school sponsored activity, student possessed, sold or otherwise furnished any firearm, explosive or other dangerous objects.

VOLUNTARY STATEMENT:
Student and parent/guardian/caregiver understand that Independent Study is an optional educational alternative that student voluntarily selects and that a classroom option is always available at a public school through the student's district of residence. It is also understood that a student's violation of the charter policies above will be considered a voluntary withdrawal from Independent Study.

EQUITABLE PROVISION OF RESOURCES AND SERVICES:
Student is entitled to textbooks and supplies, supervision by his/her teacher and all the services and resources received by other children enrolled in his/her grade in regular school. Parent/guardian/caregiver is liable for the cost of replacement or repair of damaged, destroyed or lost books and other school property checked out to student.

Parent/guardian/caregiver has the right to appeal any decision about student's placement, program or transfer according to the charter school policy.

Please initial to acknowledge reading this page:	**Student _____**	**Parent _____**	**Teacher: _____**

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SIGNATURES AND DATES:

We have read the terms of this agreement and hereby agree to all conditions set forth. For continued enrollment, a new agreement form must be signed each school year. This agreement shall be in effect from the date signed below through 06/30/16. If the agreement is signed prior to 07/01/15, it shall not be in effect until 07/01/15.

Student Signature	Date	Supervising Teacher Signature	Date
Parent/Guardian Signature (if under 18)	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
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Suspension and Expulsion Policy and Procedure

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 the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to the review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School'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. Charter School 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 Student Handbook and will clearly describe discipline expectations. 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.

The Charter School 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 this Policy and Procedures are available on request at each resource center.

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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow 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 the Charter School 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.

A. 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 any time 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.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended 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.

b) Willfully used force or violence upon the person of another, except self-defense.

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 Sections 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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 Section 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 Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 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. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph

(1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, 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 Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 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 Sections 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 products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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 Section 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 Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 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. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil

organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, 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 Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal 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 Charter 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. 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 Charter 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal'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 Principal or designee upon either of the following: 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.

D. Authority to Expel

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

E. Expulsion Procedures

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 Principal 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 (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least 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:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

The Charter School 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 that shall be examined only by the Charter 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.

1. 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.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion 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.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity 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.

6. 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter 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.

8. 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.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.

10. 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.

G. 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.

H. 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel 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 in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' 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; and (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 Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the

authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

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

L. 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 Charter School for readmission.

N. 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 Board of Directors or the Administrative Panel following a meeting with the Principal or designee 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 Principal or designee shall make a recommendation to the Administrative Panel or Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District and/or SELPA

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Adopted: March 2015

Amended:

Request Form for Physician's Recommendation for Medication
Education Codes: 49423 and 49480

The parent or legal guardian of any public school pupil on a continuing medication regimen for a non episodic condition, shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. (EC 49480)

Student's Last Name _____ First Name _____ Age _____

Birth Date: _____ School: _____ Teacher: _____ Grade: _____

Diagnosis: _____ Today's Date: _____

Medication Allergies: _____

The law allows school nurses or other designated school personnel to assist the student in taking prescribed medications if specified written statements from a physician and the parent, guardian, or caregiver of the student are received by the school. (EC 49423)

I hereby give my consent for the school nurse or other designated school personnel to assist my child in taking the medications listed below as directed. (EC 49423) I also give the school nurse consent to communicate with the physician and school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose. (EC 49480)

I agree to provide the necessary medication, supplies, and equipment.

I will immediately notify and provide new consent to the school nurse, other duly qualified supervisor of health, or site administrator, if there is a change in the student's medication, health status, authorized health care provider or any changes in authorized health care provider's authorizations.

Parent, Guardian, or Caregiver's full name (please print): _____

Street Address: _____ Home Phone: _____

Mailing Address: _____ Work Phone: _____

City: _____ Zip Code _____ Cell Phone: _____

Parent, Guardian, or Caregiver's Signature: _____

Medication Required at School
(Must be Completed by Physician)

Diagnosis: _____ Diagnosis: _____

Medication #1 _____ Medication #2 _____

Dosage _____ Dosage _____

Time to be given _____ Time to be given _____

Administration Method _____ Administration Method _____

Side Effects _____ Side effects _____

_____ _____

_____ _____

If PRN, please provide symptoms that necessitate administration, frequency of administration, and indications for referral for medical evaluation:

_____

_____

_____

_____

Notes (if needed): _____

_____

_____

For medication that is to be self-administered by the student: In the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement above. Circle one: **Yes** **No** **Not Applicable**

Physician's Signature _____ Date _____

Printed Physician's Name _____ Telephone _____

Address _____ FAX # _____

Important: All medication will automatically be discontinued after the last day of school. New orders are required each year.

Administration of Medication During School Hours

A. General

1. No student shall be given medication during school hours except upon written request from a California licensed physician who has the responsibility for the medical management of the student. All such requests must be signed by the parent, guardian, or caregiver.
2. A new form is required for each prescription change and at the beginning of each new school year.

B. Responsibility of the Parent, Guardian, or Caregiver

1. Parents, guardians, or caregivers shall be encouraged to cooperate with the physician to develop a schedule so the necessity for taking medications at school will be minimized or eliminated.
2. Parents, guardians, or caregivers will assume full responsibility for the supply and transportation of all medication. Controlled medications, when delivered to school, will be jointly counted by parent, guardian, or caregiver, and the school site designee.
3. Students are not permitted to carry prescribed or over-the-counter medication on a school campus unless specified by their physician and when the parent, guardian, or caregiver has obtained written confirmation from the school site principal.
4. Parents, guardians, or caregivers may pick up unused medications from the school office during and at the close of the school year. Medications that were prescribed for that school year and remain after the last day of student attendance will be discarded by the end of the current school year.

C. Responsibility of the Physician and Parent, Guardian, or Caregiver

1. A Request Form for prescribed medication must be completed by the student's physician, signed by the parent, guardian, or caregiver, and filed with the school site principal or designee.
2. The container must be clearly labeled by the physician or pharmacy with the following:
    a. Students name
    b. Physician's name
    c. Name of medication
    d. Dosage and schedule
    e. Expiration date of prescription
3. Each medication is to be in a separate pharmacy container for the student and ordered by a California licensed physician.

D. Responsibility of School Personnel

1. The school nurse, school site designee will assume responsibility for placing medication in a locked cabinet.
2. Students will be assisted with taking medications according to the physician's instructions and the procedure observed by a school staff member.

E. Responsibility of the Student

1. Students will go to a designated area for medication at prescribed times.
2. Students will not share a prescribed or over-the-counter medication with anyone else.

Options For Youth
Public Charter Schools

Dear Parents / Guardians:

We are fast approaching the end of the school year. Please remember to pick up your child's medication from the center before the last day of school. Your child's medications are listed below. All medication will be discarded after the last day of school, so if you need this medication please remember to stop by the school and pick it up.

According to Education Code (49480, 49423) we require a new medication form completed by your child's doctor, for your child to have medication kept at school. Attached is a medication form and remember we will need a new one completed for the new school year.

Student: _____ has the following medication at school.

_____

_____

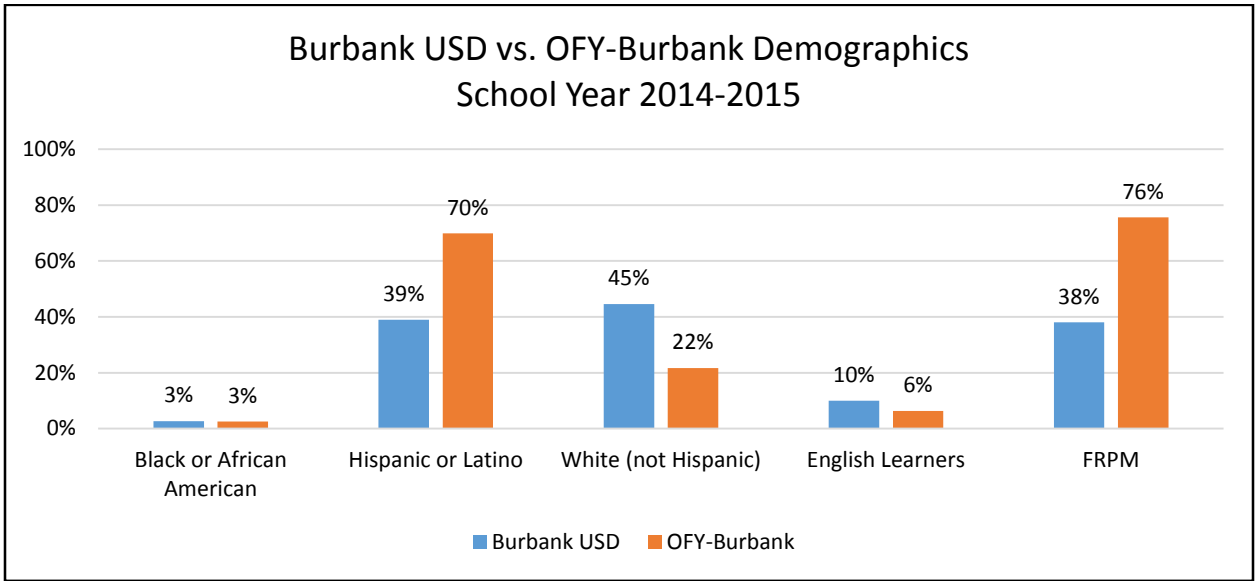
_____

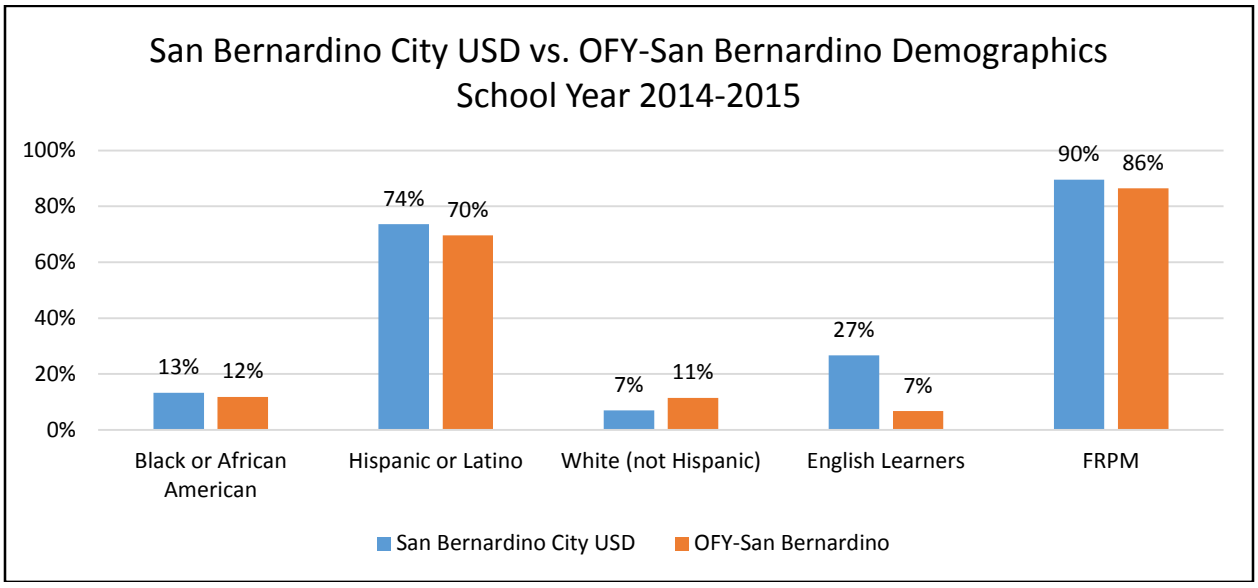
Please call the school nurse if you have any questions.

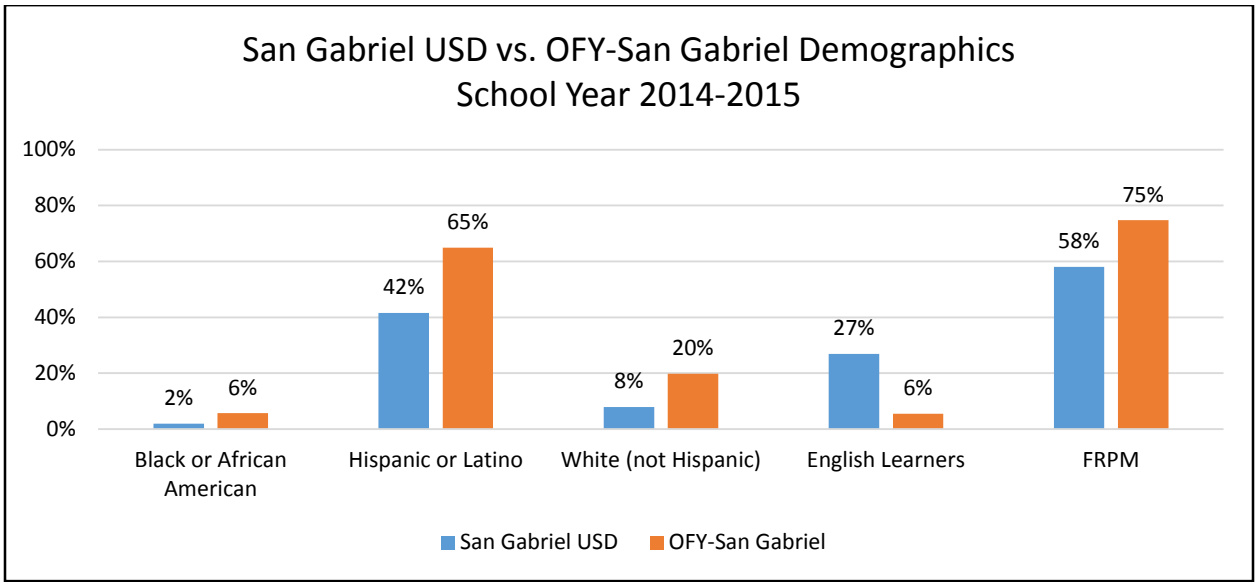
Sincerely,

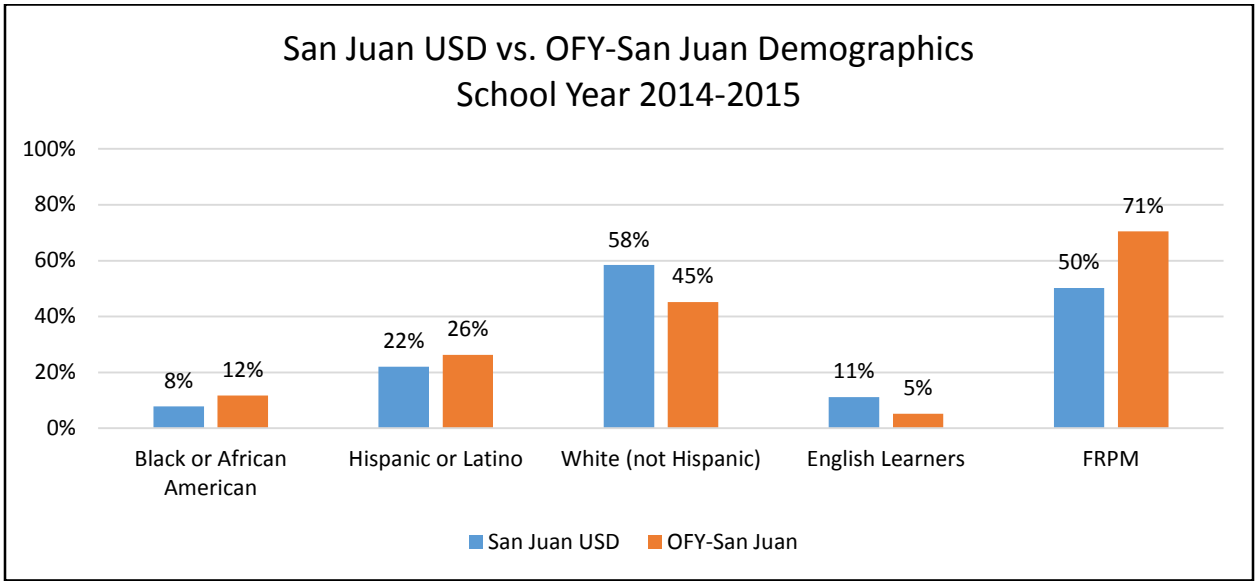
DJ Clairville RN, BSN
Prep for Success
(818) 257-2664
dclairville@prepforsuccess.org

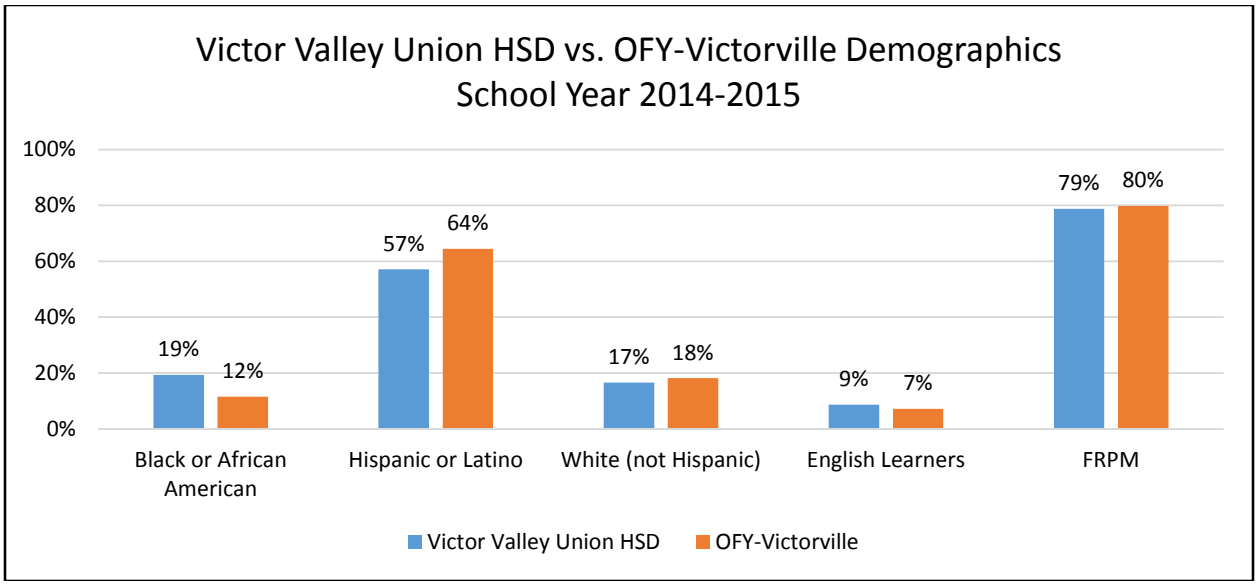
Options For Youth Demographics
by key subgroups



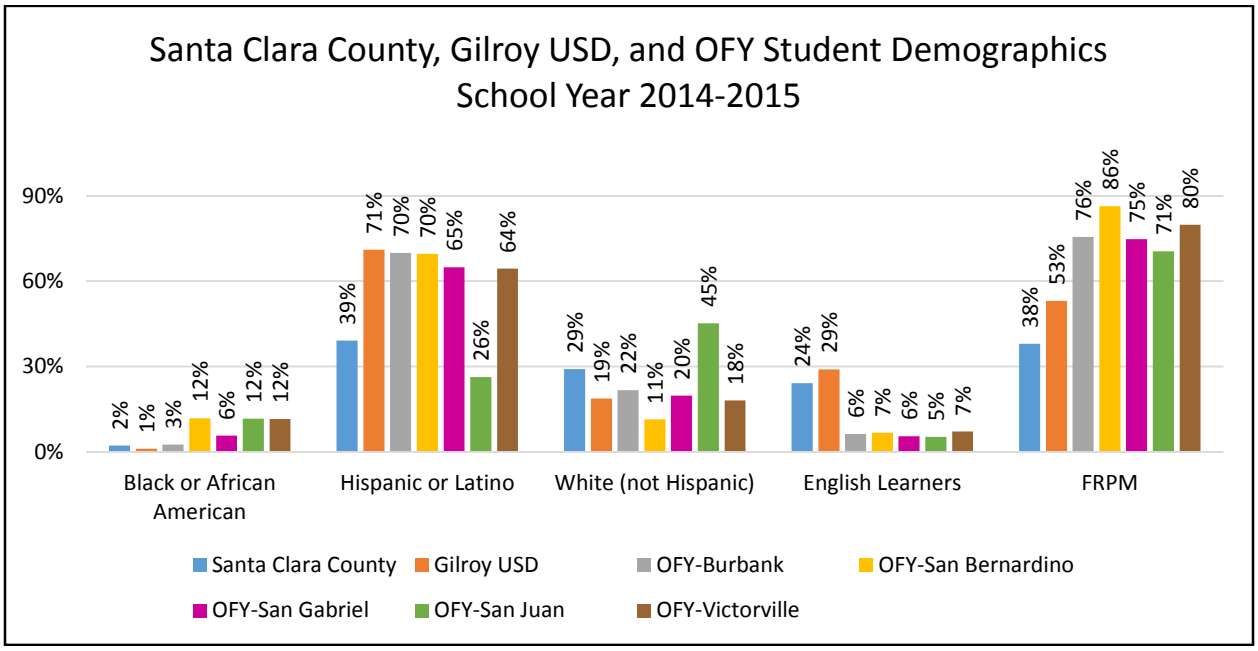



San Gabriel USD vs. OFY-San Gabriel Demographics
School Year 2014-2015
100%
80%
60%
40%
20%
0%
2%
6%
42%
65%
8%
20%
27%
6%
58%
75%
Black or African American
Hispanic or Latino
White (not Hispanic)
English Learners
FRPM
San Gabriel USD
OFY-San Gabriel


San Juan USD vs. OFY-San Juan Demographics
School Year 2014-2015
100%
80%
60%
40%
20%
0%
8%
12%
22%
26%
58%
45%
11%
5%
50%
71%
Black or African American
Hispanic or Latino
White (not Hispanic)
English Learners
FRPM
San Juan USD
OFY-San Juan

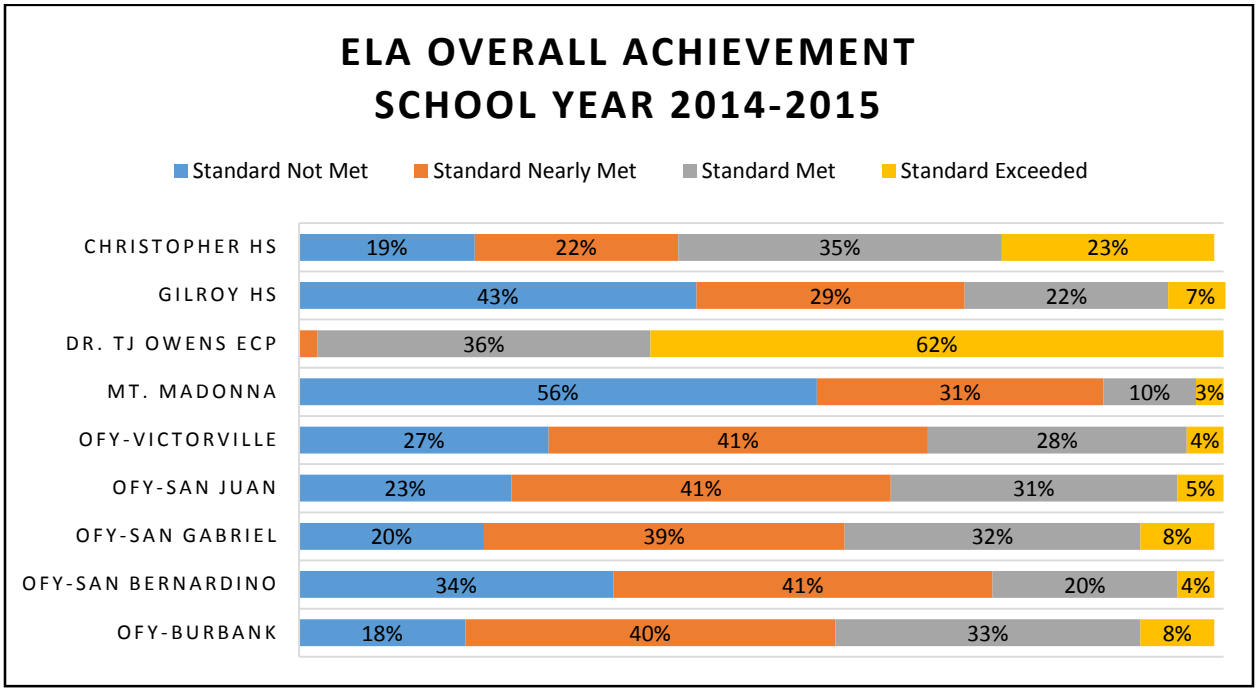


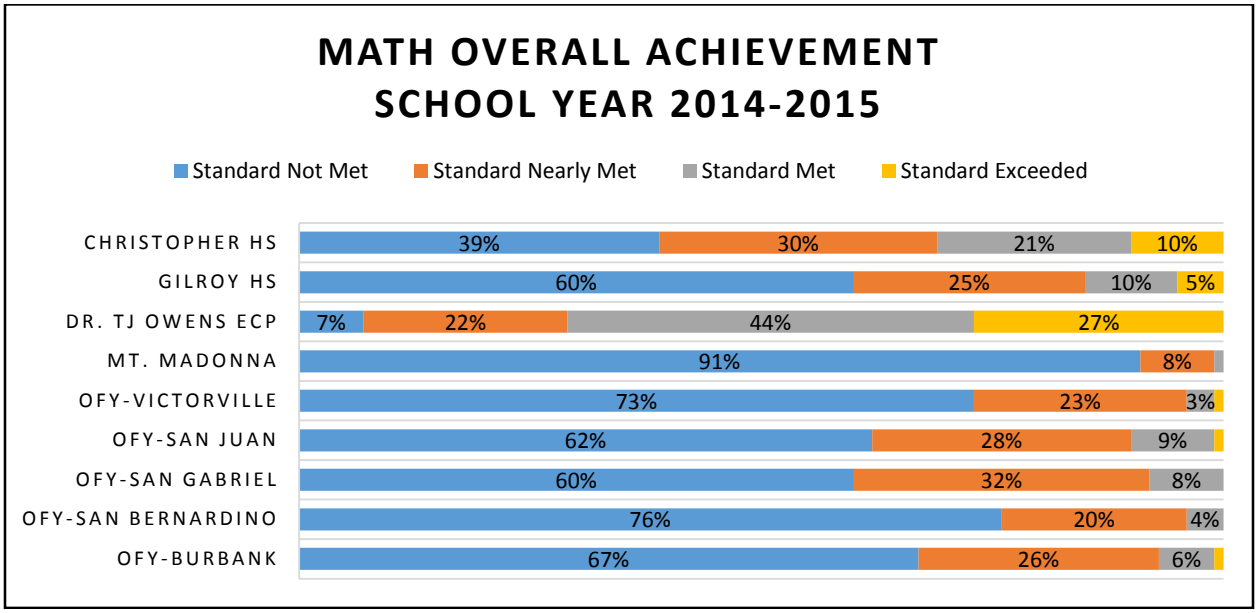
Santa Clara County, Gilroy USD, and Options For Youth Demographics
by key subgroups



All demographic data retrieved from ed-data.org

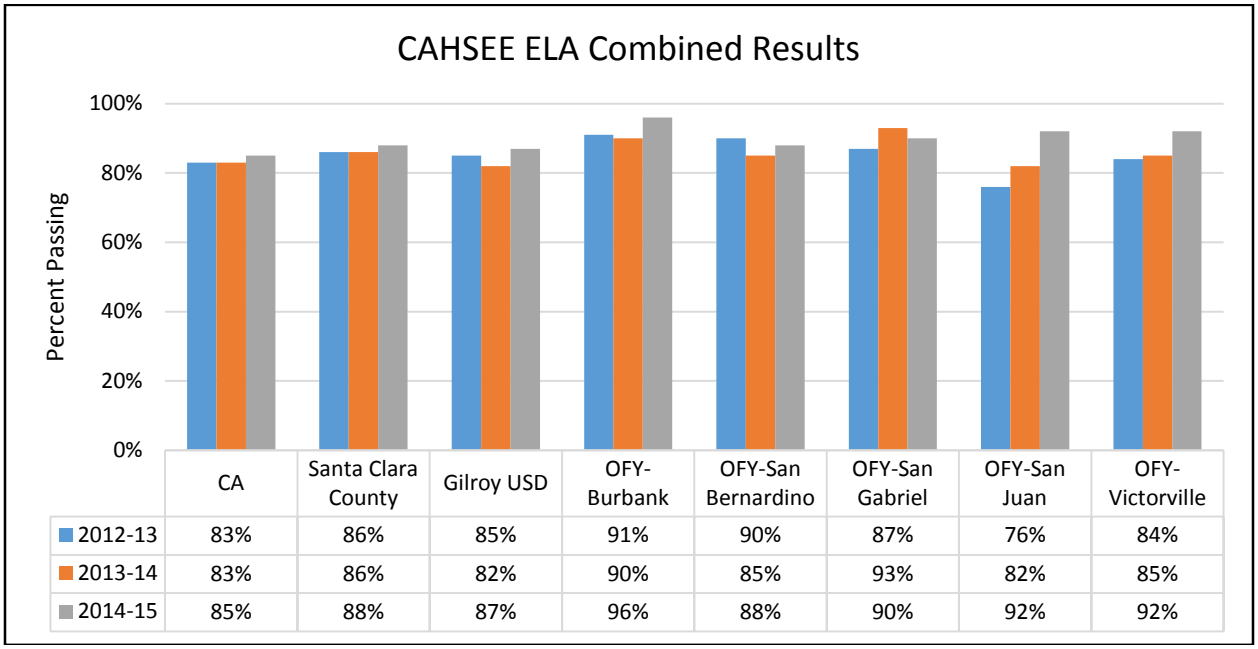
English language arts and Mathematics SBAC Results
Gilroy USD and Options For Youth Charter Schools



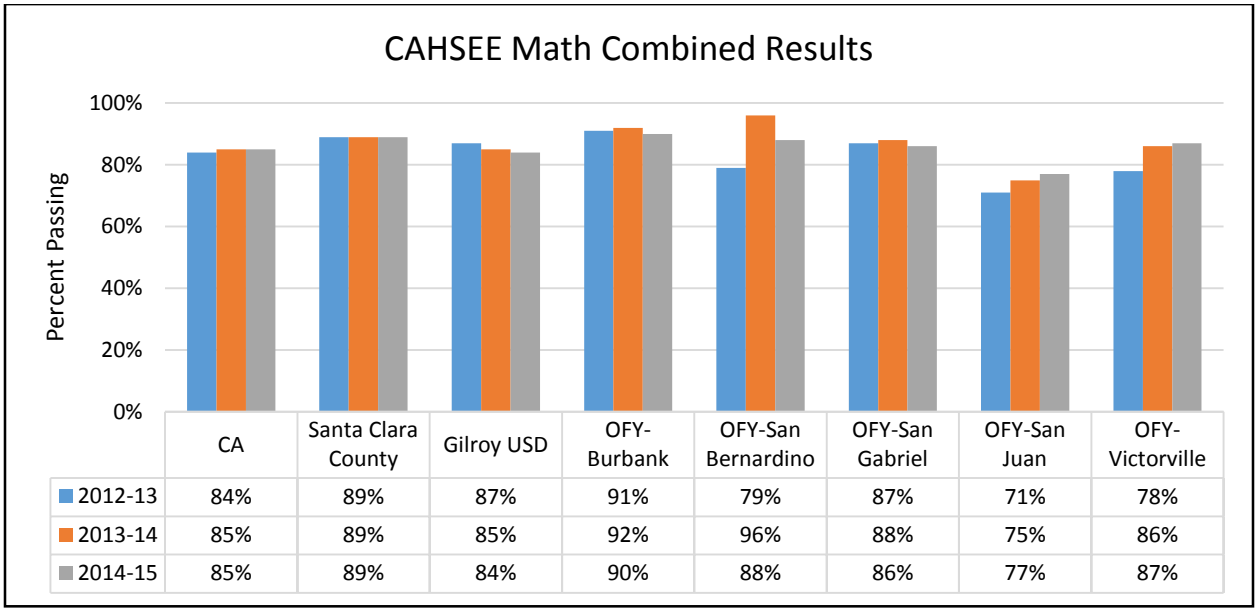


Retrieved from http://caaspp.cde.ca.gov/caaspp2015/SearchPanel.aspx.

English language arts and Mathematics CAHSEE Results
State, County, Gilroy USD, and Options For Youth Charter Schools



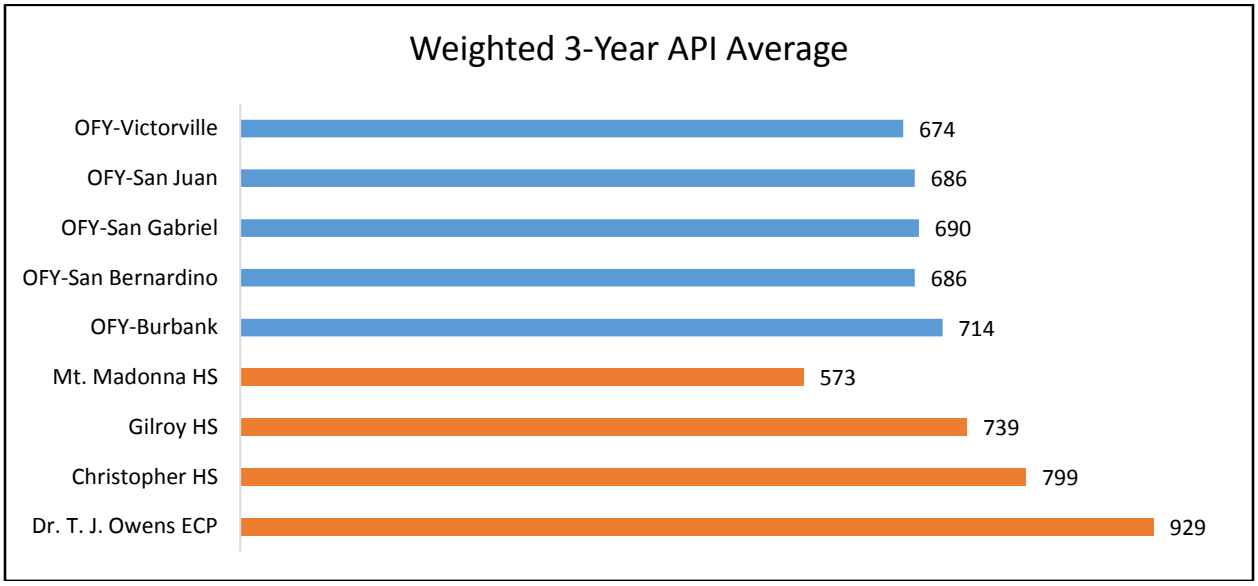
	CA	Santa Clara County	Gilroy USD	OFY-Burbank	OFY-San Bernardino	OFY-San Gabriel	OFY-San Juan	OFY-Victorville
2012-13	83%	86%	85%	91%	90%	87%	76%	84%
2013-14	83%	86%	82%	90%	85%	93%	82%	85%
2014-15	85%	88%	87%	96%	88%	90%	92%	92%

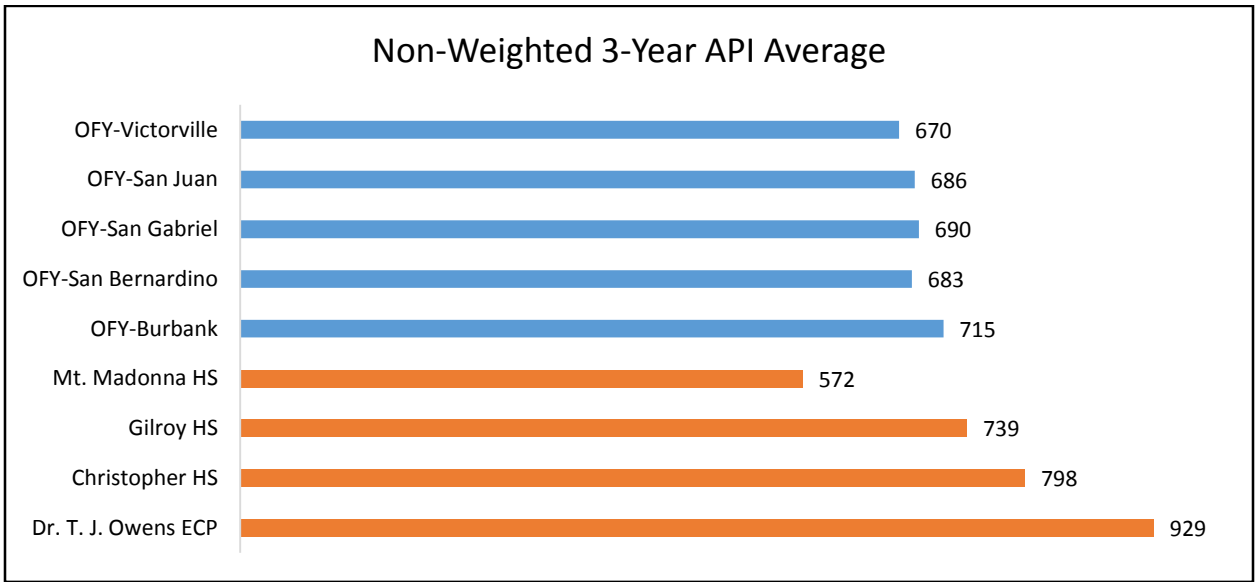


	CA	Santa Clara County	Gilroy USD	OFY-Burbank	OFY-San Bernardino	OFY-San Gabriel	OFY-San Juan	OFY-Victorville
2012-13	84%	89%	87%	91%	79%	87%	71%	78%
2013-14	85%	89%	85%	92%	96%	88%	75%	86%
2014-15	85%	89%	84%	90%	88%	86%	77%	87%

Retrieved from http://cahsee.cde.ca.gov/

California Annual Performance Index (API)
Gilroy USD and Options For Youth Charter Schools





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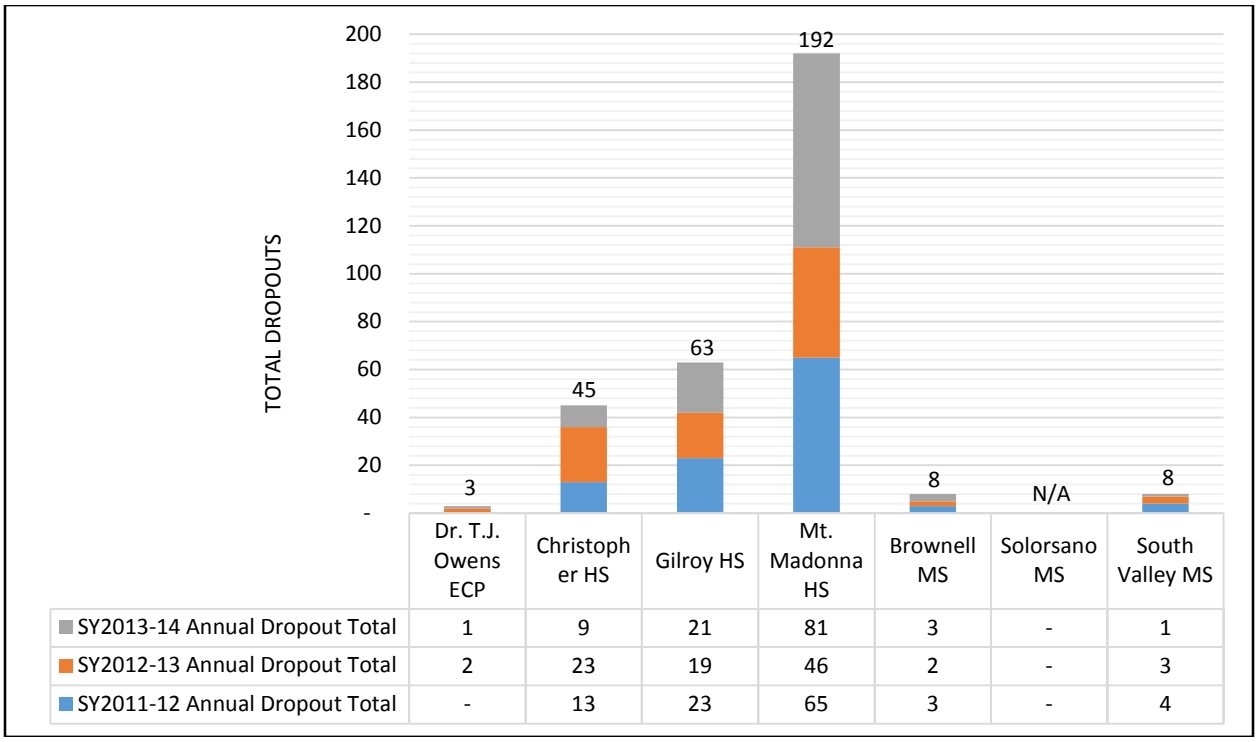
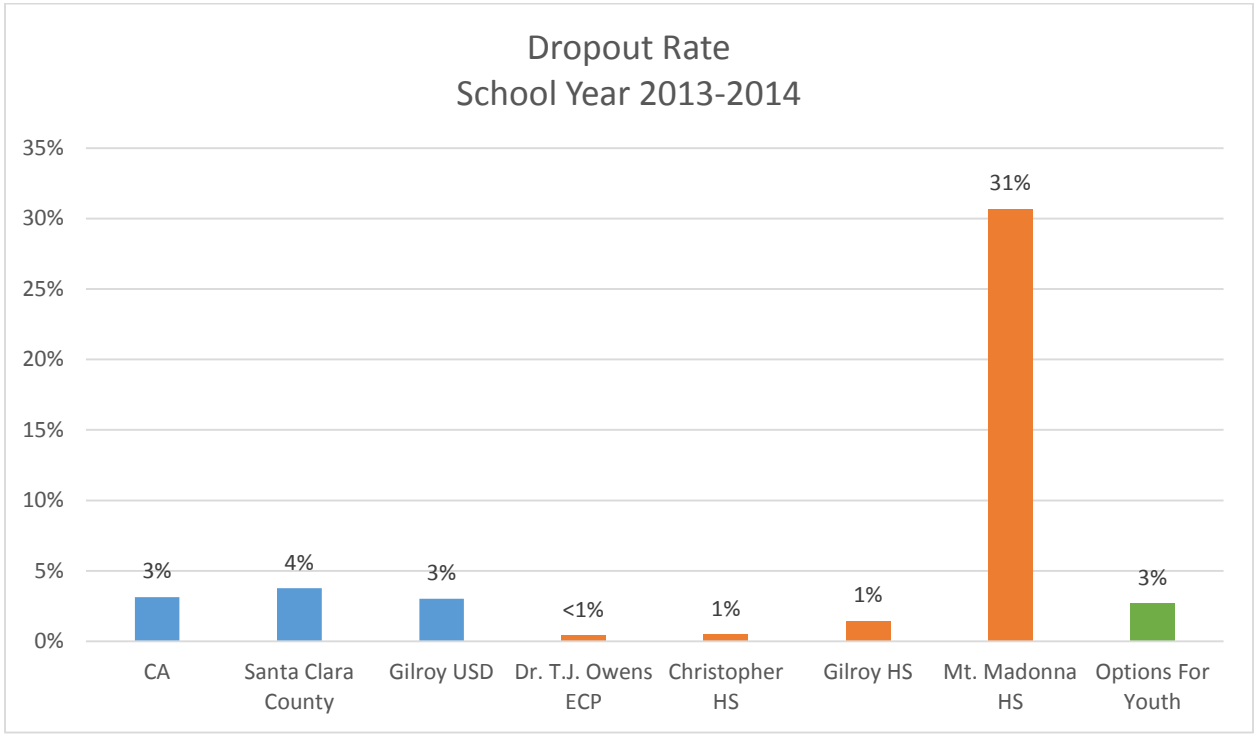
Overall Dropouts

by State, County, and Gilroy USD



	Dr. T.J. Owens ECP	Christopher HS	Gilroy HS	Mt. Madonna HS	Brownell MS	Solorsano MS	South Valley MS
SY2013-14 Annual Dropout Total	1	9	21	81	3	-	1
SY2012-13 Annual Dropout Total	2	23	19	46	2	-	3
SY2011-12 Annual Dropout Total	-	13	23	65	3	-	4



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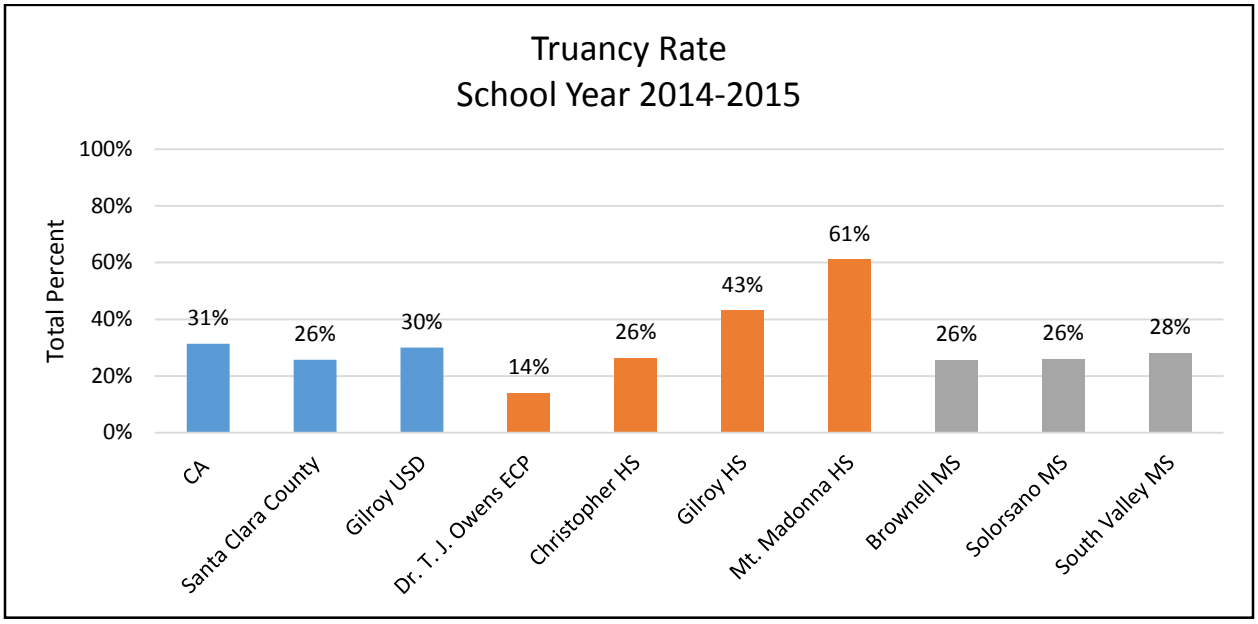
Truancy Data

by State, County, Gilroy USD, and Gilroy USD High Schools



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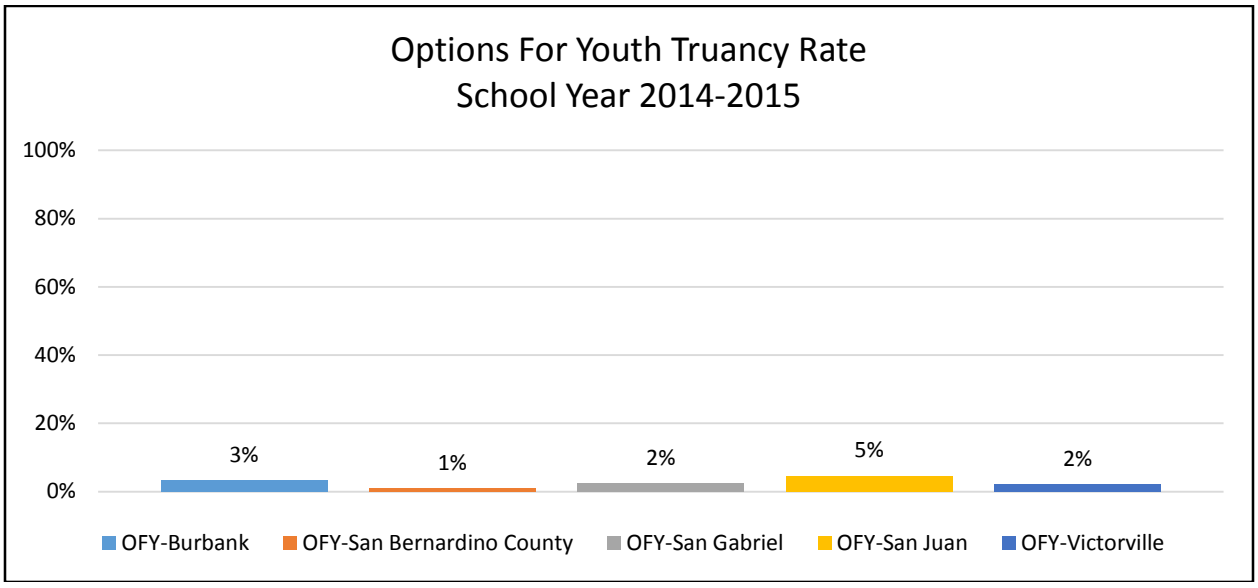
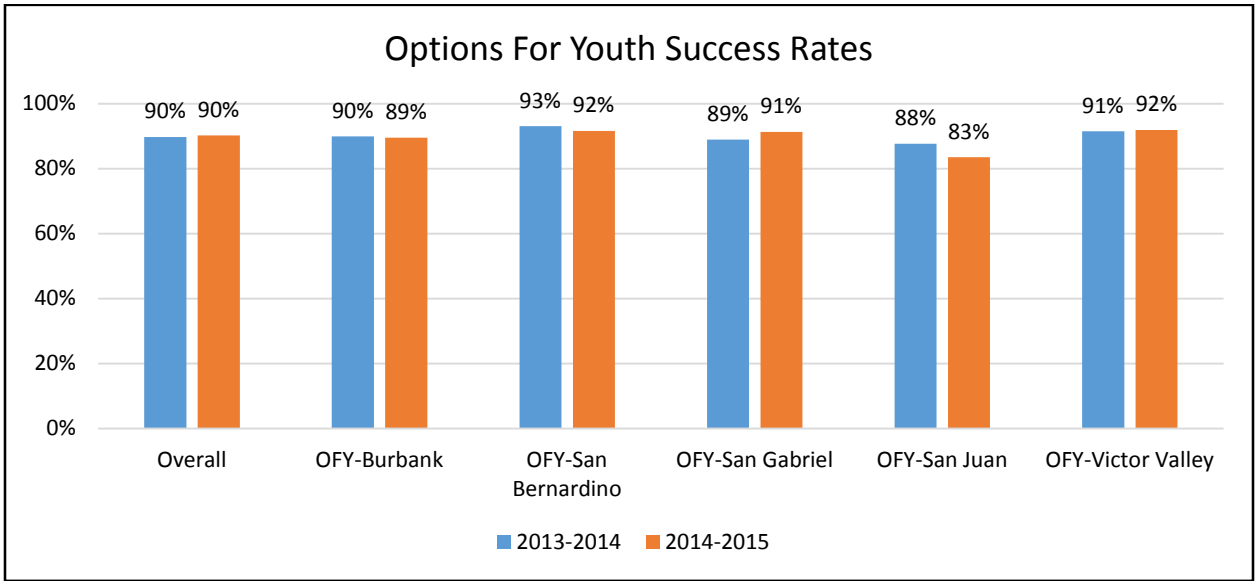
Options For Youth Truancy Rates

by Charter



Retrieved from http://dq.cde.ca.gov/dataquest/

Options For Youth Success Rate*
by Charter



*Success rate is an internal metric that includes the percentage of students who: i) continue with another school; ii) continue with the same OFY charter school; or iii) graduate.

TRACK	MONTH	START DATE	END DATE	TOTAL DAYS	POSTING DATE	
A	1	7/1/2015	7/28/2015	19		
A	2	7/29/2015	8/25/2015	20		
B	1	7/29/2015	8/25/2015	20		
A	3	8/26/2015	9/22/2015	19		
B	2	8/26/2015	9/22/2015	19		
C	1	8/26/2015	9/22/2015	19		
A	4	9/23/2015	10/20/2015	20		
B	3	9/23/2015	10/20/2015	20		
C	2	9/23/2015	10/20/2015	20		
D	1(A) Supp 1	9/23/2015	10/1/2015	7		
D	1(B)	10/2/2015	10/20/2015	13		
A	5	10/21/2015	11/17/2015	19		
B	4	10/21/2015	11/17/2015	19		
C	3	10/21/2015	11/17/2015	19		
D	2	10/21/2015	11/17/2015	19		
A	6(A)	11/18/2015	12/2/2015	9		
B	5(A)	11/18/2015	12/2/2015	9		
C	4(A)	11/18/2015	12/4/2015	11		
D	3	11/18/2015	12/15/2015	18		
A	6(B) Suppl 1	12/3/2015	12/15/2015	9		P1*
B	5(B) Suppl 1	12/3/2015	12/15/2015	9		
C	4(B) Suppl 1	12/5/2015	12/15/2015	7		
iSIS will be unavailable December 28, 2015 - January 2, 2016						
A	7 Supp 2	12/16/2015	1/26/2016	19		
B	6 Supp 2	12/16/2015	1/26/2016	19		
C	5 Supp 2	12/16/2015	1/26/2016	19		
D	4	12/16/2015	1/26/2016	19		
A	8 Supp 3	1/27/2016	2/23/2016	18		
B	7 Supp 3	1/27/2016	2/23/2016	18		
C	6	1/27/2016	2/23/2016	18		
D	5	1/27/2016	2/23/2016	18		
A	9 Supp 4	2/24/2016	3/22/2016	19		P2*
B	8	2/24/2016	3/22/2016	19		
C	7	2/24/2016	3/22/2016	19		
D	6	2/24/2016	3/22/2016	19		
A	10	3/23/2016	4/19/2016	18		
B	9	3/23/2016	4/19/2016	18		
C	8	3/23/2016	4/19/2016	18		
D	7	3/23/2016	4/19/2016	18		
A	11	4/20/2016	5/17/2016	20		
B	10	4/20/2016	5/17/2016	20		
C	9	4/20/2016	5/17/2016	20		
D	8	4/20/2016	5/17/2016	20		
A	12	5/18/2016	6/14/2016	19		
B	11	5/18/2016	6/14/2016	19		
C	10	5/18/2016	6/14/2016	19		
D	9	5/18/2016	6/14/2016	19		
A	13	6/15/2016	6/30/2016	12		P ANNUAL*
B	12	6/15/2016	6/30/2016	12		
C	11	6/15/2016	6/30/2016	12		
D	10	6/15/2016	6/30/2016	12		

DRAFT

Year-round total of 240 instructional days;
Each track offers a minimum of 175 instructional days.

Options For Youth
Public Charter Schools
Empowering Minds by Inspiring Hearts

Emergency Preparedness Guide

Charter: _____

Center: _____

Regional Supervisor: _____

Lead Teacher: _____

INTRODUCTION: How to use this guide

Options for Youth

Emergency Preparedness Guide

This company-wide Emergency Preparedness Guide is designed to provide OFY's Center staff with guidelines, procedures and resources to help protect the safety, security and well-being of students and Center staff during many types of emergencies. It is not intended to be inclusive of all possible emergencies, nor is it intended to replace good judgment and common sense.

All staff members are responsible to familiarize themselves with this plan and to be prepared to act responsibly and quickly to adequately restore the Center to a safe and orderly learning environment.

In all emergency situations, always stay calm, and as soon as possible, **call 911**, then contact Lead Teacher, Regional Supervisor, Director of Instruction, and CORPORATE OFFICE (626) 685-9300. It is also vital that events are immediately and thoroughly documented.

If you ever feel that your safety or the safety of anyone around you is in jeopardy, **call 911** IMMEDIATELY!

WHEN CALLING 911

- Remain calm.
- Speak slowly and clearly.
- Clearly state name and location of incident, and the phone number from which you are calling.
- State your emergency.
- Listen to ALL instructions. Allow the 911 dispatcher to direct conversation.
- Answer all questions completely.

Implementing the Center's Emergency Plan

To implement your Center's emergency plan, Regional Supervisors and Center Staff would be in charge of managing the emergency. At times, there will not be a Supervisor or Lead in the Center. For that reason, two additional staff members should be designated as alternative managers in an emergency situation (one of these can be the Emergency Coordinator). An Emergency Coordinator is also designated to handle the additional tasks necessary to maintain the Emergency Preparedness Program and make sure that inspections and drills are held as scheduled and documented, and first aid supplies are maintained.

Responsibilities for the Regional Supervisors, Leads, Emergency Coordinators, and Designated Alternates

- Preparation and Implementation of the Emergency Plan.
- Become fully trained in how to respond in all emergencies.
- Hold earthquake, fire and evacuation drills as scheduled.
- Be prepared to take full charge in an emergency.
- Assure that drills and safety checks are completed as scheduled, documented and filed with Corporate.
- Update emergency procedures and contacts as necessary.
- Identify and post location of designated meeting place outside of the building.
- Post emergency exit information and evacuation routes.
- Review and update Student Release Procedure (at the back of this booklet) as necessary.

When an emergency occurs:

- Assume overall direction of all emergency procedures and action as outlined in Emergency Preparedness Plan
- Maintain calm.
- Assign specific tasks and responsibilities to staff.
- Take all steps necessary to ensure the safety of students, staff and others in the Center.
- Direct emergency protocols: DROP, COVER AND HOLD-ON, EVACUATION, LOCKDOWN, ETC.
- Evaluate extent of damage and injuries.
- Arrange for release of students or movement to a safe location. See student release procedures at the back of this booklet.
- Work with emergency service personnel (depending on the incident, it may be police, fire department, or other agencies involved for rescue procedure, investigations, etc.).
- Maintain communication and report status to Regional Supervisor, Deputy Superintendent, and Corporate Office.
- Prepare documentation of the incident and report to Corporate Office.
- Coordinate follow-up and assist with implementation of psychological/trauma care plan with your area's school psychologist and Director of Special Education.
- Notification to parents: let parents know an emergency occurred, and the current status of the situation.

Responsibilities for Emergency Coordinator

- Support Regional Supervisors, Leads and Designated Alternate in implementation of Emergency Preparedness Plan.
- When an emergency action is required, assist supervisor to act as quickly as possible.
- Prepare documents that confirm that safety inspections and evacuation drills have been held as required.
- Update emergency student roster and process for releasing students to parents and guardians (Student Release Procedure a the back of this booklet).
- Check and replenish first aid/safety equipment as needed (at least annually).
- Keep Emergency Preparedness Guide and emergency contact numbers up to date.
- Assist in documentation and reporting of incident.
- Post map of evacuation routes and direction to designated meeting place.
- Orient new Center employees in emergency procedures.
- Other related duties as assigned.

TRAINING, PRACTICE, and PLAN

School personnel have a moral and legal responsibility to all students in their care. Teachers will be relied on to provide care for their students during an emergency, so preparation for the emergency is critical.

Staff training:

-General Awareness training for all staff
-First Aid and Emergency Response Training for staff as appropriate
-Specific training for Regional Supervisors, Leads, Emergency Coordinator and Designated Alternates on Emergency Preparedness Procedures
-Conduct safety drills as scheduled

Practice:

Hold evacuation drills as scheduled, DUCK COVER AND HOLD ON exercises, and other emergency procedures. See schedule in "Drill Schedules and Checklist" tab.

Staff's Personal Emergency Plans:

Staff members should develop personal and family emergency plans. Knowing that the family is prepared and can handle an emergency situation will enable Center staff to do their job of caring for students more effectively. This should include family contacts outside of the local area – in another part of California or out of state, setting up a meeting place or a specific local family contact. Staff should make alternative emergency plans with child care providers, so that they can be assured that their child is being cared for in an emergency.

LOCKDOWN

LOCKDOWN is initiated to isolate students and Center staff from danger.
LOCKDOWN is used to prevent an intruder from entering the Center.

Activate LOCKDOWN

- Announce Lockdown is being initiated.
- Lock all Doors.
- **Call 911**, and follow their instructions.
- Instruct students and staff to move away from the windows and lie on the floor.
- Close shades, windows and blinds.
- Turn off the lights.
- Assign staff member to be by the door to let anyone left outside in – only if it is safe to do so.
- Instruct staff and students that no one should "peek" outside to see what is going on.
- Remain very quiet.

Deactivate LOCKDOWN

- Staff in Charge will announce "all clear."
- Follow any instructions from local authorities or law enforcement.
- Unlock doors.
- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Document incident thoroughly.
- Follow up with your Area's school psychologist.

In the event of earthquake, fire or explosion, exiting the building will be eminent.
These procedures should be followed in all cases.

CALL 911.

Once out of the building:
- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- DO NOT re-enter the building until local authorities have determined that it is safe.

If a student is transported via ambulance:
- Find out the name of the hospital.
- Call the parents/guardians, if possible.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:
- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Lockdown • Earthquake • Fire • Explosion

Earthquake

Give DROP, COVER AND HOLD ON instruction:

- Do not cross the room to take cover; drop where you are.
- DO NOT RUN, if for any reason you need to change your location.
- IF POSSIBLE:
  - Move away from windows, free standing partitions, and shelves.
  - Take cover under a desk or table that might be immediately close.

When the shaking stops:

- Evacuation should never be automatic:
  - There may be more danger outside your building or facility that there is inside.
  - There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be cleared.
  - Before any decision is made to vacate all or part of a Center, person in charge must find out if there is: 1) a safe route out, and 2) a safe place to assemble the students outside.
- Evacuate the building and gather at the Designated Meeting Place.
- Instruct student and teachers to stay clear of trees, building overhangs, and power lines.
- Keep in mind that local phone lines will most likely be jammed and Center phones may have been shaken off the cradle.
- Look for loose power lines and broken glass; smell for smoke or gas leak.

If safe to do so, when leaving the building, staff should:

- Call 911 – Phone lines may be jammed and it may be difficult to get through.
- Bring Emergency Kit and Emergency Cards/Roster.
- Each teacher should bring their clipboard, cell phone, and keys, if possible and without delaying the evacuation or other safety procedures.
- Check restrooms.
- Stay alert for aftershocks.

Once out of the building:

- Warn students again to avoid touching electrical wires and keep a safe distance from power lines and buildings.
- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- DO NOT re-enter the building until local authorities have determined that it is safe.

If a student is transported via ambulance:

- Find out the name of the hospital.
- Call the parents/guardians, if possible.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Fire

Sound or announce Emergency Fire Alarm

- Only use a fire extinguisher if the fire is the size of wastepaper basket or smaller.

Evacuate to Designated Meeting Place

- Get everyone out of the building as quickly as possible using primary and alternate fire routes.
- DO NOT RUN.
- **Call 911.**

If safe to do so, when leaving the building, staff should:

- Bring Emergency Kit and Emergency Cards/Roster.
- Each teacher should bring their clipboard with student appointment times, cell phone, and keys.
- Check restrooms, conference rooms, break areas, and other enclosed spaces.

Once out of the building:

- Check for injuries.
- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- No person should re-enter the building unless cleared to do so by Fire officials.

If a student is transported via ambulance:

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

How to use a Fire Extinguisher:

Pull Pin
Aim at Base of Fire
Squeeze Handle
Sweep

Explosion Inside the Building

Initiate DUCK, COVER AND HOLD procedure:

- Call 911

When explosion and resulting effects subside, check for injuries

- Do not move those who are seriously injured unless they are in immediate danger or at risk for further injury.

Prepare to Evacuate to Designated Meeting Place:

- If safe to do so, when leaving the building, staff should:
  - Bring Emergency Kit and Emergency Cards.
  - Each teacher should bring their clipboard, cell phone, and keys.
  - Check restrooms conference rooms, break areas, and other enclosed spaces.

Once out of the building:

- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- No person should re-enter the building unless cleared to do so by local officials.

If a student is transported via ambulance

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Explosion Outside the Building

- Call local authorities to determine if evacuation or lockdown is necessary.
- Keep students a safe distance from the site of explosion.
- Move away from windows and doors.
- Do not release students into the neighborhood until it is determined by local authorities that it is safe to do so.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Other emergency situations may or may not require the assistance of a 911 operator and may or may not require building evacuation.

Study procedures as a matter of preparedness and follow them carefully in the event of an emergency.

Chemical Emergency • Blackouts • Flood

Chemical Emergency in the Building

If incident is not in immediate area, determine if remaining inside is safest course of action:
- Turn off A/C and ventilating systems.
- Close windows and doors.
- **Call 911.**
- Wait for local authorities to advise that it is safe to leave the building.

If EVACUTION is necessary:
- Evacuate to Designated Meeting Place.
- Bring Emergency Kit and Emergency Cards.
- Each teacher should bring their clipboard, cell phone, and keys.
- Check restrooms.

Once out of the building:
- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- No person should re-enter the building unless cleared to do so by local officials.

If a student is transported via ambulance:
- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:
- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Blackouts/Power Outages

• Unplug all appliances.
• Turn off lights. Leave one light on to know when power returns.

Call Regional Supervisor to inform:
• If natural light and room temperature is sufficient for staff/student safety.
• If room temperature is sufficient for student/staff safety.

Regional Supervisor will determine if Center needs to be closed.

Call Facilities Manager at (626) 616-2071.

Center only blackout:
• Students may be released on their own.

City-wide blackout:
• Implement Student Release Procedure. (See Student Release Procedure section)

Floods

- The extent and time before a flood occurs will determine the course of action.
- **Call 911** or tune to an emergency warning station to determine if evacuation is necessary.
- Call Lead Teacher/Regional Supervisor.
- Call Facilities Manager/Department at (626) 616-2071.
- Provide care for students until it is safe to release them.
- Implement Student Release Procedure. (See Student Release Procedure section)

Or

Evacuate to Designated Meeting Place

- **Call 911.**

If safe to do so, when leaving the building, staff should:

- Bring Emergency Kit and Emergency Cards.
- Each teacher should bring their clipboard, cell phone, and keys.
- Check restrooms.

Once out of the building:

- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- No person should re-enter the building until it has been inspected and cleared to by local officials.

If a student is transported via ambulance:

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office
- Document incident thoroughly.

Threats of any kind against Center property or an individual should be taken very seriously. Often the result of high emotion, the perpetrator may be difficult to understand or to reason with.
These procedures should be followed in all cases.

CALL 911 when it is safe, or if anyone is in immediate danger.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Bomb Threat • Bomb Threat Checklist • Intruder • Hostage

Bomb Threats
Take all bomb threats seriously.

Threat by telephone:

- Listen. Do not interrupt caller.
- Keep caller on the line with statements like:
  "I am sorry. I did not understand you. What did you say?"
- Become familiar with the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How? (See Bomb Threat Identification Checklist)
- Don't touch any suspicious objects.
- Call 911 from a land line.
- Alert another teacher with a prearranged signal to call 911.
- DO NOT HANG UP. Keep the phone line open to trace the call.
- Instruct staff and student to turn off cell phones. DO NOT use those devices during a bomb threat, since explosive devices can be triggered by radio devices.
- Evacuate building if threat concerns a bomb placed inside the building.
- Move staff and students at least 100 feet away from the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- Wait for police or fire department to determine if building is safe to return.

Threat by mail or note:

- Limit handling of item, placing it in an envelope or plastic bag to protect any fingerprints.
- **Call 911** or notify police immediately.
- Pay attention to where, when, and how the note was delivered.
- If a suspicious item is found, do not examine, move or investigate.
- Evacuate building.
- Implement Student Release Procedure. (See Student Release Procedure section)

When safe, but as soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office from a land line. (keep in mind the danger of using cell phones)
- Follow up with your area's school psychologist.
- Document incident thoroughly.

BOMB THREAT CHECKLIST

To be completed by the individual receiving the call

CALL RECEIVED BY:_____DATE: _____TIME:_____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

Words used by caller:_____

_____

Description of Caller: ❑ Male ❑ Female ❑ Adult ❑ Juvenile

Estimate Age of caller:_____ Other Notes:_____

Words used by caller:_____

_____

Description of caller: ❑ Male ❑ Female ❑ Adult ❑ Juvenile

Estimated age of caller:_____ Other notes:_____

_____

Voice characteristics: Voice Characteristics: ❑ Loud ❑ Soft ❑ Deep ❑ High Pitched
❑ Raspy ❑ Pleasant ❑ Intoxicated ❑ Nasal ❑ Other:_____

Speech: ❑ Rapid ❑ Slow ❑ Disguised ❑ Normal ❑ Laughing ❑ Slurred
❑ Lisp ❑ Stutter ❑ Other:_____

Manner: ❑ Calm ❑ Angry ❑ Irrational ❑ Excited ❑ Coherent ❑ Incoherent
❑ Deliberate ❑ Crying ❑ Emotional ❑ Righteous ❑ Laughing ❑ Foul

Language: ❑ Excellent ❑ Good ❑ Fair ❑ Poor

Use of certain phrases:_____

Accent: ❑ Local ❑ Foreign ❑ Regional ❑ Other:_____

Background Noises: ❑ Airplane ❑ Animals ❑ Industrial Machines ❑ Static
❑ Motors ❑ Office Machines ❑ Quiet ❑ Music ❑ Party Scene
❑ Street Traffic ❑ Trains ❑ PA System ❑ TV ❑ Voices ❑ Other: _____

What time is the bomb set for?_____

Where has it been placed?_____

What does it look like?_____

Why are you doing this?_____

Who are you?_____

Intruder/Threatening Individuals

If you feel that you or anyone else is in immediate danger, **call 911.**

Ask the person to leave:

- Remain Calm.
- Be courteous and confident. Speak in a soft, non-threatening manner.
- Keep distance from the intruder.
- Listen and give him/her an opportunity to vent.
- Attempt to be helpful. Use phrases such as:

  "What can we do to make this better?"
  "I understand the problem and I am concerned."
  "We need to work together on this problem."

If the person does leave:

- **Call 911**
- Initiate LOCKDOWN. Close blinds. Stay clear of windows.
- Contact Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- No person should leave the building unless cleared by the authorities.
- Try to keep intruder in sight until authorities arrive.
- Make notes regarding appearance, clothing, direction intruder was going, car, etc.
- Remain inside until authorities have given an ALL CLEAR to leave.

If the person does not leave:

- Have another staff member **call 911.**
- Keep the person occupied until police arrive.
- Try to isolate intruder from students.
- Remain calm and outwardly cooperative.

If you don't feel you are in immediate danger, but there is still disruption:

- Ask another staff member to assist you.
- Do your best to persuade the person to move to a location away from students.
- Tell the person you will have your supervisor contact him/her to assist his/her needs.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and CORPORATE OFFICE.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Hostage Situation

Call 911 only when it is safe.

Provide all known essential details of the situation:
- Number of hostage takers and description
- Type of weapons
- Any names hostage takers have used
- Any demands or instructions that have been given
- Description of area

Stay calm – your actions will be limited pending arrival of law enforcement officers.

Be careful of your word choice
- Do not use words such as hostage, negotiate, captive, etc.

Watch your behavior
- Act restful, calm, almost sleepy.
- Do not agitate the suspect. Do not allow students to agitate the suspect.
- Try to establish a rapport with the suspect.
- Ask the suspect for permission for any movement.
- Be calm and outwardly cooperative.
- Keep radios, TVs, computers, etc, off so suspect cannot see news reports.

Be patient
- Most hostage situations last 6-8 hours.
- Time is on your side.

When police arrive

- Assist them in a quiet, orderly evacuation away from the hostage situation.
- Wait for instructions from police that is is now safe to release students.

When situation is over, contact your area's school psychologist to initiate First Aid and Counseling for students and staff.

- Prepare a statement for parents.
  - Document incident thoroughly.
  - Any media contact should be handled directly from CORPORATE OFFICE. Do not take any interviews with TV, radio or make comments on blogs, Facebook, Twitter, or other social media/networking resources.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Continue to follow up with your area's school psychologist.
- Document incident thoroughly.

Violence on Center property can occur for a variety of reasons. It can be perpetrated by a student or another person outside in the community.
Once again, reasoning with the person may be difficult and precautions for personal safety should be taken into account.
These procedures should be followed in all cases.

CALL 911 when it is safe, or if anyone is in immediate danger.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Fights • Weapons • Shooting

Fights

Fights in the Building:

- Get fellow staff member's attentions regarding fight.
- Do not step in between people who are fighting.
- In a commanding voice say, "Stop! I am calling the police."
- **Call 911.**
- If necessary and safe to do so, move people and objects out of harm's way.
- Verbally instruct parties involved to go to different rooms.
- Call students by name.
- Students should not be visible to each other.
- Call parents of any individuals involved in fight who are under 18.
- Parents/guardians must pick up students involved in the fight if they are under 18.
- Take statements from all involved in the fight and from witnesses.
- Document incident and send to corporate, and obtain a copy of police report, and follow up with the police/sheriff.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Fights outside the Center (but visible from the Center):

- **Call 911**
- Inform other staff. Call Lead Teacher.
- All students should remain in the Center.
- Students who are not involved in the fight should be kept together inside the Center.
- In a commanding voice say, "Stop! The police have been called."
- Verbally instruct parties involved to separate. Call students by name.
- Bring any students involved back into Center, in separate areas, if safe to do so.
- Call parents of any individuals involved in fight who are under 18.
- Parents/guardians must pick up students involved in fight if they are under 18.
- Document the incident thoroughly.

If individuals fighting are not students:

- Remain inside.
- Lock doors.
- Do not attempt communication.
- **Call 911.**
- If the police are involved, follow up to learn what investigation reveals, and what the Center needs to do in future incidents.

Weapons Inside the Center

- **Call 911**
- Follow the authorities' instructions.

As soon as possible:
- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Weapons Outside the Center

- **Call 911**
- Initiate LOCKDOWN procedure.
- Move all students and staff away from windows and doors.
- Close blinds.
- Turn off lights.
- Follow authorities' instructions.
- Only release students when authorities say it is safe to do so.

As soon as possible:
- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Continue to follow up with your area's school psychologist.
- Document incident thoroughly.

Shooting

- REMAIN CALM.
- Do not confront the shooter.
- Assess the situation:
  - Is the shooter in the Center?
  - Has shooter been identified?
  - Has weapon been found and/or secured?
  - Initiate LOCKDOWN or EVACUATION.
  - If shooter has left, secure all exterior doors to prevent reentry.
  - Isolate the suspect and /or area.
  - **CALL 911**

Provide authorities with essential details:

- Suspect's description
- Location
- Weapons
- Number of persons involved
- Current status at Center – Lockdown, etc.
- Account for all students. Maintain order in Center. Wait for arrival/assistance from law enforcement.
- Assist police in entering the Center.
- Provide officers with critical information.
- Ensure injured persons receive medical attention.
- Keep crime scene secure. If a firearm is known to exist, do not touch it. Allow police to take possession of weapon.
- Isolate and separate witnesses.
- Notify parents/guardians.
- Do not talk to the media. Refer media inquiries to Corporate Office.

Once the Center is secure, and threat of danger has subsided:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist/Special Education Department for crisis intervention.
- Document incident thoroughly.
- Prepare letter for parents/guardian and OFY staff.
- Provide follow-up for staff through company's EAP program.

In all medical emergencies, swift response can make a difference between life and death.

CALL 911.

Medical Emergency • Allergic Reaction • Potential Suicide/Self Harm

Student/Staff Medical Emergencies

- **Call 911.**
- Follow their instructions.
- Call Lead Teacher/Regional Supervisor.

If a student is transported in ambulance:

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Allergic Reaction

Review health cards for your students, so that you are fully aware of any allergies, and what medication the student carries for use in emergencies. Be sure you are familiar with all laws/ restrictions about giving medication to students before administering any type of medication.

Signs of allergic reaction:

- Itching
- Rash or Hives
- Sneezing
- Localized swelling
- Swollen tongue
- Sweating
- Fright or shock
- Shortness of breath
- Vomiting
- Cough and hoarseness

Key items to keep in mind:

- CALL 911
- Follow their instructions.
- Remain calm.
- Assist in getting EPI-pen if student or adult carries one.
- Except for safety reasons, do not move the person having the allergic reaction.
- Notify Lead Teacher, Regional Supervisor, Director of Instruction, Corporate Office, and parent/guardian as soon as possible.

Insect sting

- If person is allergic to bee venom, CALL 911. Immediately administer EPI-pen, if they have one.
- Remove stinger immediately. Do not use tweezers, as they can squeeze a stinger, and can push more poison into the skin. Gently flick the stinger horizontally with a finger or credit card.
- Apply ice pack to affected area.
- Record time and site of insect sting, and any medicine administered. Attach to person's clothing.

Potential Suicide or Other Self-Harm

Because this situation requires specialized responses, your first action will be to contact the Director of Special Education Services or your area's school psychologist.

OFY's school psychologists provide specific intervention training on an on-going basis to new and veteran staff. The following information is a brief summary of some of the information/training that will be covered:

If a student should exhibit signs of self-harm, steps must be taken to protect that student.

If you suspect a student may harm him/herself, ask the student these following questions:

- Do you plan to harm yourself or someone else?
- What plan do you have?
- Do you have access to those items (e.g., pills, gun, etc.)?

If the answer to any of these, or other similar questions, is "yes", or if you are unsure, follow these procedures:

- Keep the student in the Center. Contact either the Director of Special Education Services, or your area's school psychologist. If neither one of these people is available, contact the Regional Supervisor, or Director of Instruction. Only release the student to a parent or guardian.
- If the student expresses despair but reports no plans or means to hurt him/herself, contact your area's school psychologist to alert them to your concerns and request that they talk with the parent and the student. The school psychologist will follow up with the student to determine her/his emotional status and what additional interventions might be needed.

Ongoing training by Special Education Services will provide teachers with intervention methods to be used with students who are experiencing severe emotional distress.

- If a student refuses to stay and walks off campus, **call 911** and explain the situation to the authorities. Be prepared to share the student's personal information, such as home address and parents' name.
- If a student has a weapon on him/her or has already taken steps to harm him/herself, **call 911.**

While you are waiting for the Director of Special education, school psychologist or supervisor, continue to engage the student. Here are a few suggestions to do while you are waiting:

- Encourage him/her to talk and listen to what they are saying. Keep comments and advice to a minimum.
- Encourage the student to write down their feelings.

Reminder! If the student refuses to remain with an adult until the school psychologist or the parent arrives, call 911!

Harassment, parent issues, restraining orders, or even the death of a classmate or staff member are issues that may affect the emotional health of a student. Great care must be taken in dealing with problems or situations as they arise so that the student(s) may continue to pursue their goals without conflict.

Harassment • Parent Issues • Restraining Order • Death

Harassment

Harassment includes, but is not limited to, physical(bullying), sexual, verbal, emotional, mental, or visual harassment. Keep in mind that "cyber bullying" is also considered harassment and must be taken seriously, and dealt with immediately. If a student, parent/guardian, or staff member feels they are being harassed and want to report it confidentially, or they feel their concerns are not being handled, please call the OFY Employee Hotline at (866) 689-4685 or Human Resources at (626) 685-9300.

If the student feels he or she is being harassed:

- Document what the student tells you.
- Inform the Regional Supervisor immediately.
- The Regional Supervisor will contact the appropriate parties for a meeting.
- Once the Regional Supervisor contacts the family, the alleged harasser may not come into the Center until the meeting occurs.
- Ensure the alleged victim and harasser(s) are not in the Center at the same time before the meeting occurs.

If a staff member reports harassment by another staff member or adult:

- Document what the person tells you. Obtain as much detail as possible – who, what, when, where, any witnesses, frequency of alleged harassment.
- Inform the Regional Supervisor, who will report the incident to corporate Human Resources.
- Review the Employee Handbook instructions on reporting alleged incidents of harassment.
- To the extent possible, protect the victim from further incidents and retaliation.

Parent Issues

- Listen!
- Provide immediate, direct, active, authoritative intervention.
- Recognize people in crisis as in a temporary state of disturbance.
- Communicate confidence in yourself.
- Communicate in a calm, organized way; help limit disorganization and confusion.
- Provide accurate information about the situation, i.e., answer questions.
- Accept every person's right to his/her own feelings.
- Attempt to calm the victim and relieve the anxiety and stress, but do not make unrealistic promises.
- Do not impose your methods of problem-solving upon them; exploring the person's own solutions will be most successful.
- Use active listening techniques.
- Accept your own limitations in a relief role; do not attempt to be all things to all people.
- Illicit the help of your Lead Teacher/Regional Supervisor.

Restraining Orders

We must abide by terms of restraining orders.

If the adult named in the restraining order tries to contact the student:

- Inform the adult they may not enter the Center.
- If they enter, or contact the student outside of the Center, remove the student to another room.
- Explain we must abide by the law.
- **Call 911** if the adult does not leave.
- Document the incident.
- Call the Lead Teacher/Regional Supervisor.

Death of a Student or a Staff Member

A student/staff member's death, whether the result of a car accident, homicide, suicide, or other causes, will have a deep impact on students and staff alike. Developing a communication strategy before such a tragedy occurs will help staff to know what to say to the student's family and the Center's community.

Key items to keep in mind:

- Verify the death and obtain as much information as possible.
- Contact Lead Teacher, Regional Supervisor, Director of Instruction, Deputy Supervisor, and Corporate Office as soon as possible.
- Contact the student's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family. OFY neither gives nor confirms information to the media or other entities.
- If the death occurred outside of Center days/hours, try to inform the staff prior to notification of the students.
- Contact your area's school psychologist and begin crisis intervention as soon as possible.
- Hold a staff meeting led by the leadership team as soon as possible to share details that are known, discuss notification of students, availability of support services, and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying students and sharing information about availability of support services.
- Prepare a parent/guardian information letter for students to take home.
- Meet w/Staff and crisis team to evaluate response and determine what additional resources might be needed.
- Continue to monitor staff and students for additional supportive needs.

For a civil disturbance, precautionary measures must be taken to keep students and staff from undue exposure to danger. Staff must remain calm to avoid provoking aggressions and to keep students in the Center, away from potential harm. Threat Level Red is determined by Homeland Security ADVISORY System and is specific to each community.

Civil Disturbance/Riot • Threat Level RED - Terrorist Attack or War

Civil Disturbance/Student Riot

For a civil disturbance, precautionary measures must be taken to keep students and staff from undue exposure to danger. Staff must remain calm to avoid provoking aggressions and to keep students in the Center, away from potential harm.

- Initiate LOCKDOWN, if warranted.
- Close and lock all doors.
- Close curtains and blinds.
- Move away from the windows to protect student from flying glass.
- Duck and cover.
- Call 911.
- Remain with students until the local authorities have said it is safe to leave.
- Maintain an accurate record of events, conversations and actions.

In a student riot situation, controlling the students that are threatening the safety and security of others is the primary task.

- Initiate LOCKDOWN, if warranted (see above). Notify police if assistance is needed.
- Call 911.
- Control student access to the Center. Move non-involved students away from the area of agitation.
- Communicate to students that they must stop the disruptive behavior immediately, and that further participation in the disruption may lead to suspension or arrest.
- Identify the reason/reasons for the disturbance.
- Provide a controlled opportunity for students to vent.
- Follow up with crisis intervention or counseling. Contact Director of Special Education Services.
- Notify parent/guardians about the incident, as appropriate.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Continue after-care with your area's school psychologist.
- Document incident thoroughly.

Threat Level Red/Terrorist Attack/War

Threat Level Red is determined by Homeland Security ADVISORY System and is specific to each community.

A terrorist attack may result in the following:

- Damage beyond the Center's boundaries.
- Victims who are contaminated or seriously injured.
- Widespread fear and panic.
- A crime scene to protect.

Key items to keep in mind:

- Keep Students Calm.
- Listen to the radio and television for current information and instructions.

Initiate appropriate ACTION for the specific situation:

- DUCK, COVER AND HOLD
- EVACUATION
- SHELTER IN PLACE
- TAKE COVER
- Do not release students unless told to do so by the appropriate authorities.
- Continue to monitor information on radio and television.

Who is in Charge and Who to Call

(Complete both copies of this list, and post detachable copy in a visible spot.)

In addition to the guidelines presented here, each Center will have specific needs, layouts and community resources. To accommodate differences in location, it is imperative that each Center add information that is pertinent and applicable to their site.

(Complete and post)

CENTER NAME _____

CENTER ADDRESS _____

CENTER PHONE NUMBER

_____

This Center's designated meeting place is:

_____

_____

(include specifics of location and an evacuation map)

Designated Emergency Coordinator _____

Designated Alternate _____

ORDER OF CONTACT FOR MANAGEMENT

1. Lead Teacher _____

2. Regional Supervisor _____

3. Director of Instruction _____

4. OFY Corporate Office _____

Emergency Phone Numbers • Student release procedure

COMMUNITY RESOURCES

(Complete both copies of this list, and post detachable copy in a visible spot.)

EMERGENCY: 911

All contacts current as of 4/2010

Local Police/Sheriff ....._____

Local Fire Station....._____

Emergency radio station....._____

County Emergency Operations Center....._____

Red Cross Emergency .....(888) 737-4306

OFY Corporate Office .....(626) 685-9300

Child Abuse Hotline .....(800) 540-4000

Or (800) 4-A-CHILD

Rape & Sexual Assault Hotline.....(800) 656-4673

Or (800) 339-3940

California Youth Crisis Line .....(800) 843-5200 (24 hours)

Suicide Prevention Crisis Line .....(800) 273-TALK

HIV & STD Testing (free & confidential) ....(800) 610-0346

CA HIV & AIDS Hotline.....(800) 367-2347

National Runaway Switchboard .....(800) 621-4000

Or (800) RUNAWAY

Teen Dating Abuse Hotline .....(866) 331-9474

Local Homeless Services and

Local Free/Low-cost Clinics .....www.lahsa.org/hotlines.asp

Poison Control.....(800) 222-1222

Alcohol and Drug Help Line .....(800) 229-7708

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DETACH AND POST NEAR PHONE

COMMUNITY RESOURCES

(Complete this list and post in a visible spot.)

EMERGENCY: 911

All contacts current as of 3/2010

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Local Fire Station....._____

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Local Homeless Services and

Local Free/Low-cost Clinics .....www.lahsa.org/hotlines.asp

Poison Control.....(800) 222-1222

Alcohol and Drug Help Line .....(800) 229-7708

Student Release Procedure

In case of an emergency, and to the extent possible, the following guidelines will be followed in releasing students:

No Student under 18 will be released from school unless a parent, guardian or authorized adult comes for them.

No student under 18 will be allowed to leave with another person unless the Center has prior written permission.

Student 18 and over will be allowed to leave on their own after the local authorities have said it is safe to do so.

All parents or designated adults who come to pick up students must provide a photo ID.

Release Process

Incident Commander (Supervisor, Lead, Emergency Coordinator or Designate)

- Notify Staff to evacuate and advise "This is not a drill!"
- Direct teachers and students to a pre-designated meeting place
- Analyze situation and re-evaluate evacuation spot to determine if students should be moved
- Assign emergency tasks to staff
- Determine need for medical and other assistance
- Determine search and rescue needs
- Reassess as situation changes
- Keep staff informed as to status of missing or injured students or staff
- Set up Student Release Station and assign team
- Establish a waiting places for parents/guardians
- Of missing or injured students, where they can meet with a school psychologist for crisis intervention
- Of students waiting to be released

All Center Staff

- Evacuate student to designated meeting area. MAINTAIN CALM.
- Take roll. Use the following code:
  A = Absent
  M = Medical for injured students
  U = Missing or Unaccounted for
  H= Transferred to medical facility or hospital (include name of facility)
- Report population assessment to Incident Commander
- Organize students in a group to stay together
- Monitor students' medical and emotional condition
- Conduct a secondary population assessment after about 10 minutes to check on any changes in student's medical or emotional condition

Student Release Team

(as assigned by Incident commander)

- Gather student lists from teachers and master roster (if available)
- Set up Release Station
- One Release Team Member should be a runner to locate students and bring them to the Release Station as parents arrive for pick up.
- As parents/guardians come for students, record child's name, and ask parent or guardian for a photo ID and to sign out the student, along with their relationship to the students:

Example:

Student	Parent/Guardian	Relationship	ID	Name and signature
John Smith	George Smith	Father	X	
Jo Garcia	Catalina Garcia	Mother	X	
Jessie Jones	Mary Brown	Guardian	X	

- Refer parents/guardians of injured or missing students to Incident Commander

Parent Notification

- The Incident Commander will initiate parent notification instructions to the Student Release Team. To the extent possible, phone calls will be made to the authorized parent or guardian, instructing them where and how to pick up their student.
- All students under 18 will remain under the supervision and care of the school until released to a parent or authorized designee
- Students will only be released to a parent, guardian or authorized adult listed on the student Enrollment/Emergency card
- Students must be signed out by a parent, guardian or authorized adult
- Students who are not picked up or who are unable to proceed home safely on their own, will be kept at the school or at a designed alternative shelter
- Parent should notify the persons designated as emergency contact for their child so that they are aware of such authorization and any medical needs of the child.
- Students over 18 may be released without parent authorization.

Options For Youth
Public Charter Schools

Job Safety Handbook

General Safety and Health Program
It is our goal to eliminate occupational injuries and illnesses and to provide a safe and healthy work place for all employees. The priority of workplace safety and health is of such importance that it is placed above operating efficiency and productivity whenever necessary.

To attain this goal, a job safety and health program has been adopted to provide information, training, and precautions concerning safe and healthy work practices applicable to the workplace in general, and to the more unique requirements of each job. The program also includes systems for investigating work-related injuries and illnesses, identifying and evaluating workplace hazards, and correcting unsafe work conditions.

To be successful, the program requires cooperation in all safety and health matters, not only between supervisor and employee, but also between each employee and his or her coworker. It is the obligation of every employee to comply with the requirements of the safety and health program at all times.

Employees who fail to adhere to job safety and health standards are subject to disciplinary action, including, but not limited to verbal reprimands, written warnings, suspension, and/or immediate discharge. The degree of discipline in any instance is at the sole discretion of management. Nothing in our job safety and health program, however, changes any other lawful employment policy or practice including the right of any employee or the employer to terminate employment at any time with or without cause or notice.

Reporting Unsafe Work Conditions
Employees have the RIGHT and OBLIGATION to report unsafe conditions, safety and health hazards, and safety violations of others. If you wish to make a report, it may be made orally to your supervisor or to another member of management, or you may submit a report in writing, either signed or anonymously. An Employee Report of Safety/Health Hazard form (a copy is located in the rear of this handbook) may be used for this purpose. All reports are considered whether or not they are signed. You also have the right to report any such matter to the appropriate state or federal Occupational Safety and Health agency. Employees who report unsafe work conditions or practices are protected by law and may do so without fear of reprisal.

Reporting Work-Related Injuries or Illnesses
All work-related injuries and illnesses, regardless of their type or seriousness, must be reported to management IMMEDIATELY. Ordinarily, a written report concerning the incident and a request for workers' compensation benefits, if applicable, are required. Employees who report work-related injuries and illnesses are protected by law and may do so without fear of reprisal.

It is illegal for any person to knowingly make any false or fraudulent statement or representation for the purpose of obtaining workers' compensation benefits. Certain acts, including, but not limited to violation of restrictions concerning drugs and/or alcohol, failure to properly report a work-related injury or illness, refusal to submit to medical treatment when such treatment is warranted, or failure to follow treatment directions of an attending health care provider may forfeit the right of an employee to workers' compensation benefits.

First Aid and Medical Attention

Proper treatment must be obtained for all injuries and illnesses, no matter how slight:

1. Basic first aid is ordinarily adequate treatment for minor cuts, abrasions, and similar injuries; more comprehensive emergency medical attention must be obtained in the case of more serious injuries or illnesses. The following actions should be taken as required by the extent of the injury:

    a) First aid should be administered if needed to control bleeding or prevent further injury. Persons who may have broken bones should not be moved unless absolutely necessary. If the victim is in contact with a live electric current, the electricity should be turned off before rescue contact is made.
    b) The appropriate emergency response personnel (fire department, ambulance, etc.) must be notified immediately if on-site medical attention and/or transport to an emergency hospital is required because of the seriousness of the injury.
    c) If, because of the lesser degree of injury, emergency response personnel is not needed for transportation, the injured should be transported for treatment to an approved licensed medical professional and/or facility approved by management.

2. If a toxic or hazardous material comes in contact with the body, the applicable treatment must be administered in accordance with the Material Safety Data Sheet for the substance. While chemical contact with the eyes or skin normally is treated by immediate flushing with water, there may be exceptions. MSDS instructions and professional medical advice must be followed.

General Safety Rules

A good safety record is the result of safe working conditions combined with an alertness to common sense safe and healthy work practices by all employees. Compliance with the following general safety rules can lead to injury and illness prevention:

1. Sound judgment and safe practices must be exercised in the work habits of all employees.

2. No person shall be knowingly allowed on the job with illegal drugs in his/her system or if his/her ability to safely perform the assigned task is impaired by the use of alcohol, prescription drugs, over the counter medications, or other foreign substances.

3. Personal safety protection equipment must be used as, and where, required by OSHA regulations and/or management.

4. Equipment is to be operated only by those authorized as a result of their knowledge, training, and experience.

5. Guards and safety devices installed over a point of operation, moving parts, power transmissions, or electrical connections must be in place at all times.

6. Fire protection and prevention practices, including the clearance of passage aisles and doorways, proper storage of flammable materials, and control of smoking and open flame, must be observed at all times.

7. In the event of fire, sound alarm and evacuate.

8. Upon hearing fire alarms stop work and proceed to the nearest clear exit. Gather at the designated location. For more information contact the designated emergency coordinator.

9. Only trained workers may attempt to respond to a fire or other emergency.

10. Exit doors must comply with fire safety regulations during business hours.

11. Never leave desk or cabinet drawers open that present a tripping hazard. Use care when opening and closing drawers to avoid pinching fingers.

12. Appliances such as coffee pots and microwaves should be kept in working order and inspected for signs of wear and tear, or fraying of cords.

13. Equipment such as scissor, staplers, etc. should be used for their intended purposes only and should not be misused as hammers, pry bars, screwdrivers, etc. Misuse can cause damage the equipment and possible injury to the user.

In addition to the general rules listed above and the practices listed in this Job Safety Handbook, other more specific safe and healthy work practices may apply to your assignment. If so, you are required to know and follow them carefully. All employees must comply with all laws, rules, and regulations concerning safe and healthy work practices as published by governmental agencies having jurisdiction over such matters.

Emergency Action

An Emergency Action Plan has been developed to designate the actions that must be taken to ensure employee safety in the event of fire, flood, earthquake, and other emergencies. It includes: 1) emergency actions to be taken as determined by the nature of the event, escape procedures, and emergency route assignments; 2) procedures to be followed by employees who remain to perform critical operations before they evacuate; 3) procedures to account for all employees after emergency evacuation has been completed; 4) rescue and medical duties for employees who are to perform them; 5) the preferred means of reporting fires and other emergencies; and 6) names or job titles of persons or departments who can be contacted for further information or explanation of duties under the plan.

SPECIFIC INSTRUCTIONS: As applicable to the facility in general and to specific work areas, the above information is posted and diagrammed (unique procedures and information may apply to specific work areas). All employees have the obligation to make themselves familiar with the procedures.

Workplace Security

VIOLENCE: Acts or threats of violence are not tolerated in the workplace. Any such behavior may result in offenders being removed from the premises; referral to law enforcement; and/or, if involving an employee, disciplinary action including immediate discharge. All violent acts and/or threats must be immediately reported to management; such reports may be made without fear of retaliation.

SUSPICIOUS PERSONS: All employees must be alert to persons whose actions or presence appear to be of a suspicious nature not typically expected of an ordinary employee or visitor. If there are doubts concerning the intentions of any such person, you should avoid the individual as best possible, quickly but quietly notify a supervisor, and/or follow other applicable security procedures.

KEYS: Keys to the premises, buildings, offices, or storage units must, at all times, be kept where they are securely in the possession of the employee to whom they are assigned; they should not be loaned to others and may not be duplicated.

ASSAULT BY AN INSIDER is a violent act or event by a current or former employee, supervisor, manager or other person who has had some employment-related involvement, such as an employee's spouse or significant other, relative or friend, or another person who has a dispute with an employee.
Every effort must be made to minimize the chances of such violent acts or events by performing the following: 1) all acts or threats of violence within the workforce must be immediately reported to management; 2) doors should be kept locked to prevent unauthorized persons from entering areas where they do not belong; 3) keys that allow access to work areas should be readily available for use in case of emergency; 4) any sign of agitated or hostile discussions between employees should be immediately reported to management; 5) alarm or warning devices should be used to alert others of the need for assistance; 6) employees should not enter any area or location where they feel threatened or unsafe; and 7) use of buddy systems to support, protect, and account for employees.

ASSAULT BY AN OUTSIDER is a violent act or event in the workplace (other than robbery) by a person (normally the recipient of a service provided by the organization such as a customer, student, etc.) who is not an employee and/or has no employment-related involvement with the employer.

Every effort must be made to minimize the chances of such violent acts or events by performing the following: 1) limit outsider access to designated public areas only; 2) maintain counters and/or physical barriers to create separation between employees and outsiders; 3) identify escape routes to be used in the event of violent acts or incidents; 4) communicate with outsiders in an effective and calm manner to diffuse hostile situations; 5) use warning systems to summons assistance and/or to notify others of security dangers; and 6) use buddy systems to support, protect, and account for employees.

LOCKDOWN: Lockdown is initiated to isolate students and school staff from danger. Lockdown is used to prevent intruders from entering occupied areas of the building. During, Lockdown, all exterior doors are locked and student and staff are to remain in the Center or designated locations at all times. No one is permitted to enter or leave during Lockdown. Students are instructed to lay down on the floor, and the doors are locked and all shades or blinds are closed When clearance is received, an all clear signal will indicate that is it is safe to unlock the doors and return to normal class routine.

ROBBERY is a violent act by persons (armed or unarmed) who enter the premises to commit a theft.

Every effort must be made to minimize the chances of robbery by: 1) keeping counters and unobstructed views from exterior windows; 2) to the extent possible, maintaining adequate lighting of the building and parking lots after dark; 3) employees being aware of activity outside the building and reporting suspicious persons or events.

During a robbery, employees must take steps to minimize the chance of personal injury by: 1) remaining calm and speaking to the robber in a cooperative tone; 2) not arguing or fighting with a robber, there should be no resistance whatsoever and money or demanded items should be handed over; and 3) moving slowly and explaining each move to the robber before the move is made.

Following robbery, actions must be taken to increase the chance of apprehending the robber/s: 1) employees should stay where they are until they are certain the robber(s) have left the premises; 2) all doors should be immediately locked and the police called; 3) a written description should be made of everything remembered about the robber(s) and the robbery; 4) until police arrive, doors should not be opened for anyone except known security or management personnel; and 5) no attempt should be made to follow or chase a robber.

General Work Environment

All work areas must be kept clean and orderly.

When meals are eaten on the premises, they must be eaten in areas where there is no exposure to toxic materials or other health hazards.

All spilled materials or liquids must be cleaned up immediately. Work surfaces must be kept dry or appropriate means taken to assure that surfaces are slip-resistant.

Waste, scrap, and debris must be stored safely and removed from the worksite regularly. 10 Toilets and washing facilities must be kept clean and sanitary.

Toilets and washing facilities must be kept clean and sanitary.

Individual heaters at work areas should be kept clear of combustible materials such as drapes or waste from waste baskets. Newer heaters which are equipped with tip-over switches should be used.

Fans used in work areas should be guarded. Guards must not allow fingers to be inserted through the mesh. Newer fans are equipped with proper guards.

Fire Prevention
NO SMOKING is allowed inside buildings, or outside within 20 feet of the premises

Fire extinguishers must be used as directed by the manufacturers' instructions. Standard classes are as follows: Class A - Ordinary combustible material fires.
Class B - Flammable liquid, gas or grease fires.
Class C - Energized-electrical equipment fires.

Fire doors and shutters must be unobstructed.

Proper clearance (18 inches) must be maintained below sprinkler heads and they must be protected by metal guards when exposed to physical damage.

Combustible scrap, debris, and waste must be stored safely and removed from the worksite promptly.

Flammable liquids must be kept in closed, fire-resistant containers when not in use or until removed from the worksite.

All spills of flammable or combustible liquids must be cleaned up promptly.

Electrical
All employees are required to report, as soon as practical, any obvious hazard to life or property observed in connection with electrical equipment or lines. Preliminary inspections and/or appropriate tests must be made to determine what conditions exist before starting work on electrical equipment or lines.

All machines, equipment, appliances, portable electrical tools, and extension cords must be grounded or have a grounding conductor as applicable.

Employees are prohibited from working alone on energized lines of equipment over 600 volts.

Lifting
Back injuries can happen as quickly as one wrong move. Lifting and carrying objects can be safer if: 1) when lifting items from below arm level, bend your knees, not your back, to lower your body to the object; 2) bring the load as close as possible to the body before lifting; 3) grip firmly with your hands (not just fingers) and keep your arms and elbows tucked in for more strength; 4) lift by letting your legs push you up, not your back; 5) be sure you can see where you are going and move slowly enough to avoid bumping into other objects; and 6) do not twist your body while carrying heavy objects; twisting is a major cause of injury. If you need to change directions, move your feet in that direction first.

Lifting is safest when you keep your back straight and your stomach muscles tight. Staying in good physical condition and getting proper exercise are also important.

Loads should be broken down to movable weights, routes planned, and legs used to do the work. If an object is too heavy, help should be obtained or a handcart or device used.

Ergonomics
Work should be performed in a position that eliminates eye strain and/or glare.

Work should be performed so that prolonged raising of the arms is not required and so that the neck and shoulders do not have to stoop to view the task.

Equipment should be positioned so that tasks can be performed comfortably; furniture should be adjusted and arranged to minimize strain on all parts of the body.

Work should be performed in a way that eliminates pressure points on parts of the body (wrists, forearms, back of thighs, etc.).

Computer monitors should be placed approximately 12 to 18 inches from the operators face with the top line of the display just below eye level. Positioning the screen to eliminate backlight and glare is helpful in eliminating eye strain. A document holder should be positioned at the same height as the screen.

Keyboards should be tilted to a comfortable angle that allows access to all keys. Wrists should be as straight as possible and elbows at a 90 degree angle so that the operator's hands and lower arms are parallel to the floor.

Chairs should be adjusted so that keyboard operators sit with their back straight and head level. Feet should be on the floor or on a footrest. The backs of knees should be at a 90 degree angle and slightly higher than the chair scat. The lower back should be supported to allow for a natural inward curve.

Before and periodically during computer monitor and keyboard use, the operator should stretch and exercise the hands and forearms.

Exits
All exit doors and passages must be clear and free of obstruction.
Exit signs, and their illuminating light source, must be kept clear of obstruction and in place at all times.

Walkways
Aisles and passageways must be kept clear of obstruction.

Materials spilled in walkways must be cleaned up immediately.

Materials or equipment must be stored in such a way that sharp projectiles will not interfere with walkways.

Materials must be stored so that adequate headroom is provided for the entire length of any aisle or walkway.

Stairs and Stairways
Handrails on stairways must be used to prevent falling; steps should be taken one at a time.
Slip resistant material applied on the surface of steps must not be removed.
Where stairs or stairways exit directly into any area where vehicles may be operated, barriers and warnings must be observed to prevent stepping into the path of traffic.

Hazard Communication (Right-to-Know)
Easy reference to important information regarding hazardous substances in the workplace is found on labels and in Material Safety Data Sheets (MSDS) for each such substance.

MSDS information includes: 1) the name of the substance and the name, address, and emergency telephone number of its manufacturer; 2) the substance's hazardous components, chemical ID and common names, worker exposure limits, and other recommended safe exposure limits; 3) a description of the substance's boiling point and melting point, vapor pressure, vapor density, and evaporation rate, solubility in water and specific gravity, and normal

appearance and odor; 4) the flash point, flammability levels, type of equipment needed to put out a fire, and special fire-fighting procedures to follow; 5) what happens if the substance is combined with other chemicals, air, or water, and what conditions to avoid; 6) possible health hazards, signs and symptoms of exposure, medical conditions generally aggravated by exposure, and emergency and first aid procedures; 7) what to do in case of a spill, leak, or any accidental release; waste disposal method; and precautions to be taken in handling and storing; and 8) the type of protective equipment and safe work practices to be used and followed when working with the substance.

You must review the MSDS before starting any job using a hazardous material about which you are not familiar. Read labels and the MSDS carefully, follow warnings and instructions, use correct protective clothing and equipment when directed, learn emergency procedures, and practice safe work habits. If you have questions about a hazardous material, ask your supervisor for a complete explanation. Failure to comply with the requirements of a MSDS may result in disciplinary action up to and including immediate discharge.

This description of the hazard communications standard is provided as a summary only. Full details, including a list of the hazardous materials known to be used in this organization, are attached to the employer's official Hazard Communication Plan. A copy may be obtained from your supervisor.

Vehicle Safety

Because vehicle accidents are a leading cause of work-related injuries and deaths, vehicle operation, while in the course of your employment, must display safe driving habits and not reflect exhibitions of speed or recklessness. Compliance with all local, state, and federal traffic laws is required.

You should drive defensively at all times by continually watching for hazardous conditions, understanding how to defend against them, and taking action in time to avoid problems. Keep your eyes and attention on the road and others, and adjust your speed and driving to changing weather and traffic conditions.

A full charged fire extinguisher, in good condition, with at least a 4 B:C rating must be maintained in each employee's transport vehicle.

Effective July 1, 2008, it is illegal to drive a motor vehicle while using a wireless telephone, unless using a telephone designed and configured for hands-free listening and talking. This offense would be punishable by a fine issued by law enforcement agencies.

This does not apply to a person who is using the cellular telephone to contact a law enforcement agency or other public safety entity for emergency purposes, or to an emergency services professional while he or she operates an authorized emergency vehicle.

Effective January 1, 2009, text-based communication while driving is prohibited as well, with the same penalties as using a cell phone while operating a vehicle. Specifically, the law prohibits writing, sending, or reading text-based communication – including text messaging, instant messaging, and e-mail – on a wireless device or cell phone while driving.

DRIVER LICENSES AND DRIVING RECORDS: All employees who, as a part of their duties, have need to operate vehicles on public roads must hold a valid, properly classed driver license and possess a driving record acceptable to management. Failure to do so may result in loss of driving privileges, change of assignment, or disciplinary action up to and including discharge.

SEAT BELTS: Employees are required to wear seat belts at all times when operating or riding in an employer-owned vehicle and/or when operating or riding as a passenger in any other vehicle during the course of their employment.

ALCOHOL AND DRUGS: The consumption of alcohol or drugs (even over-the-counter medications and prescriptions), can slow reactions, blur vision, reduce ability to determine distance, and impair judgment. It is, therefore, a violation of our safety policy for any employee to operate a vehicle with illegal drugs in his/her system or while impaired by alcohol, prescription drugs, or over-the-counter medication.

Housekeeping Assignments
Lights should be turned on before entering a dark room.

The contents of wastebaskets should be emptied into rubbish receptacles for disposal. Hands should not be put into a wastebasket.

To avoid electrical shock, hands should be dry before switching on lights or handling electric appliances.

Mops, brooms, buckets, etc. must be stored in safe places; they are not to be left in halls, passageways, or on stairs where they may cause falling accidents.

Hand Tools
All hand tools and equipment (both employer and employee-owned) used by employees at the workplace must be in good condition. Worn or bent tools must be replaced. Broken or fractured handles on any hand tool must be replaced promptly. Appropriate handles must be used on files and similar tools. Tool handles must be wedged tightly in the head of all tools. Tool cutting edges must be kept sharp so the tool will move smoothly without binding or skipping.

Portable Power Tools
Power tools must be used with the correct shield, guard, or attachment as recommended by the manufacturer.

ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING

EMPLOYER: **Options For Youth, Inc.**

I have received a copy of the Job Safety Handbook for the employer named herein. I acknowledge my obligation to read, understand, and comply with its contents and directives.

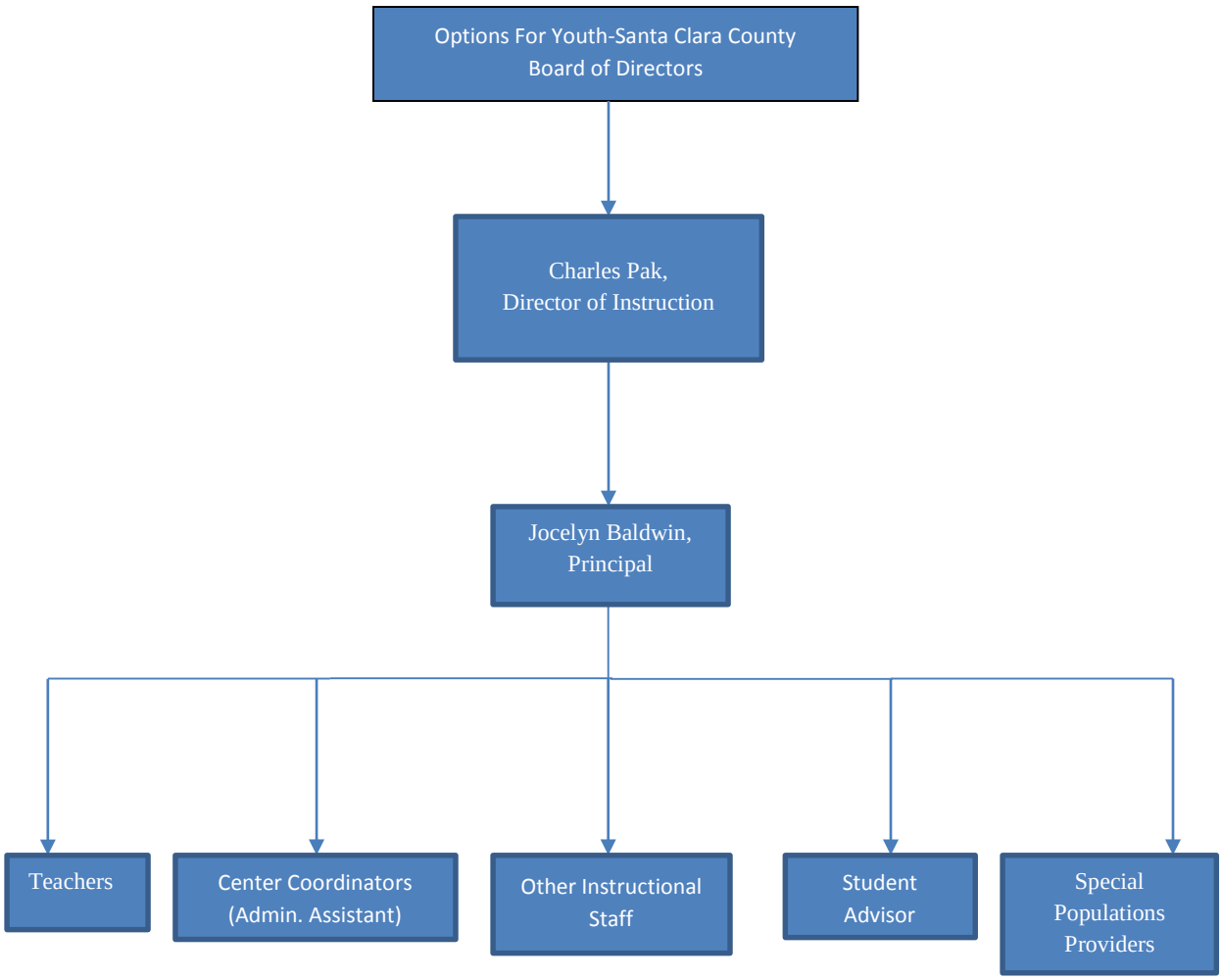
Name (Print): _____

Title: _____

Signature:_____

Date:_____

Options For Youth-Santa Clara County
Organizational Chart, Year One



Job Title:	**Area Teacher**			**Dept:**	**Instruction FTE: 1.00**
Reports To:	Assistant Principal	**Work Class:**	Credentialed	**FLSA Status:**	Exempt

General Summary:

Area Teachers are full time instructional teachers that support whichever specific charter needs instructional support. The Primary responsibility of this position is to teach our students with a personalized learning plan, making adjustments to match the students' ability levels and pace of learning. An Area Teacher provides direct instructional support 100% of the time. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but not limited to the following:*

- Provides instruction to students for a specific charter
- Administers and grades tests
- Tutors students that need help as requested by the teacher of record
- Supports all state testing by calling, proctoring, and helping
- Locates, prepares, passes out, and helps with curriculum
- Supports CAHEE preparations with students
- Helps audit and correct student files when requested
- Enter student work into student information system
- Helps with other activities within the center that supports the direct instruction of students

Knowledge, Skills and Abilities Required:

- Ability to connect with students and motivate them in a positive way
- Ability to communicate with co-workers and business contacts in a courteous and professional manner
- Strong organizational skills and attention to detail
- Ability to exercise reasonable judgment and maintain confidentiality
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision
- Ability to teach and delegate responsibility to students
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus
- Ability to travel as needed

Knowledge, Skills and Abilities Preferred:

- Working knowledge of MS Office.
- Experience working with high school age students preferred.

Education and Experience:

- BA/BS Degree
- CBEST
- California 30-day Substitute Teaching Credential or clear single or multiple subject credentials

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Job Title:	**Area Teacher Level II**			**Dept:**	**Instruction FTE: 1.00**
Reports To:	Principal	**Work Class:**	Credentialed	**FLSA Status:**	Exempt

General Summary:

The purpose of this position is to instruct students, support staff and the school in the initial preparation of student enrollment. This position will collaborate with local schools to acquire official student records and input information into our internal student record and attendance system. Will be responsible for auditing student files on a monthly basis and upon withdrawal from our program. This position will provide additional support to local sites as needed. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but not limited to the following:*

- Provides instruction to students.
- Prepare initial student file and paperwork (immunization records, planning guide and all enrollment paperwork).
- Obtain official student records from referring schools (Official transcripts, immunization records and state testing scores).
- Inspects and reports on status of student files upon student withdrawal.
- Prepares reports for Assistant Principal, Principal, and Director of Instructional Operations per set schedule.
- Performs additional audits requested by company Management.
- Assist in the training of new file requirements.
- Communicate with staff and supervisors
- Grading
- Assist staff with center organization
- Proactively manages personal schedule to support needs of center(s).

Knowledge, Skills and Abilities Required:

- Proficient in MS Office and experienced in ISIStrac or similar database system.
- Excellent written and oral communication skills.
- Ability to communicate in a courteous and professional manner.
- Strong organizational, interpersonal skills and attention to detail.
- Ability to follow up on task and commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines.
- Ability to travel as needed.

Knowledge, Skills and Abilities Preferred:

- Knowledge of state auditing independent study requirements for public charter schools.
- Teacher, coordinator, or other staff familiar with student file maintenance, auditing, accounting background, or education regulations background.
- Proficiency with computers and quick learner of in-company policies and of student record and attendance system.

Education and Experience:

- BA/BS Degree
- CBEST
- California clear single and preliminary multiple subject credential or California 30-day Substitute permit.

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Job Title:	**Assistant Principal**			**Dept:**	**Instruction FTE: .95**
Reports To:	Principal	**Work Class:**	Credentialed	**FLSA Status:**	Exempt

General Summary:

In addition to current teaching responsibilities of a reduced student load, this position is responsible for the direct supervision of assigned teaching staff and learning centers. Managing schedules of teachers, fills in with students, coordinates substitutes and teaches students. Responsible for teacher development and in services to help improve teacher performance. Responsible for academic and retention of students. This position is primarily responsible for delivering our educational program to ensure data driven; results based instruction for students in the implementation of the Common Core Standards. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but not limited to the following:*

- Instructs students in multiple subjects, using various teaching methods, audiovisual aids and other materials.
- Prepares outline for course of study, following curriculum guidelines or requirements of state and school.
- Administers test to evaluate pupil progress and records results.
- Keeps attendance records and maintains student files and transcripts.
- Meets with students and parents to discuss files and transcripts.
- Teaches students and coaches, supports, develops students and moves them toward graduation. Fills in when needed.
- Implements the ongoing training and development of staff, including regular teacher observation feedback, and goal settings.
- Facilitates questions or needs of teachers and school administrators (or directs them to the appropriate staff member).
- Communicates changes in policies or procedures to all assigned staff, including general announcements that effect center operations or staff involvement.
- Oversees the day to day operations in the centers, including the purchase and distribution of supplies.
- Monitors growth and makes appropriate recommendations to the Principal.
- Participates in faculty and professional meetings, educational conferences and teacher training workshops.
- Performs related duties such as student organizations or committees, assisting pupils in selecting course of study, or counseling students in adjustment and academic problems.
- Conducts annual reviews of all assigned staff in consultation with designated supervisor and/or others as appropriate.
- Performs other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to train, direct and delegate responsibility to staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy and professionalism.
- Superior knowledge of company policies, procedures, and program offerings, including use of curriculum, MS Office and company proprietary software (CSIS).
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Ability to travel as needed.
- Assists with other projects, functions and duties as assigned.

Education and Experience:

- Minimum high school diploma or its equivalent required
- Bachelor's degree and 30 day credential preferred
- One year experience in an administrative capacity preferred

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Job Title:	**Center Coordinator**			**Dept:**	
Reports To:	Principal	**Work Class:**	Non-Credentialed	**FLSA Status:**	Non-Exempt

General Summary:

The Center Coordinator provides the primary clerical and administrative support for an assigned learning center. They meet with enrolling students and parents, answers phones, explains company programs, inputs student information, and provides support for teachers and mentor teachers. The Center Coordinator orders curriculum supplies and maintains office inventory.

The primary goal of this position is to support and carry out the instructional leadership team goals of 100% student retention, 100% CAHSEE pass rates and all charters achieving a 9 or 10 compared to similar schools in a statewide average. This position provides direct instructional support.

Essential Functions include, but not limited to the following:*

- Maintains center waiting list and conducts public random drawing to select eligible students for enrollment when space becomes available.
- Responsible to help market/sell the program.
- Meets and greets students and potential students as they enter centers.
- Manages paperwork, scheduling, calling, and set-up for all student orientations, testing, and designated SGI classes.
- Administers, scores, and schedules all assessments for student placement including, but not limited to the pre- and posttests, graduation proficiency tests, and computer proficiency survey when applicable.
- May assist with registrar duties by securing and providing student immunization records, transcripts, IEP, LEP and free or reduced lunch documentation when applicable.
- May notify a student's district of residence (or applicable school) upon enrollment and withdrawal from the company.
- Maintains inventory and orders center office supplies, curriculum materials, and designated center and student forms.
- Stocks shelves and keeps supplies organized.
- Receives and puts away delivered center materials including, but not limited to, student orientation forms, workbooks, textbooks, and office supplies.
- Responsible for checking voicemail, delivering messages and re-scheduling student appointment times when necessary.
- Responsible for center cleanliness and tidying up center after each ½ day session. Helps keep the center bright, cheerful and welcoming for students.
- Assists teachers in answering phones, filing units and tests, and working with students when time permits.
- Calls to get students in for testing such as STAR.
- Acts as a receptionist for the center.
- Refers students with special needs for testing.
- May present initial orientation to all incoming students and parents.
- Answers questions on program enrollment eligibility
- May handle other duties and projects as assigned.

Knowledge, Skills and Abilities Required:

- Ability to connect with students and motivate them in a positive way.
- Ability to communicate with co-workers and business contacts in a courteous and professional manner.
- Strong organizational skills and attention to detail.
- Working knowledge of office equipment, especially the computer.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Ability to exercise reasonable judgment and maintain confidentiality.
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, use hands to finger, handle, or feel; reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include; close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

Education and Experience:

- Minimum high school diploma or its equivalent required
- Bachelor's degree and 30 day credential preferred
- One year experience in an administrative capacity preferred

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Job Title:	**Instructional Trainer**			**Dept:**	**Instruction**	**FTE: 1.00**	
Reports To:	**Principal**	**Work Class:**	**Credentialed**		**FLSA Status:**	**Exempt**	

General Summary:

Primary responsibility is to provide support for the Training Department, and develop/maintain new and existing training modules and to conduct various training sessions. This position provides direct instructional certificated support 100% of the time. This position is primarily responsible for delivering our educational program to ensure data driven; results based instruction for students in the implementation of the Common Core Standards. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Provide direct instruction to students.
- This is a support position to the individual region as well as the overall training program.
- Train all new teachers in the region Training Modules.
- Submit monthly reports to Principal and Company Trainer on trainings conducted, attendees, and completion.
- Attends quarterly meetings for the training program.
- Assists with providing support to the field staff regarding curriculum updates.
- Actively supports the work of Instructional Staff by maintaining accessible training and best practices information to their region.
- Liaison to members of Instructional Leadership and Staff, Curriculum Department, and Training Staff.
- Work with the Company Trainer to provide time management, instructional strategy, and organizational support to new teachers.
- Works to support all teachers in their region with file management, instructional, and organizational skills as needed.
- Will be required to carry a student load, the size of which will be determined by the Principal.
- Other duties as required.

Knowledge, Skills and Abilities Required:

- Superior knowledge of Company policies, procedures, and program offerings, including use of curriculum, MS Office and Company proprietary software (Isistrac).
- Ability to clearly communicate and present ideas to a group
- Excellent team working skills

Education and Experience:

- BA/BS Degree
- California clear single or preliminary multiple subject teaching credential
- MA/MS Degree Preferred
- At least 12 months of company teaching experience.

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Options For Youth
Public Charter Schools

Job Title:	**Math Intervention Specialist**		**Dept:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The primary goal of this position is to support and carry out the instructional leadership team goals of 100% CAHSEE pass rates and all charters achieve a 9 or 10 compared to similar schools in a state wide average. The Mathematic Intervention Specialist is a qualified teacher of mathematics who works specifically with students who require strategic and intensive intervention. The focus of the intervention specialist is to develop a student-centered system of intervention that effectively works to close the achievement gap in mathematics. The goal of the intervention specialist is to ensure that the students are able to master grade level standards and curriculum by instruction students who have not met mathematics standards. This position will be able to provide direct instruction to students 6 hours a day.

Essential Functions include, but not limited to the following:*

- Instructs students in Math within a small classroom environment and/or 1 on 1 situation both in the designated math room and in the main area of the center
- Understands how to collaboratively plan with instructional staff to effectively analyze and use data to implement intervention programs
- Uses technology for instructional planning, i.e. creating reports and using data plan lessons
- Continuously monitors progress of students receiving intervention services, in order to adjust instructional practice and student grouping
- Provides support for all levels of mathematics including upper subject areas such as Statistics and Pre-calculus
- Maintains tracking system which indicates student appointment times, progress, and areas of improvement
- During open times, work to create step-by-step solution manuals for the center
- Keep the work area neat and clean
- Meets with students on a regular basis to discuss areas of development
- Monitors student performance within the areas of class work, attendance and discipline as needed

Knowledge, Skills and Abilities Required:

- Demonstrates knowledge of scientifically based mathematics instruction specifically related to middle and high school grade students
- Ability to communicate effectively, verbally and in writing, with teachers, co-workers, and business contacts in a courteous and professional manner
- Strong organizational skills and attention to detail
- Ability to work as a team player with colleagues and administrators
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision
- Ability to organize a variety of tasks locally and in different geographic areas
- Ability to handle daily classroom instruction

KNOWLEDGE, SKILLS, AND ABILITIES PREFERRED:

- Proficient computer knowledge and previous experience with Microsoft software
- Ability to share life experiences with students in relation to the class content
- Ability to engage, motivate, support, and encourage at-risk students coming from a variety of educational, socio-economic and cultural backgrounds
- Provides an energetic classroom presence and tutoring
- Ability to provide an example of strong self-esteem, confidence and leadership

Education and Experience:

- BA/BS Degree
- California 30-day Substitute credential

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Job Title:	**Math Tutor**		**Dept:**		
Reports To:	**Lead Teacher**	**Work Class:**		**FLSA Status:**	**Non-Exempt**

General Summary:

The primary goal of this position is to support and carry out the instructional leadership team goals of 100% CAHSEE pass rates and all charters achieve a 9 or 10 compared to similar schools in a statewide average. Primary responsibility is to assist teachers in teaching the necessary concepts to students within the designated math units. Provides direct non-certificated instructional support 100% of the time.

Essential Functions include, but not limited to the following:*

- Provide open tutoring as scheduled both in the math room and in the main room of the center
- Clearly post and market availability of tutoring along with schedule
- Maintain a consistent schedule as arranged with their supervisor
- Support the teachers
- During open times, work to create step-by-step solution manuals for the center
- Keep the work area neat and clean
- Instructs students in Math within a small classroom environment and/or 1 on 1 situation.
- Communicates with AR (Academic Recovery) teachers, advising them on the conduct and performance of their students while they are participating in any classroom instruction.
- Meets with students to discuss areas of development.
- Counsels students in subject area concerns.
- Monitors student performance within the areas of class work, attendance and discipline as needed.

Knowledge, Skills and Abilities Required:

- Ability to communicate effectively, verbally and in writing, with teachers, co-workers, and business contacts in a courteous and professional manner.
- Strong organizational skills and attention to detail.
- Ability to work as a team player with colleagues and administrators.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Access to daily reliable transportation.
- Ability to organize a variety of tasks locally and in different geographic areas.
- Ability to handle daily classroom instruction.

KNOWLEDGE, SKILLS, AND ABILITIES PREFERRED:

- Proficient math knowledge thru Algebra II and Geometry.
- Proficient computer knowledge and previous experience with Microsoft software.
- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support and encourage at-risk students coming from a variety of educational, socio-economic and cultural backgrounds.
- Provide an energetic classroom experience and tutoring.
- Ability to provide an example of strong self-esteem, confidence, and leadership.

Education and Experience:

- Minimum high school degree.

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Job Title: Principal **Dept:** Instruction

Reports To: Director of Online Education **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

The prime directive of this position is to accomplish the goals of the Instructional Leadership Team which includes: achieving scores of 9 or 10 on the API in the charter, and reaching 100% passage of the CAHSEE and 100% retention. The Principal is an integral part of the structure of Opportunities For Learning Public Charter Schools. It is both a field position and a corporate position. This position provides direct certificated instructional support 80% of the time. The responsibilities of the Principal are classified in 4 categories:

Essential Functions include, but are not limited to the following:*

Personnel Management

- Working within company guidelines to hire, train, and supervise teaching staff.
- Evaluating teacher performance and serving as a contact person for problem resolution or guidance.
- Conducts in-service training programs and supervises new staff development.
- Conducts weekly center visits to provide support to Lead Teachers and staff.
- Assists the Director of Instruction in identifying and grooming new management candidates.
- Monitor and anticipate staffing vacancies and/or FTE needs. Conduct interviews

Financial Management

- Controls student enrollment numbers for all centers within the assigned area, including actively seeking referrals from surrounding schools.
- Monitors the expenses of the centers of responsibility.
- Weekly monitoring of teacher data input to ensure accurate ADA reporting.
- Creatively seeks methods of maximizing the utilization of centers.

Quality Educational Progress and Compliance

- Directs teaching staff to provide educational and vocational guidance for students.
- Supervises State mandated tests to ensure quality and compliance.
- Manages the bi-monthly and year-end audits for centers of responsibility.
- Works with the Director of Educational Operations to ensure area's compliance with Special Education.
- Works with teachers to resolve student and parent conflicts as needed.

Building the Business

- Monitors and reports area growth to strategize with Director of Instruction and Director of Finance.
- Liaison with local school district personnel, assigned area, and corporate staff.
- Supports Director of Business Affairs in establishing contacts for new contracts in areas of responsibility and community.
- Supervises the set up of new learning centers in area of responsibility.
- Coordinate with other department managers to meet various needs of the centers

Knowledge, Skills and Abilities Required:

- Ability to train, direct and delegate responsibility to staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Knowledge of virtual schools or distance learning and educational technology
- Ability to synergize with colleagues and corporate staff to manage and monitor the growth of the company.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills, team building skills, and leadership development.
- Excellent oral and written communication skills.
- Ability to do formal presentations to districts regarding the company philosophy and educational beliefs.
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office and database management.
- Supervisory or managerial skills.
- Ability to travel as needed.

Education and Experience:

- Minimum BA degree or equivalent.
- Previous experience as a lead teacher or equivalent preferred. Managerial experience in an educational setting.
- Minimum 6 months company teaching experience preferred.

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Job Title:	**Small Group Instruction Teacher**		**Dept:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Small Group Instructor represents the direct instruction portion of the blended program at our school. The Small Group Instructor delivers lesson plan-based instruction in a classroom setting to an average class size of about 15-20 students. SGI's offer instruction in Math, ELA, Science and test prep and are the content experts for their center. This department serves students by providing instruction with excellence, rigor and high expectations for students to achieve college and career readiness.The primary goal of this position is to support and carry out the instructional leadership team goals of 100% retention, 100% CAHSEE pass rates and all charters achieve a 9 or 10 compared to similar schools in a state wide average so that students benefit from a well-rounded, academically rich education. This position is primarily responsible for delivering our educational program to ensure data driven, results based instruction for students in the implementation of the Common Core Standards.

Essential Functions include, but are not limited to the following:*

- Masters instruction using an array of teaching strategies and technologies
- Utilizes educational technology and media to enhance learning
- Chats in virtual discussion threads and manages small groups of students to meet individual needs
- Facilitates collaborative grouping and keeps learning management system organized and updated
- Lesson plans a differentiated curriculum to ensure student success
- Teaches for mastery of the Common Core Standards
- Uses assessments and data to influence instruction for student success
- Keeps grade, attendance and retention records
- Provides targeted interventions for special education students and English Language Learners
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops. Meets with students and parents to discuss student progress and problems.
- Participates in related activities, such as student organizations or committees.
- Assists with State mandated student testing.
- Assists with bi-monthly and year-end audits.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Performs other administrative functions and duties assigned.

Knowledge, Skills and Abilities Required:

- Ability to teach and delegate responsibility to students.
- Educational technology, digital teaching, or online teaching and/or learning experience or education preferred
- Highly-knowledgeable in Single Subject content area
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office and database management
- Must be able to travel up to 30% of the time.
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

Education and Experience:

- NCLB compliant Single Subject Teaching Credential

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Job Title:	**Special Education Teacher**		**Dept:**	**Special Education**	
Reports To:	**Principal**	**Work Class:**		**FLSA Status:**	**Exempt**

General Summary:

The primary responsibility of the SPED teacher is to provide instruction and other related services to Special Education students. The SPED Teacher will also facilitate diagnostic assessment including administration, scoring and interpretation. SPED teachers will review and revise IEP's as needed. The Special Education teacher will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans and support other academic programs as needed. The Special Education teacher will work under the leadership of the Principal and the Director of Instruction.

Essential Functions include, but are not limited to the following:*

- Provide instruction to students with special needs and identified learning disabilities in a Special Education teacher program
- Tutor individual and small groups of students, reinforcing language and reading concepts
- Administer and score individual and group tests
- Schedule IEP meetings, coordinating schedules with parents, general education teacher(s), administrator, and all appropriate special education staff
- Conduct IEP meetings
- Communicate and coordinate special needs evaluation and testing with speech teacher, counselor, and other service providers.
- Communicate with parents regarding individual student progress and conduct
- Maintain progress records and record progress toward IEP goals
- Record progress within the independent study program
- Perform other duties in support of the Special Education teacher program
- Support other academic programs offered within the independent study program

Knowledge, Skills and Abilities Required:

- Special Education teacher license
- Ability to teach students of grades 6-12
- Ability to work with student of all ages
- Ability to understand, adopt, and support the independent study program, concepts and their philosophies
- Ability to organize and present ideas effectively in oral and written form.
- Ability to make skillful decisions
- Ability to work under pressure and meet deadlines
- Ability to operate a PC computer, word processor, copier, FAX, and other office machines.

Education and Experience:

- Minimum BA degree or equivalent.
- Active Licensure in TN with an endorsement in Special Education is required

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Job Title:	**Student Advisor**			**Dept:**	**Instruction**
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

This position will be the primary resource for students and teachers regarding post-secondary options. They will help students realize post-secondary options by meeting individually with students, using data, conducting workshops and designing activities that will increase the number of college-bound students each year. This position provides direct certificated instructional support 100% of the time.

Essential Functions include, but are not limited to the following:*

- Meets one-on-one with students (and parents, if required/desired) to discuss post-secondary goals; assists teachers in creating individualized plans for students to reach their goal(s).
- Acts as the primary contact for district ROP and vocational programs
- Monitors overall attendance, GPA and expectations for graduation
- Coordinates workshops or seminars quarterly to help inform students and teachers of their post-secondary options and equip students with specific skills required for post-secondary life (i.e., interviewing skills, filling out job or college applications, etc.). Workshops/seminars may include guest speakers and other resources such as “college fairs”.
- Creates timely hand-outs (or posters) for teachers and students regarding requirements for specific options for students.
- Sets goals for the number of college-bound students each year. Track graduates to verify post-secondary activities.
- Obtains knowledge of the current UC A-G requirements and communicate with students and teachers.
- Tracks senior credit progression monthly to ensure students and teachers know what is required from each student for timely graduation.
- Monitors and informs area of SAT and ACT testing sessions, including an accurate master SAT and ACT testing calendar.
- Provides students resources for SAT and ACT preparation; facilitate SAT and ACT prep classes on site when appropriate.
- Stays up to date on, and inform students, parents, and teachers of the latest financial aid and scholarship information.
- Maintains post-secondary boards in centers.
- Interviews students with 200+ credits to ensure students are following their post-secondary path and are aware of the needed requirements.
- Reports post-secondary data to Assistant Superintendent and Director of Instruction annually.

Knowledge, Skills and Abilities Required:

- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office and database management
- Prefer bi-lingual in English and Spanish**.**

Education and Experience:

- Bachelor’s degree.
- Valid California PPS credential or currently enrolled in a PPS program.

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Job Title:	**Teacher-California**		**Dept:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Teacher is our most important resource. Their duties are to ensure that a student receives quality instruction, makes educational progress, and reaches their academic goals. Teachers are primarily responsible for delivering our educational program. This position is primarily responsible for delivering our educational program to ensure data driven, results based instruction for students in the implementation of the Common Core Standards.

Essential Functions include, but are not limited to the following:*

- Instructs students in multiple subjects, using various teaching methods, technologies, audiovisual aids and other materials.
- Prepares outline for course of study, following curriculum guidelines or requirements of state and school.
- Assists pupils in selecting a course of study.
- Counsels students in adjustment and academic problems.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops. Meets with students and parents to discuss student progress and problems.
- Participates in related activities, such as student organizations or committees.
- Administers tests to evaluate pupil progress assesses student work product and record results.
- Maintains attendance records, student files, and transcripts.
- Assists with State mandated student testing.
- Responsible for file maintenance in preparation for random, bi-monthly, and year-end audits.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Performs other administrative functions and duties assigned.
- Provides live instruction to students in a virtual environment
- Manages several administrative and educational programs for digital teaching and learning

Knowledge, Skills and Abilities Required:

- Ability to teach and delegate responsibility to students.
- Educational technology, digital teaching, or online teaching and/or learning experience or education preferred
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Superior organizational and record keeping skills.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office and database management.

Education and Experience:

- Minimum BA degree or equivalent.
- Valid California Clear or preliminary teaching credential

*The specific statements shown in each section of this description are not intended to be all-inclusive. They describe the general nature and level of work being performed and represent typical elements and criteria considered necessary to perform the job successfully. The Company retains the discretion to add to or change the duties of the position at any time.

Job Title	Salary Minimum	Salary Maximum	Incentive	Retirement	Vacation	Sick Time
Area Teacher	$39,000/yr	$39,000/yr	N/A	403b	17-24 days	24 Hours
Area Teacher Level II	$39,000/yr	$48,000/yr	$5,000.00	403b	17-24 days	24 Hours
Assistant Principal	$57,000/yr	$80,000/yr	$15,000.00	403b	17-24 days	24 Hours
Center Coordinator	$15.50/hr	$20.00/hr	$500.00	403b	17-24 days	24 Hours
Instructional Trainer	$52,000/yr	$72,000/yr	$9,000.00	403b	17-24 days	24 Hours
Math Intervention Specialist	$43,000/yr	$64,000/yr	$9,000.00	403b	17-24 days	24 Hours
Math Tutor	$14.00/hr	$18.00/hr	N/A	403b	17-24 days	24 Hours
Principal	$80,000/yr	$110,000/yr	$23,200.00	403b	17-24 days	24 Hours
Small Group Instructor	$49,000/yr	$73,000/yr	$7,000.00	403b	17-24 days	24 Hours
Student Advisor	$52,000/yr	$70,000/yr	$9,000.00	403b	17-24 days	24 Hours
Teacher	$46,000/yr	$67,000/yr	$9,000.00	403b	17-24 days	24 Hours
Special Education Specialist	$54,000/yr	$72,000/yr	$7,500.00	403b	17-24 days	24 Hours

Performance Review

PURPOSE: To assess individual accomplishments; motivate by giving direction, recognition and encouragement; provide a review of performance and set goals for future performance.

SECTION 1 – EMPLOYEE INFORMATION

Name:		Job Title:	
Location:		Date of Hire:	
Review Date:		Review Period:	

PERFORMANCE RATINGS

Unacceptable	Needs Improvement	Effective	Highly Effective	Among the Best
(**Significantly** below standards)	(Does not meet standards)	(Meets standards)	(Exceeds standards)	(Significantly exceeds standards)
0	1 - 4	5 - 8	9	10

SECTION 2 – PERFORMANCE FEEDBACK

1. LEADERSHIP:

Unacceptable	Needs Improvement	Effective	Highly Effective	Among the Best

Areas of Strength/Accomplishment:

Areas of Growth:

2. QUALITY OF WORK/RESULTS:

Unacceptable	Needs Improvement	Effective	Highly Effective	Among the Best

Areas of Strength/Accomplishment:

Areas of Growth:

3. EMPLOYEE RELATIONS:

Unacceptable	Needs Improvement	Effective	Highly Effective	Among the Best

Areas of Strength/Accomplishment:

Areas of Growth:

4. PROFESSIONALISM:

Unacceptable	Needs Improvement	Effective	Highly Effective	Among the Best

Areas of Strength/Accomplishment:

Areas of Growth:

5. ACHIEVING GOALS:

Unacceptable	Needs Improvement	Effective	Highly Effective	Among the Best

Areas of Strength/Accomplishment:

Areas of Growth:

6. PERFORMANCE SUMMARY:

Unacceptable	Needs Improvement	Effective	Highly Effective	Among the Best
0	**0**	**0**	**0**	**0**

Areas of Strength/Accomplishment:

Areas of Growth:

OVERALL RATING	**0**

SECTION 3 – AGREED EMPLOYEE GOALS

Write specific attainable goals/objectives for the employee to achieve during the next review period. Include quantitative and qualitative performance indicators, such as time, deadlines, budget goals/savings, knowledge, skills, abilities or changes to be implemented. *Establish a priority (1, 2, 3, etc.) and weight (must total 100%) for each goal.*

DESCRIBE GOALS/OBJECTIVES/RESULTS TO BE ACHIEVED	PRIORITY	WEIGHT
	1	50%
	2	25%
	3	15%
	4	10%

SECTION 4 – ACKNOWLEDGEMENTS

Employee Comments

Were you given an opportunity to complete the self-evaluation? Yes_____ No_____

Did you complete it? Yes_____ No_____

Enter any comments you wish to make about your performance discussion.

I have received a copy of this performance review and have had the opportunity to discuss it with my supervisor.

Employee Signature:_____ Date:_____

Conducted by: Name:_____ Title:_____

Signature:_____ Date:_____

HR's review prior to Appraisal Discussion: _____

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	Rating Group #1		60%					
	UN=0	NI=1-4	E=5-8	HE=9	AB=10			
Leadership	0	0	0	0	0	TOTAL	0	x 2 = 0
Employee Relations	0	0	0	0	0			
Professionalism	0	0	0	0	0			
	Rating Group #2		30%					
	UN=0	NI=1-4	E=5-8	HE=9	AB=10			
Quality of Work/Results	0	0	0	0	0	TOTAL	0	x 3 = 0
	Rating Group #3		10%					
	UN=0	NI=1-4	E=5-8	HE=9	AB=10			
Achieving Goals	0	0	0	0	0	TOTAL	0	x 1.0 = 0

		Needs Improvement	Effective	Highly Effective	Among the Best	Performance Summary Total	0
NEW OVERALL RATING	0	NI ≤ 49	E = 50-87	HE=88-94	AB = 95-100		

SUPERVISORY REVIEW CONSIDERATIONS:

Listed below are a number of traits, abilities and characteristics (Performance Factors/Standards) that are important for an ***effective*** job performance. Carefully evaluate each factor separately. Remember, you are reviewing the employee's performance for the entire review period. Provide staff with areas of strength and areas of growth in each of the 5 categories.

Then assign each section a rating based on the following rating scale:

Ranking	Description of Ranking	Rating
Unacceptable	Employee performance does not meet standards.	0
Needs Improvement	Employee performance is significantly below standards.	1-4
Effective	Employee performance meets standards.	5-8
Highly Effective	Employee performance meets, and exceeds standards.	9
Among the Best	Employee performance significantly exceeds all expectation.	10

1. LEADERSHIP

A. Ability to develop an environment that fosters confidence and respect, and supplies direction to others. Ability to provide opportunity for open communication at all levels.

B. Coach/Motivate Employees: degree to which supervisor provides help to others; gives candid and regular feedback on performance; gives employees support to succeed and provides opportunities for employees to realize their full potential; takes responsibility for developing and improving the contribution of each employee.

C. Encourage Teamwork: ability to establish common objectives with joint accountability among team members; develop two-way communication and a feeling of group identity; encourage conflict resolution; maintain and promote positive morale and productivity. Achieve buy-in when promoting a shared vision and/or new programs/initiatives.

D. Effective Delegation: delegates company's objectives by giving employees appropriate authority and responsibility to act.

E. Problem Solving/Judgment: identify real/potential problems or likely consequences of actions/events. Ability to logically analyze alternative solutions, taking risks into account; defend the alternatives selected and act upon it.

F. Completes areas performance reviews on time.

2. QUALITY OF WORK/RESULTS:

A. Achieving goals related to ADA projections, Utilization, Audit Scores, Graduation rates.

B. Achieving goals related to CAHSEE passage rates, API scores, and proficiency levels.

C. Planning/Organization: ability to set priorities, organize projects, create workable schedules and delineate short-term and long-term goals. Ability to plan for the future; evaluating project resource needs, formulate and evaluate new ideas.

D. Job Knowledge: demonstrates understanding of job and work procedures necessary to successfully perform assigned tasks and position responsibilities. Keeps abreast of new methods and technologies.

E. Staffing: ability to conduct a thorough selection process, select well-suited applicants, and train them effectively.

F. Works with corporate and support departments effectively and meets external timelines (ie:timesheets, perf reviews, projections, exp. reports, etc…)

3. EMPLOYEE RELATIONS:

A. Addresses Performance: ability to give effective and timely performance appraisals; give credit/recognition for success in monetary and non-monetary forms. Ability to correct substandard performance when it happens.

B. Supports Reasonable Risk-Taking: create an environment where employees are willing to take actions where outcomes are less certain, but where potential rewards are greater; give credit when efforts succeed, give support/feedback when not achieved.

C. Interpersonal Relations: interactions with others, responses to suggestions/criticism; maintaining a spirit of cooperation and respect.

D. Manage Diversity: understands the work force is made up of people with great diversity of values, opinions, backgrounds and goals. Finds individual motivation of each employee and taps into it. Maintains high standards regardless of the people who are managed.

4. PROFESSIONALISM:

A. Dependability – Degree to which employee can be relied on to independently meet work commitments/deadlines with a minimum degree of supervision. And to follow through on tasks to completions.

B. Communication – ability to effectively speak, write & listen with all stakeholders with a spirit of cooperation & respect. Provides timely and concise information to employees; ability to understand and convey key issues; anticipates informational needs.

C. Sets the professional example for neatness, appropriateness of dress, appearance, demeanor, conduct, tact, and maturity. Realizes that his/her actions reflect on the company in all aspects of business; consider impression the individual makes on others, both inside and outside the company.

D. Safety: understands, supports and enforces company safety policy and complies with OSHA regulations.

E. Holds and maintains appropriate credentials/qualifications for the position.

5. **ACHIEVING GOALS:**

A. Progress on previous years' goals. Degree to which goals set during last evaluation period were achieved and improvement was shown in areas needing development.

B. Establishing professional goals and pursuing opportunities to grow from previous year.

6. **PERFORMANCE SUMMARY**:

A. Overall ability to achieve desired objectives and results.

B. Summarize areas of strength.

C. Summarize areas of growth.

Self-Evaluation

Employee Name:		Job Title:	
Location:		Hire Date:	
Supervisor:			

These questions can help you prepare for your review to discuss your performance, progress and plans for future growth. Each of the questions below corresponds to the applicable Considerations sheet for your position. Using the Considerations sheet as a guideline please respond to each section below with your areas of strength/accomplishment, and how you can grow further. Please note that the considerations sheets are not always tailored specifically to a unique position but rather a group of positions that share common characteristics. Because of this you may see considerations listed that are not applicable to your specific title. In cases such as these please address each area as best you can.

If you do not already have a copy of your positions considerations sheet, please contact your leadership team or a member of the HR department.

Once drafted, please give a copy to your supervisor.

1. Job Knowledge:

Areas of Strength/Accomplishments:

Areas of Growth:

2. Quality of Instruction/Work/Compliance:

Areas of Strength/Accomplishments:

Areas of Growth:

3. Student Progress or Quantity of Work:

Areas of Strength/Accomplishments:

Areas of Growth:

4. Professionalism:

Areas of Strength/Accomplishments:

Areas of Growth:

5. Achieving Goals: Progress on last year's goals (if applicable):

What new goals and standards should be established for the next review period? Which old ones need to be modified?

6. How could my supervisor help me do a better job?

7. What resources, experience or training do I need to improve myself and do my job better?

8. What are my long-term (2-5 years) career goals?

9. What other topics would I like to discuss in my upcoming review?

Employee Signature Date

Options for Youth Public Charter Schools
San Juan

320 North Halstead Street, Pasadena, CA 91107 • www.ofy.org

Local Control and Accountability Plan (LCAP) and Annual Update
2015 – 2016

Contacts: Jesus Franco, Assistant Superintendent jfranco@ofy.org | (626) 685-9300
Laura Sloan, Ed.D., Assistant Superintendent of Educational Programs lsloan@ofy.org | (626) 685-9300

Options for Youth Mission Statement

Options for Youth Public Charter Schools are exemplary models of successful blended learning programs. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are a supportive environment where all stakeholders are successful.

History

Options for Youth Public Charter Schools grew out of the dream and passion of educators John and Joan Hall. The former Los Angeles Unified School County teachers have always shared a special commitment to providing educational alternatives for at-risk students.

John Hall earned his Bachelors of Science and Lifetime California Teaching Credential from California State University, Northridge and continued in his education to study for the ministry at Princeton Theological Seminary before deciding to follow his passion for education. He accepted a teaching position at Hollywood High School, where dropouts and failing students were commonplace, and later became an Assistant Dean of Students.

Joan Hall earned her Bachelors of Science and Lifetime California Teaching Credential from the University of California at Los Angeles. She was gifted in helping students with special needs and taught elementary school and special education in the Watts area of Los Angeles for more than ten years.

The Halls believe that some students are better suited to alternative forms of education. Options for Youth marks the realization of their dream—a dream that involves using the best of American creativity and innovation to provide outstanding public educational options for all children.

Since 1987, Options for Youth has helped thousands of young men and women find the courage and discipline to re-engage in their education, earn a high school diploma, and follow their own dreams after graduation, including the pursuit of post-secondary educational opportunities.

Educational Philosophy

Options for Youth believes that an educated person in the 21st century will be a lifelong learner possessing the following skills necessary to meaningfully contribute to society at-large:

1. Initiative and self-direction
2. Flexibility and adaptability
3. Leadership and responsibility
4. Productivity and accountability

Options for Youth provides educational opportunities to those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. The Options for Youth learning centers offer students an opportunity to recover academically and get back on track to receive a high school diploma. Additionally, they provide an education that increases students' options upon graduation for either post-secondary learning or entering the professional market.

The paramount goals of Options for Youth are: (i) to offer a comprehensive learning experience under the Common Core State Standards to students, (ii) to identify students who are not being served in the traditional public school system and provide them educational services; and (iii) to help students become self-motivated, competent, life-long learners. The program also strives to provide pupils and parents expanded educational choices within California's public school system.

We believe that students should be involved in the planning and implementation of their own educational program. The program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. Through the use of standards-based assignments that can be completed in a few days, students receive immediate feedback and continuous encouragement that will build success and lead to greater self-confidence. In addition, the academic and behavioral standards to which students are held develop self-discipline and productive work habits.

§ 15497.5. Local Control and Accountability Plan and Annual Update.

Introduction:

LEA: Options for Youth- San Juan **LCAP Year: 2015-2016**

Local Control and Accountability Plan and Annual Update

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Parent/Student letters were sent home with an invitation to participate in an online survey: • Letters and survey links were sent out the last week of March 2015. • Surveys were closed and responses were gathered on April 30th 2015. Parent/Student LCAP Focus group meetings were held within the Charter on the following dates: • March 6th 2015 at the Carmichael learning center • April 9th 2015 at the Arden learning center • April 29th 2015 at the Carmichael learning center Staff LCAP Focus group meetings were held 4 times throughout the year on the following dates: • March 13th 2015 (virtual meeting) • April 10th 2015 (virtual meeting) • April 24th 2015 (in-person meeting) • May 8th 2015 (virtual meeting with assignment due) Staff LCAP survey • Online survey links were sent out to all staff on April 2nd 2015. • Surveys were closed and responses were gathered on April 30th 2015. Corporate-level LCAP Update meetings were held on the following dates: • October 14th 2014 (regarding data collection) • October 28th 2014 (Q&A) • December 16th 2014 • January 27th 2015 • February 25th 2015 • March 9th 2015 (with Principals) • April 8th 2015 Budgeting meetings were held at the corporate level to integrate the Instructional team with the Finance team. These meetings were held on the following dates: • December 11th 2014 • February 9th 2015 • February 26th 2015 • March 3rd 2015 • March 11th 2015	<u>English Learner & Reclassified English Proficient student subgroup impact</u> Through the involvement of our stakeholders throughout the year, we were able to identify the growing need of our English Language Learner population and determine the outline of a proper support system through the development of our English Language Development Master Plan. In conjunction with the development of this plan alongside the feedback we were receiving from teachers, parents, and students in our LCAP process, we were able to tie a strong link between our EL students' needs and the variety of support personnel, services, and resources that we could provide to augment our EL program. This led to the addition of a variety of actions and services for this LCAP year, as well as the solid development of a plan for hiring and spending going into the 2015-2016 school year. In addition, the existence of this plan alongside our LCAP goals will allow for us to give more focus to not only moving our EL students toward reclassification, but providing ongoing supports to those that have been reclassified. We have developed an approach, through collaboration and input from all parties, that incorporates EL strategies and supports that can ultimately benefit all students and subgroups. <u>Foster student subgroup impact</u> Stakeholder feedback provided us with a better idea of Foster students' needs from the perspective of not just the staff and parents serving those students, but most importantly from the perspective of the students themselves. Much of the development of our fourth goal for the 2015-2016 school year was centered around the social-emotional needs of the foster student subgroup, which can of course benefit all students as well. Input and discussion around this subgroup led us to strongly consider actions and services that would promote inclusion of foster students in a manner that did not explicitly label them for others to identify. Some of these things include the addition of regional social budgets for subgroup specific events to promote **school climate**, the purchasing of textbooks and materials for **course access**, as well the purchasing of school spirit wear to promote inclusion and positively impact **school climate**. <u>Low income student subgroup impact</u> Input from our low income student population and those serving them led us to develop a plan for providing snacks and lunches for students in each of

- March 13th 2015

Board meetings with our charter-level Board of Directors were held on the following dates:

- March 27th 2015
- June 12th 2015

Update meetings with our National Advisory Board were held on the following dates:

- December 9th 2014
- June 17th 2015

our learning centers in the upcoming 2015-2016 year. This resource was most frequently labeled as a high need to improve student performance in the feedback we received through meetings and survey responses. Additionally, stakeholder feedback allowed us to closely align the needs of our low income students to those of our foster youth students. Therefore, many of the actions and services related to foster youth, will be extended to low income pupils in order to promote the same feelings of inclusion, **access to courses** and materials, as well as **pupil engagement** and positive **school climate**.

Note: affected state priorities are bolded throughout the above narrative.

<u>Stakeholder involvement impacted the LCAP through the development of the 8 state priorities in the following ways</u>:

1) Basic Services (Goals 1, 2, 3, & 4)
    - Additional resources (technology, course materials, etc. as outlined below in the Annual Update) were identified and added to all current goals.
    - Resources were identified and added for the implementation of the new fourth goal (see below Annual Update for details).
    - The need to provide food for students in need was identified, and therefore the school will begin to provide lunch and snacks in the 2015-16 school year.
2) Implementation of CCSS (Goals 1 & 3)
    - Feedback from all parties helped to identify the strong need for additional EL support positions for students as they complete CCSS-aligned curriculum. Hiring for these positions started in this school year and will continue into the next year.
    - Specific feedback identified the need for greater support for all students, which led to the hiring of more teachers, Compliance Coordinators, Small Group Instructors (SGIs), and tutors.
    - The need for additional professional development of teachers was identified based on survey data.
3) Parental involvement (Goal 2)
    - Feedback from parents and teachers indicated the desire for more consistent communication between learning center staff and parents, most specifically in regard to student academic progress.
        - This input has led to the addition of resources in our plans for our upgraded Student Information System.

	○ This input has also led to the increase in meeting frequency for the 2015-2016 LCAP involvement process. • Discussion and engagement with parents around LCAP goals and progress toward those goals increased parental involvement overall in the process and development of the plan. • Feedback from parents and students identified the desire for more information and updates regarding the LCAP. To address this need in the 2015-16 school year the school will be hiring a LCAP Manager who will focus on outreach. 4) Student achievement (Goals 1, 2, & 3) • EL specific support systems were put into position for this year and through next year based on the identified need in this area. • Many needs for Student Information System upgrades were identified and put into place in order to assess and monitor student achievement. • Feedback identified the need for a better benchmarking assessment system, which will be implemented next year. • Overall, most stakeholders were rather pleased with student achievement and felt that we were headed in the right direction toward further improvement. • The development of the fourth goal was modified to include metrics on graduation due to feedback from stakeholders. 5) Pupil engagement (Goals 1, 2, 3, & 4) • Stakeholders expressed the benefits of experiential learning programs through field trips and camps. This led to the inclusion of these actions in our 2014-2015 LCAP as well as into the 2015-2016 LCAP. • Inclusion related resources, actions, and services were identified to promote student buy-in and engagement (see below Annual Updates for more specifics). • Discussion and engagement with students around LCAP goals and progress toward those goals increased pupil engagement overall in the process and development of the plan. • Feedback from parents and students identified the desire for more information and updates regarding the LCAP. To address this need in the 2015-16 school year the school will be hiring a LCAP Manager who will focus on outreach. 6) School climate (Goals 2 & 4)

	• Resources, actions, and services were identified to promote a positive school climate of inclusion (see below Annual Updates for more specifics). • The development of the fourth goal specifically responded to feedback in the need for student social-emotional development and improvement in order to positively impact overall school climate. • Means for decreasing absenteeism and promoting a more academically rigorous and involved climate were discussed and shared within the charter. 7) Course access (Goals 1, 3, & 4) • The development of the fourth goal responded to feedback regarding the need for the addition of curriculum that attends to student learning needs beyond core curriculum. • The addition of EL support positions responded to the identified need for greater support for EL students in a broad course of study. • Input identified the need for additional staff (teachers, tutors, SGIs, & Compliance Coordinators) in order to create more access for student-teacher interaction for all. 8) Other pupil outcomes (Goals 1, 3, & 4) • Additional resources (technology, course materials, etc. as outlined below in the Annual Update) were identified and added to all current goals. • EL specific support systems were put into position for this year and through next year based on the identified need in this area. • Input identified the need for additional staff (teachers, tutors, SGIs, & Compliance Coordinators) in order to provide additional support to students in the areas of study outlined in Ed Code 51220.

Annual Update:
In gaining minimal stakeholder feedback in the 2013-2014 LCAP year, we made it our leading priority to improve the frequency and availability of forums for feedback in the 2014-2015 school year, touching on both state priorities of pupil and parent engagement. As outlined in the involvement process, feedback was sought out from stakeholders through a variety of meetings (both virtually and in-person), presentations, and surveys. Through these forums, we were able to periodically assess our progress toward indicated metrics and goals and seek solutions for improving upon our performance, actions, and services. The following is a breakdown of how each forum listed above was utilized to maximize benefit:

<u>Parent/Student letter & survey</u>

- General information outlining LCFF and our obligation to complete a LCAP was provided along with an explanation of how this plan specifically serves our unduplicated student populations.
- An outline of our current 3 LCAP goals was provided along with explanation for why they were chosen for implementation.
- The proposition of a fourth goal was included along with the reasoning behind the addition of this goal.
- Invitation to participate in Parent/Student LCAP Focus Group meetings at the learning center level was presented as well as an explanation for the usefulness of these meetings.
- Readers were invited to participate in providing specific feedback to the information provided in the letter through an online survey. The link to this survey was listed along with the dates during which the survey would be live.
- Letters and surveys were available in English, Spanish, Farsi, Armenian, and Russian.

<u>Parent/Student LCAP focus group meetings</u>

- General information outlining LCFF and our obligation to complete a LCAP was provided along with an explanation of how this plan specifically serves our unduplicated student populations.
- An outline of our current 3 LCAP goals was provided along with explanation for why they were chosen for implementation.
- The proposition of a fourth goal was included along with the reasoning behind the addition of this goal.
- Attendees were invited to participate in providing additional specific feedback to the information provided in the meeting verbally as well

Annual Update:
Through this involvement process, we were able to assess the specific needs of the San Juan Charter and alter both the actions and services provided within the 2014-2015 school year along with the plans and budgets for our 2015-2016 LCAP.

Feedback specifically led to the following LCAP changes for the 2014-2015 school year:

- The addition of the following resources and services for goal 1:
  - CCSS learning materials such as textbooks, course resources, and testing materials
  - iPads
  - Time spent by our professional development team specifically training for CCSS implementation and support
- The addition of the following resources and services for goal 2:
  - ELD Manager position
  - ELL Coach position
  - Transportation
  - Sports programming
  - Field trips
  - Pathways experiential learning camps

Feedback specifically led to the following LCAP changes for the 2015-2016 school year plan:

- The addition of the following resources and services for goal 1:
  - Additional CCSS learning materials such as textbooks, course resources, and testing materials
  - Time spent by our professional development team specifically training for CCSS implementation and support
  - The adoption of a computer-adaptive benchmark assessment system
- The addition of the following resources and services for goal 2:
  - ELL Curriculum Specialist position
  - Regional EL Coach position
  - EL Specialist positions
  - Upgrade to the Student Information System to provide student email accounts
  - The school will provide lunch and snacks to students in need
- The addition of the following resources and services for goal 3:

as through an online survey. Computers were provided to complete the survey.
    - Surveys were provided in English, Spanish, Farsi, Armenian, and Russian.
- Meetings were presented in both English and Spanish.

Staff LCAP Focus Group Meetings

- This group was created with a representative mixture of staff throughout Options for Youth.
- Meetings were held 4 times throughout the year.
- This team was tasked with the responsibility to meet throughout the year and provide feedback from the learning center level.
    - This was done most specifically with the assignment of interviewing a sampling of 3-5 students and parents regarding their experience in Options for Youth.
    - In addition, members acted as a liaison between center level staff and corporate level staff.
- Progress in our LCAP process and toward our goals via reported metrics was reviewed and discussed at each meeting.
- Qualitative feedback was presented from meeting members that were representative of staff, parent, and student input (via interview assignment) to address our progress toward our goals & metrics.
- Solution-oriented discussion on improvement in reaching our goals along with additional actions & services was provided based on this feedback.

Staff LCAP Survey (online)

- The survey sought input through a variety of questions (including Likert scale ratings, ranking of resources, and free response questions) regarding our LCAP goals along with areas for overall improvement and needed resources throughout Options for Youth.

Corporate-level LCAP Update meetings

- These were held at the corporate level to promote inter-departmental collaboration in monitoring and working toward LCAP goals.
- Meetings touched on a variety of topics related to LCAP goal implementation, most effectively creating a space for communication between the support departments and the implementation teams.
- The Principal LCAP presentation meeting explicitly outlined what was

    - Regional EL Coach position
    - EL Specialist positions
    - The adoption of a computer-adaptive benchmark assessment system
- The addition of a LCAP Manager to increase stakeholder outreach and involvement
- The addition of our fourth goal focused on social-emotional development of our students along with the aligned metrics, actions, and services
- The addition of the following resources and services for this new goal 4:
    - Professional development for teachers on course implementation to include:
        - Resources and materials
        - Meeting accommodations
        - Additional duties pay for those attending
    - Course materials
    - Administrator and trainer observations and training for those teaching the course
    - Field trips
    - Social events
    - School spirit wear
    - Professional development for teachers on supporting students (trauma-related supports, etc.)
    - ELD supports for students throughout the course

With the highly increased involvement of stakeholder parties in this LCAP year, inconsistencies in budgeted and actual spending were revealed. Budgeted funding allocations as reported in Options for Youth, San Juan's 2013-2014 LCAP were calculated on a school-wide level (for Options for Youth as a whole) rather than on the charter level (for Options for Youth, San Juan specifically). Therefore, funding calculations for Options for Youth, San Juan's reported resources, actions, and services were misrepresentative and much higher than what was actually received and spent. In order to remedy this situation, school leadership met regularly through our LCAP Update meetings, budgeting meetings, and a variety of supplemental meetings as needed. Through these meetings, Options for Youth, San Juan was able to allocate funds appropriately based on what was received from the state and what was actually needed for the reported and added

to be communicated with staff at regional meetings & with parents/students at LCAP focus group meetings. Budgeting Meetings • These meetings were held at the corporate level to integrate the Instructional team with the Finance team. California Board of Directors Meetings • During these meetings the board was updated on current progress toward goal metrics, received information about the proposed new goal, and gave feedback to school leadership. • At the June meeting the board voted to approve the 2015-16 LCAP. National Advisory Board Meetings • During these meetings the advisory board was updated on current progress toward goal metrics, received information about the proposed new goal, and gave feedback to school leadership. With such an increase in stakeholder involvement between last year and this year, we are going to continue increasing forums for contributions and input. Our plan to seek this participation in the 2015-2016 school year includes the following: • Parent/Student letter & survey—to be administered once in the Fall and again in the Spring • Parent/Student LCAP focus group meetings—to be offered regionally in both the Fall and in the Spring • Staff LCAP focus group meetings—to take place quarterly • Staff subgroup-specific meetings— to take place quarterly o These groups will be formed through the selection of staff most interested in serving each of these specific student subgroups. o Subgroups will organize student activities throughout the year for each of the unduplicated student subgroups. • Staff LCAP survey (online)—to be administered once in the Fall and again in the Spring • Corporate-level LCAP Update meetings—to be held monthly • Budgeting meetings—to be held quarterly • The position of LCAP Manager is being implemented in 2015-16 in order to increase corporate outreach to staff, students, and parents regarding the LCAP.	resources, actions, and services tied to each LCAP goal. Throughout the following Annual Update on expenditures, all received funding has been accounted for and allocated as deemed fit by stakeholders between the 3 goals. However, there are inconsistencies in budgeted expenditures and estimated actual annual expenditures for reasons outlined above.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: 100% of core English and math courses are aligned to Common Core State Standards and 100% of teachers are effectively trained to implement this new curriculum.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Due to state adoption of CCSS, all core English and math courses must be rewritten to align to these standards. All teachers must be trained to implement this new curriculum effectively in order to ensure student success.
Goal Applies to:	Schools:
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A. Alignment of curriculum to CCSS: • Core math and ELA curriculum aligned to CCSS • All students will complete CCSS courses B. Professional Development on CCSS: • 90% of English and math teachers attend professional development opportunities based on sign-in sheets • 90% of teachers who attend professional development opportunities agree or strongly agree that "Common Core training has effectively prepared me for the roll-out of the new Common Core courses" based on surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1. Curriculum Development: • Percentage of salary costs for curriculum development team based on CCSS development	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 (LCFF Concentration)
A2. Investment in Technology • Chromebooks • SMART Boards™	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 (LCFF Supplemental)
A3. Upgrade to Student Information System (SIS)	Charterwide	_X_ALL	$40,000

• Reporting: tracking of student course completion • Online Assessments: Student progress monitoring and assessment data analysis		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(LCFF Supplemental)
A4. Online Educational Programs • Vantage Learning/MY Access!® • Apex Learning® • Achieve 3000® • Typing Agent • STAR Renaissance Learning™	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$64,000 (LCFF Concentration)
A5a. Learning Materials • Textbooks and materials	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$96,000 (LCFF Supplemental & Base)
A5b. Learning Materials for unduplicated students • Textbooks and materials	Charterwide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$325,000 (LCFF Supplemental)
B1. Professional Development Activities Funding • Additional duties pay for professional development	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 (LCFF Supplemental)
B2. Professional Learning Communities (PLCs)	Charterwide	_X_ALL	$38,000

and professional development • Percentage of professional development team salaries • Regional trainings • Computers • Conferences • Focus groups		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(LCFF Supplemental)

GOAL:	Goal 2: Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	As our school serves an over-age, under-credit student population, it is important that we focus on reducing absenteeism in an effort to help students recover credits. By offering additional time and resources, we are able to increase student graduation rates.	
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A. For all students, we will increase utilization to at least 86% overall. B. For our English Learners, we will narrow the utilization gap between the general student population and this student subgroup. Utilization for English Learners will increase to at least 80%. C. For our Foster students, we will narrow the utilization gap between the general student population and this student subgroup. Utilization for Foster students will increase to at least 80%. D. For our low income student subgroup, we will maintain a closed utilization gap between the general student population and the student subgroup to match overall utilization of at least 86%.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A1. Hire and maintain staff in order to lower	Charterwide	_X_ALL	$165,000

absenteeism and increase overall utilization • Additional Teaching Staff • Additional Compliance Coordinators • Additional Small Group Instructors (SGIs) • Additional Tutors		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(LCFF Concentration)
A2. Upgrade to Student Information System (SIS) • Reporting: tracking of student attendance and utilization • Parent Portal	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 (LCFF Supplemental)
A3. School Programs for unduplicated students • Sports Programs • Pathways Camps • Field Trips • Transportation	Charterwide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$62,500 (LCFF Concentration & Supplemental)
A4. Utilization Incentives • Percentage of teacher incentives based on student utilization	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,000 (LCFF Concentration)
A5. Food Budget • Snacks and lunches provided to all students	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 (LCFF Supplemental)
B1-D1. Upgrade to Student Information System	Charterwide	__ALL	$10,000

(SIS) • Student tagging to help produce subgroup level reports		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(LCFF Supplemental)
B2. Hire and maintain additional staff in order to lower absenteeism and increase overall utilization for English Learners • ELD Manager • ELL Curriculum Specialist • ELL Coach • ELL Regional Coach • EL Specialists	Charterwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,775 (LCFF Concentration & Supplemental)
C2-D2. School Spirit Wear provided to foster and low income students free of charge • T-shirts/sweatshirts • Hats • Scarves • Water Bottles • Lanyards • Backpacks • Pencils/pens	Charterwide	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 (LCFF Supplemental)

GOAL:	Goal 3: All students complete a rigorous course of study, including completion of A-G courses.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	As our school serves an over-age, under-credit student population, it is important that we focus on preparing students for post-secondary options by providing access to rigorous courses alongside necessary supports and resources.	
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:	A. For all students, we will increase the internal Average Course Difficulty (ACD) rating by 0.02 to 3.111. B. We will maintain a closed ACD gap between EL students and the general student population. We will increase EL subgroup ACD with the general population to 3.111. C. We will maintain a closed ACD gap between foster students and the general student population. We will increase foster subgroup ACD with the general population to 3.111. D. We will maintain a closed ACD gap between low income students and the general student population. We will increase low income subgroup ACD with the general population to 3.111.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A1. Hire and maintain staff in order to increase Average Course Difficulty • Additional Teaching Staff • Additional Compliance Coordinators • Additional Small Group Instructors (SGIs) • Additional Tutors	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$165,000 (LCFF Supplemental & Concentration)
A2. Investment in Technology • Chromebooks • SMART Boards™ • SGI Science Probe Kits	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$34,000 (LCFF Supplemental)
B2. Hire and maintain additional staff in order to increase Average Course Difficulty for English Learners • EL Specialists	Charterwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,775 (LCFF Supplemental & Concentration)

GOAL:	Goal 4: All students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their future lives.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	As our school serves an over-age, under-credit student population who has often had negative school experiences in the past, it is important for us to pair our rigorous courses with social-emotional guidance and development. By developing well-rounded citizens, our students graduate from high school prepared to positively contribute to society.
Goal Applies to:	Schools:
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A. All Character Education teachers will be trained on the implementation of a Character Education course based on sign-in sheets. B. Each learning center will offer the Character Education course to students at least two times. C. At least 25% of students enrolled for six months or longer will complete the Character Education course. D. The number of graduates will increase by 5% from 201 to 211.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1. Professional Development on course implementation • Resources & materials • Meeting accommodations (space, food, etc.) • Additional duties Pay	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 (LCFF Supplemental)
A2. Formal and informal observations • Training for observers • Percentage of salary based on time spent observing	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000 (LCFF Supplemental)
A3. Teacher Professional Development on	Charterwide	__ALL	$12,000

supporting students • Supporting students who have survived traumatic experiences (which is common amongst our unduplicated students) • Working with students who have Individualized Education Plans or 504 Plans		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)_underserved student populations_	(LCFF Supplemental)
B1. Course Materials • Textbooks and Student Activity Workbooks • Course resources • Instructor manuals	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 (LCFF Supplemental & Base)
B2. Field trips and social events for unduplicated students • Regional social event budgets • Unduplicated student attendance in experiential learning opportunities	Charterwide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$62,500 (LCFF Concentration)
B3. ELD supports during the course for English Learners • Percentage of salary for ELD support staff • Additional course resources to provide necessary scaffolding and support	Charterwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,450 (LCFF Concentration & Supplemental)
C1. Upgrades to Student Information System (SIS) • Tracking and reporting of student completion of Character Education course • Tracking and reporting of students who have been enrolled six months or longer	Charterwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40,000 (LCFF Supplemental)

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal 1: 100% of core English and math courses are aligned to Common Core State Standards and 100% of teachers are effectively trained to implement this new curriculum.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	A. Alignment of Curriculum to CCSS:
	• Core math and ELA curriculum aligned to CCSS
	• All students will complete CCSS courses
	B. Professional Development on CCSS:
	• Deep dive of Common Core trainings presented to all teachers
	• Content strategies presented to teachers
	• 85% of teachers agree or strongly agree that "Common Core training has effectively prepared me for the roll-out of the new Common Core courses" based on surveys
	• 85% of teachers attend professional development opportunities based on sign-in sheets
		Actual Annual Measurable Outcomes:	A. Alignment of Curriculum to CCSS:
			• All core math and ELA curriculum for 9-12th grade are aligned to CCSS
			• All students in grades 9-12 are completing CCSS courses
			B. Professional Development on CCSS:
			• CCSS Curriculum Trainings were offered on the following dates:
			  • 10/24/14: Inquiry-Based Learning
			  • 1/9/15: Common Core Essentials
			  • 4/13 & 4/15/15: Common Core Essentials
			  • 4/13 & 4/15/15: Best Grading Practices
			  • 4/17/15: English 12 Pilot Feedback Day
			• The following CCSS Professional Development Training Series were offered throughout the year:
			  • Introduction to Common Core
			  • Mini presentations during PD hours
			  • Common Core English 9
			  • Common Core English 10
			  • Common Core English 11
			  • Common Core Algebra
			  • Common Core working time was designated at all staff meetings
			• Attendees of the above professional development offerings provided feedback in the following ways:
			  • "I learned that the focus of the new English course is about process over content."
			  • "I learned a lot about quality feedback and working with the students to help them master new Common Core concepts."
			  • "I learned how Common Core English fits all kinds of learners."
			• 54% of teachers agree or strongly agree that "Common Core training has effectively prepared me for the roll-out of new Common Core courses" based on the online Staff LCAP Survey.
			• At least 85% of teachers attended professional development opportunities based on sign-in sheets.
			• All teachers were additionally supported at the learning center and individual level through Common Core curriculum and teaching strategies by their Regional Trainer as needed.

LCAP Year: 2014-15			

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Curriculum Development • All core English and math courses aligned to Common Core State Standards and include performance tasks.	$45,000 (LCFF Concentration & Base)	**Curriculum Development** All planned actions and services were implemented. All 9th-12th grade core English and math courses aligned to Common Core State Standards. Costs associated with the following: o Percentage of curriculum developer salaries for development of CCSS aligned curriculum	$25,585 (LCFF Concentration & Base)
Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Charterwide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Investment in Technology • Promoted use of instructional technology in order to deliver curriculum aligned to CCSS and SBAC. o Chromebooks o SMART Boards™	$200,000 (LCFF Base)	**Investment in Technology** All planned actions and services were implemented. All students had access to 21st Century Technology for learning needs through Chromebooks and SMART Boards™ in all learning centers.	$26,462 (LCFF Base)
Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Charterwide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Upgrade to Student Information System (SIS)
Investment in upgrades to Student Information System to ensure standards-aligned online assessments and subgroup data is available to all stakeholders.
		$500,000
		(LCFF Base)
			Upgrade to Student Information System (SIS)
			All planned actions and services were implemented. All teachers/ staff had access to the upgraded SIS and access to reporting tools that better informed them of student progress and success. Costs associated with the following:
			• Reporting: tracking of student course completion
			• Online Assessments
			  ○ Student progress monitoring
			  ○ Assessment data analysis
			  ○ Online Assessment temporary staff salaries to support the transfer of testing materials to new Online Assessment software
					$80,230
					(LCFF Base)

Scope of service:	LEA-wide		Scope of service:	Charterwide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Online Educational Programs Additional online course logins to support the requirements of SBAC for all learners, specifically those who do not have technology easily accessible (additional core courses, typing, developmental reading, writing, and math programs).		$21,250 (LCFF Concentration & Base)	**Online Educational Programs** Provided additional resources and software to coincide with the use of instructional technology in order to deliver curriculum aligned to Common Core State Standards. All planned actions and services were implemented. All students had access to additional technology resources to enhance their learning experiences. Costs associated with the following software programs: • Vantage Learning/MY Access!® • Apex Learning® • Achieve 3000® • Typing Agent		$49,690 (LCFF Concentration & Base)
Scope of service:	LEA-wide		Scope of service:	Charterwide	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Learning Materials were not planned for in the 2014-2015 LCAP.	$0	**Learning Materials** Additional actions and services were implemented. All students had access to textbooks and materials aligned to Common Core State Standards.	$157,772 (LCFF Base)
Scope of service:		Scope of service: Charterwide	
__ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Learning Materials for unduplicated students were not planned for in the 2014-2015 LCAP.	$0	**Learning Materials for unduplicated students** Additional actions and services were implemented. All unduplicated students had access to textbooks and materials aligned to Common Core State Standards.	$322,563 (LCFF Supplemental)
Scope of service:		Scope of service: Charterwide	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Professional Development Activities Funding Additional duties pay (nights and Saturdays) for professional development activities.		$34,000 (LCFF Base)	**Professional Development Activities Funding** Provided Professional Development staff with resources, additional tools, and teaching strategies to integrate into the overall school program. All planned actions and services were implemented. All staff had access to additional professional development to enhance skills and knowledge related to Common Core State Standards. Costs associated with the following: • Additional duties pay for professional development		$4,844 (LCFF Base)
Scope of service:	LEA-wide		Scope of service:	Charterwide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional Learning Communities (PLCs) and professional development • Schoolwide best practices workshops • Regional trainings		$50,000 (LCFF Supplemental & Base)	**Professional Learning Communities (PLCs) and Professional Development** Provided Professional Development staff with resources, additional tools, and teaching strategies to integrate into the overall school program. All planned actions and services were implemented. All staff had access to additional professional development to enhance skills and knowledge related to Common Core State Standards. Costs associated with the following: • Percentage of professional development team salaries • Regional trainings • Computers • Conferences • Focus Groups		$38,640 (LCFF Supplemental & Base)
Scope of service:	LEA-wide		Scope of service:	Charterwide	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing our progress and goals from the 2014-15 school year, the following actions, services, and expenditures will be added for the 2015-16 school year: • Additional CCSS learning materials such as textbooks, course resources, and testing materials • An increase in time spent by our professional development team specifically training for CCSS implementation and support • The adoption of a computer-adaptive benchmark assessment system

Original GOAL from prior year LCAP:	Goal 2: Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	A. For all students, we will increase utilization 2% annually to meet the goal of 84.56% overall. B. For our English Learners, we will maintain a closed utilization gap between the general student population and English Learners. We will also increase the EL subgroup utilization by 2% to 90.76%. C. For our Foster students, we will narrow the utilization gap between the general student population and this student subgroup by 2% to 76.24%. D. For our low income student subgroup, we will maintain a closed utilization gap between the general student population and the student subgroup. We will also increase the low-income subgroup utilization by 2% to 88.9%.	Actual Annual Measurable Outcomes:	A. For all students, utilization was 86.06%. B. For our English Learners, utilization was 79.03%. C. For our Foster students, utilization was 75.55%. D. For our low income students, utilization was 83.50%.

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Hire additional staff in order to lower absenteeism and increase overall utilization • Additional Compliance Coordinators to ensure more teacher-student instructional time • Additional Small Group Instructors (SGIs) to ensure more teacher-student instructional time and resources • Additional credentialed teaching staff, including Regional English Learner Specialists, to address the specific needs of English Learners		$2,400,000 (LCFF Concentration & Supplemental)	**Hire additional staff in order to lower absenteeism and increase overall utilization** All planned actions and services were implemented. Additional staff members were hired to help lower absenteeism and increase overall utilization. Costs associated with the following: • Additional Teaching Staff • Additional Compliance Coordinators • Additional Small Group Instructors (SGIs)		$193,022 (LCFF Concentration & Supplemental)
Scope of service:	LEA-wide		Scope of service:	Charterwide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Upgrade to Student Information System (SIS) Investment in student email system as well as upgrades to Student Information System to allow for a parent portal as well as the ability to email the whole school community or individual students/parents.		$500,000 (LCFF Base)	**Upgrade to Student Information System (SIS)** Staff had access to the upgraded SIS and access to more resources that better informed them of student progress and success. Costs associated with the following: • Reporting: tracked student attendance and utilization		$75,368 (LCFF Base)
Scope of service:	LEA-wide		Scope of service:	Charterwide	
_X_ ALL			_X_ ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
School Programs actions and services were not planned for in the 2014-2015 LCAP.	$0	**School Programs for unduplicated students** Additional actions and services were implemented. Students had a variety of opportunities at their learning center to participate in additional activities to support their education and personal growth. Costs associated with the following: • Sports Programs- basketball, softball, volleyball, etc. • Pathways Camps- Rocky Mountain Pathways Ranch, Black Bird Farm • Field Trips/ Transportation- museums, parks, etc.	$222,625 (LCFF Concentration & Supplemental)
Scope of service:		Scope of service: Charterwide	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Utilization incentives were not planned for in the 2014-2015 LCAP.	$0	**Utilization Incentives** Additional actions and services were implemented. A percentage of teacher incentives based on utilization was accounted for and supported Common Core State Standards. Costs associated with the following: • Percentage of teacher incentives based on student utilization	$20,240 (LCFF Concentration)
Scope of service:		Scope of service: Charterwide	
__ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing our progress and goals from the 2014-15 school year, the following actions, services, and expenditures will be added for the 2015-16 school year: • ELL Curriculum Specialist position • Regional EL Coach positions • EL Specialist positions • Additional upgrades to the Student Information System to provide student email accounts • The school will provide lunch and snacks to students in need

Original GOAL from prior year LCAP:	Goal 3: All students complete a rigorous course of study, including completion of A-G courses.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	A. For all students, we will increase the internal Average Course Difficulty (ACD) rating by 0.02 to 3.091. B. We will maintain a closed ACD gap between EL students and the general student population. We will increase EL subgroup ACD with the general population to 3.091. C. We will maintain a closed ACD gap between foster students and the general student population. We will increase foster subgroup ACD with the general population to 3.091. D. We will maintain a closed ACD gap between low income students and the general student population. We will increase low income subgroup ACD with the general population to 3.091.	Actual Annual Measurable Outcomes:	A. For all students, we increased the internal ACD rating to 3.120. B. We increased EL subgroup ACD to 3.020. C. For the foster subgroup, the internal ACD rating was 3.080. D. We maintained a closed ACD gap between low income students and the general student population. We increased low income subgroup ACD to 3.120.

LCAP Year: 2014-15	
Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire additional staff in order to increase Average Course Difficulty • Additional Compliance Coordinators to ensure more teacher-student instructional time • Additional Small Group Instructors (SGIs) to ensure more teacher-student instructional time and resources • Additional Math and ELA tutors to ensure that students have appropriate instructional support to become proficient in rigorous coursework	$3,020,000 (LCFF Concentration & Base)	**Hire additional staff in order to increase Average Course Difficulty** All planned actions and services were implemented. Additional staff members were hired to help students complete a rigorous course of study. Costs associated with the following: • Additional Teaching Staff • Additional Compliance Coordinators • Additional Small Group Instructors (SGIs) • Additional Tutors	$282,112 (LCFF Concentration & Base)
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Charterwide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire additional staff in order to increase Average Course Difficulty for English Learners • Regional English Learner Specialists	$800,000 (LCFF Supplemental)	**Hire additional staff in order to increase Average Course Difficult for English Learners** School infrastructure in the 2014-2015 school year did not support the addition of these positions. As a result of the implementation of management and various other English Language support positions in the 2014-2015 school year, this action/service will be executed in the 2015-2016 school year.	$0
Scope of service: LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Charterwide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Investment in Technology Investment in technology to ensure students can complete Common Core-related tasks and SBAC.		$1,065,000 (LCFF Base)	**Investment in Technology** All planned actions and services were implemented. All students had access to 21st Century Technology for learning needs. Costs associated with the following: • Chromebooks • SMART Boards™ • SGI Science Probe Kits (Vernier)		$32,372 (LCFF Base)
Scope of service:	LEA-wide		Scope of service:	Charterwide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a result of reviewing our progress and goals from the 2014-15 school year, the following actions, services, and expenditures will be added for the 2015-16 school year: • Regional EL Coach positions • EL Specialist positions • The adoption of a computer-adaptive benchmark assessment system			

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ **1,339,045**

These Concentration and Supplemental funds will be spent in the LCAP year on providing the necessary supports to our unduplicated student groups as we work toward implementing our four goals. Specifics in how funds will be spent by goal are outlined below.

Goal 1

In order to align core English and math curriculum to the Common Core State Standards and properly train our teaching staff to implement the curriculum, costs will be incurred charterwide. Additional training and resources will be provided to support our unduplicated students. As CCSS was a statewide adoption and is significantly different from previous California State Standards, curriculum realignment and teacher training are necessary to support the needs of all students, and in particular, those students who need extra support to have equal access to this curriculum. Although these funds will be spent charterwide and available to all students, particular aspects of services will be targeted for underperforming students. These targeted services include the following:

- Curriculum development
- Investment in technology
- Upgrade to Student Information System (SIS)
- Online Educational Programs
- Learning materials for unduplicated students
- Professional development activities funding
- Professional Learning Communities (PLCs) and professional development

Goal 2

In order to ensure credit completion toward graduation through an overall reduction in absenteeism, costs will be incurred charterwide. As our unduplicated student population tends to have a higher rate of absenteeism, access to highly trained staff and opportunities for engagement will be provided. By providing additional trained staff such as teachers, small group instructors, compliance coordinators, and English Language specialists, students will have access to a support system that can help them consistently earn credits toward graduation. In addition, students will be encouraged to take advantage of an increase in availability of school programs such as sports, experiential learning camps, and field trips. Further, students will be provided basic resources such as food and school spirit wear. Our hope is that through these additional supports and programs, students will be both more engaged in their time spent at school and more driven toward their goal of graduation from our program.

Goal 3

In order to ensure that all students complete a rigorous course of study, including completion of A-G courses, costs will be incurred charterwide. Our unduplicated student populations often enroll with us over-age and under-credit and therefore are inclined to opt for an easier course of study. In order to ensure that all of our students complete a rigorous course of study that prepares them for post-secondary options, additional staff that could support these student groups through the increased rigor of college preparatory courses will be hired. Added positions include teachers, compliance coordinators, small group instructors, and tutors. Our hope is that by hiring staff that believes in the high-achieving capability of all students, we can continue to close the gap between our unduplicated student subgroups and all students.

Goal 4

In order to provide students with access to courses and supports to develop social-emotional skills and capacities, costs will be incurred charterwide. As our school serves an over-age, under-credit student population who has often had negative school experiences in the past, it is important for us to pair our rigorous courses with social-emotional guidance and development. In order to ensure that all students have access to this course and the necessary social-emotional support systems, spending will be focused on materials and resources for the course, professional development and observations for teachers implementing the course, English Language supports for students participating in the course, necessary tracking resources to track student progress in the course, and field trips and social events for unduplicated students participating in the course. Our hope is that by providing a quality social-emotional course alongside a fully trained and supported teaching staff to implement the course, we will be developing well-rounded citizens that will graduate from high school prepared to positively contribute to society.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.91	%

In 2015/2016, Supplemental LCFF funds will be proportionally allocated school wide in Options for Youth- San Juan to increase and improve services for our low income pupils, foster youth and English Learner populations by **7.91%**. By focusing on our four overall school goals and by tracking the metrics of our overall student population in the three identified subgroups, we will be able to reduce achievement gaps, maintain closed achievement gaps, and/or increase overall services. Funds will be used to increase:

- *Small Group Instruction*- The offerings of specialized classes focused on group learning and subject specific questions will be proportionally increased to meet the needs of our unduplicated student subgroups, specifically through additional EL support and Character Education courses.
- *Additional Personnel*- English Learner Specialists, Regional English Learner Coach, School-wide English Learner Coach, Compliance Coordinators, SGI Teachers, Tutors, Regional Trainers and SGI Coaches will be added to the charter in order to better support, and provide more resources to, our unduplicated students.
- *Technology*- Supplemental materials will be provided to support student achievement and success in the integration of technology, such as the use of the new online adaptive benchmark testing system. Additional technology, such as ChromeBooks, will be added to the charter to provide greater access to our students.
- *Professional Development*- Successfully implement training on new courses providing resources and materials, meeting accommodations, admin/trainer observations, safety PD's and offer additional trainings as needed.
- *Instructional Materials*- Support the implementation of Common Core State Standards by providing teacher with resources and instructional strategies to support student learning and mastery of concepts.
- *Experiential Learning*- Involve our students in activities such as Blackbird Farm, Rocky Mountain Pathways Ranch, College Tours, CREW Program and other unduplicated student focused group activities.
- *Basic Resources*- Provide basic resources such as food and school spirit wear to both help meet the basic needs of our students, as well as enhance engagement to foster a stronger sense of school pride and belonging.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]

Appendix A: Definitions of Terms & Positions

Term/Position	Definition/Description
Utilization	Utilization is a measure of independent study student progress in both work product and attendance. It is represented as a percentage of students making satisfactory progress (based on a minimum work product) in unit completion on a monthly basis.
Average Course Difficulty (ACD)	ACD is an internal rating that is assigned to a course upon completion by the writers and developers of the course. It signifies the level of rigor that is assigned to the course on a scale from 1-4, with 1 being the lowest score and 4 being the highest score. In the case of the LCAP, ACD is an average of ratings across a variety of course offerings.
Small Group Instructors (SGIs)	SGIs provide additional support for students in the completion of coursework by teaching curriculum in a more traditional classroom setting. SGIs meet twice weekly with each of their student groups, which usually range from 10-20 students per meeting.
Compliance Coordinators	Compliance Coordinators support teaching staff in the documentation and filing of student progress and work product. They are highly trained to ensure audit-compliance of all files. These positions were added in an effort to lighten teaching staff work load to increase teacher-student instructional time.
Additional duties pay	Additional duties pay is extra payment offered to exempt employees for attending or performing events or functions outside of the regular working day.
Pathways Camps	Pathways Camps are experiential learning opportunities offered to all students. These include trips to Cuba, Rocky Mountain Pathways Ranch in Colorado, Blackbird Farm in Northern California, and various college tours across the country. Trips include elective curriculum credit completion opportunities through various activities, reflections, discussions, and projects.

New Position	Description
ELD Manager	The English Language Development Manager position is a school-wide contracted position supporting Options for Youth. *Please see Appendix B for job description.*
ELL Curriculum Specialist	The English Language Learner Curriculum Specialist position is a school-wide contracted position supporting Options for Youth. *Please see Appendix C for job description.*
ELL Coach	The English Language Learner Coach position is a school-wide position. *Please see Appendix D for job description.*
Regional ELL Coach	The Regional English Language Learner Coach position is a regional position. *Please see Appendix E for job description.*
EL Specialist	The English Language Specialist position is a learning center-level position. *Please see Appendix F for job description.*
LCAP Manager	The Local Control Accountability Plan Manager is a school-wide contracted position supporting Options for Youth. *Please see Appendix G for job description.*

Appendix B: ELD Manager Job Description

Job Title:	**English Language Development Manager**		**Dept:**	**CAAD**	
Reports To:	**Director of CAAD**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:
The English Language Development (ELD) manager will support the development and implementation of the ELD Plan for all schools (OFL/OFY/PIE). This person will work closely with the CAAD department, Assistant Superintendents, ELL Coaches, and Regional Supervisors/Principals to implement effective ELD instruction to all enrolled English Language Learners. Duties will include but are not limited to: development and maintenance of ELD Master Plan, design and implementation of targeted ELD curriculum and instruction, oversee the successful implementation of CELDT testing and plan of action following results, communicate ELD Master Plan with leadership and teachers, assignment of duties, feedback, professional development, communication with leadership, and hiring/training of new staff.

Essential Functions include, but are not limited to the following:*

- Develop and maintain an ELD Master Plan for each school (OFL/OFY/PIE).
- Working closely with the Director of CAAD and the Assistant Superintendents, oversees the hiring and training of staff, including supervision of **ELD program OFL/OFY/PIE**.
- Initiates, supervises, schedules, and performs staff development programs related to ELD Curriculum and Instruction, and oversees new project development
- Working closely with Director of CAAD and the Assistant Superintendents, ensures the rigor and standards alignment of ELL curriculum and assessments.
- Monitor the successful implementation of the CELDT exam to all ELL students throughout the year.
- Integrates communication and strategic planning between CAAD departments and the field in order to facilitate highest quality educational opportunities to ELL students leading to yearly increases in student reclassification, increase in assessment scores, and closing of the achievement gap.
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for students.
- Support school leaders, ELL Coaches, and teachers in utilizing assessment results (CELDT and other assessments) to make Individualized Learning Plans for each English Learner that moves them effectively and efficiently to proficiency in English.
- Creates and implements trainings for all stakeholders in redesignation of English Learners.
- Monitors and impacts data related to English Learner population, and serves as liaison to chartering districts about the progress of ELs.
- Performs other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to set vision and strategic plan for alignment of ELD program and ELL curriculum development.
- Ability to train, direct and delegate responsibility to staff.
- Ability to cooperatively collaborate with other departments or administrative staff in a timely, responsive manner to meet business needs and reach Company goals.
- Ability to independently take initiative and work efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with little or no supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining diplomacy and professionalism.

Education and Experience:

- BA or equivalent.

- MA, PhD, or Ed.D preferred.
- Teaching Credential required, Administrative Credential preferred.
- English Language Development Specialist or similar experience preferred.
- Proficiency in Spanish preferred.

*The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Appendix C: ELL Curriculum Specialist Job Description

Job Title:	**English Language Development Curriculum Specialist**		**Dept:**	**CAAD**	
Reports To:	**ELD Manager**	**Work Class:**		**FLSA Status:**	**Exempt**

General Summary:
The English Language Development Curriculum Specialist (EDCS) will support the English Language Development (ELD) Manager in the ELD Master Plan implementation. This person will work closely with the ELD Manager, CAAD department, ELL coaches, EL specialists, and regional supervisors and principals to help implement effective ELD curriculum and instruction to all enrolled English Language Learners (EL). The EDCS will support the manager in developing new curriculum to support students in improving EL skills to reclassify into the main curriculum. This position is also responsible for the development, modification, and coordination of curriculum out of California, as well as assisting with work on WASC reports, charter applications, and presentations regarding the curriculum and instruction of our model.

Essential Functions include, but are not limited to the following:*

- Assists in creating EL curriculum websites, course description index, course list, and course contracts are kept updated and current to aid our EL population. Accesses reliable website resources for company courses.
- Creates and publishes company newsletters as they relate to EL strategies and pedagogical methodologies.
- Assists in editing, reviewing, and formatting new EL curriculum developed for company.
- Assists in research of new material for pilot projects for the purpose of providing the most effective program for EL students.
- Communicates new resources of EL students and staff to support current curriculum.
- Assists in planning and implementing EL staff development/training for staff of new courses, data interpretation, best practices, etc.
- Assists Assessment Team to ensure appropriate CELDT testing of all ELs.
- Participates as part of the company team.
- Assists with other functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Excellent knowledge of theory and practice of ELs, SDAIE and language testing strategies
- Ability to use technology effectively to create websites, Prezis, PowerPoint presentations, wikis, and any other media helpful during staff development and in creating learning communities.
- Ability to cooperate with a team in a timely, responsive manner to meet business needs and reach student and company goals.
- Ability to independently take initiative and work efficiently, exercising reasonable judgment in a fast-paced, multi-task environment.
- Excellent oral and written communication skills.
- Ability to do formal presentations to staff and committees regarding curriculum.
- Strong organizational skills and attention to detail.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining diplomacy, courtesy, professionalism, and customer service attitude.

- Ability to travel as needed.

Education and Experience:

- Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.
- Professional experience in teaching ESL for a minimum of 5 years.
- Experience in creating division-wide common assessments for ESL programs.
- Experience in teaching and developing curriculum for ESL programs.
- Training and/or experience in the area of computer-assisted learning.
- Experience leading an ESL academic or educational program.
- Fluency in more than one language preferred.

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Appendix D: ELL Coach Job Description

Job Title:	**English Language Learners Coach**		**Dept:**	**Educational Programs**	
Reports To:	**Curriculum & Assessment Supervisor**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The prime directive of this position is to accomplish the goals of the Instructional Leadership Team which includes: 9 or 10 similar schools ranking; 800 API scores; and all students passing CAHSEE, performing proficient on CSTs, and bringing our model to other regions and charters,. This position is also responsible for the development, modification, and coordination of curriculum out of California, as well as assisting with work on WASC reports, charter applications, and presentations regarding the curriculum and instruction of our model.

ESSENTIAL FUNCTIONS OF POSITION INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING: *

Developing Curriculum for English Learners

- Develops independent study and small group curriculum and lesson plans that incorporates strategies beneficial to this unique student population, including but not limited to SDAIE strategies and speaking, listening, reading, and writing strategies in English.
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for the students.
- Provides training for staff on implementation of strategies and new curriculum, including modeling lessons and strategies.

Assessment and Instructional Support of English Learners

- Works with Assessment team to ensure appropriate CELDT testing of all English Learners
- Supports school leaders and teachers in utilizing assessment results (CELDT and other assessments) to make Individualized Learning Plans for each English Learner that moves them effectively and efficiently to proficiency in English.
- Coordinates communication between CAD and field regarding assessment strategies, analysis of results, and instructional support of English Learners.
- Creates and trains all stakeholders in redesignation of English Learners plan.
- Monitors and impacts data related to English Learner population, and serves as liaison to chartering districts about the progress of ELs.

Training on Instructional Strategies for English Learners

- Provides feedback to developers of common-core aligned curriculum
- Supports out-of-state English Learner Curriculum and Assessment needs
- Prepares and provides professional development to staff and leadership about SDAIE strategies, new curriculum, and other topics related to English Learner population.

Other Duties

- Participates in various community groups or functions, professional meetings, leadership development, and teacher training workshops.
- Performs other administrative functions and duties assigned.

Knowledge, Skills and Abilities Required:

- Knowledge of English Language Development and SDAIE
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Excellent presentation skills and ability to respond accurately and articulately to questions posed about our program and its curriculum
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office Suite

Education and Experience:

- Current NCLB compliant CLAD/BCLAD California teaching credential
- English Language Development Specialist or similar experience
- Proficiency in Spanish preferred

*The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Appendix E: Regional ELL Coach Job Description

Job Title: Regional English Language Learners Coach **Dept:** Educational Programs

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

The prime directive of this position is to accomplish the goals of the Instructional Leadership Team which includes: 9 or 10 similar schools ranking; 800 API scores; and all students passing CAHSEE, performing proficient on CSTs, and bringing our model to other regions and charters,. This position is also responsible for assisting leadership in overseeing the development, modification, and coordination of English language curriculum out of California, as well as assisting with work on WASC reports, charter applications, and presentations regarding the curriculum and instruction of our model.

ESSENTIAL FUNCTIONS OF POSITION INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING: *

Developing Curriculum for English Learners

- Develops independent study and small group curriculum and lesson plans that incorporates strategies beneficial to this unique student population, including but not limited to SDAIE strategies and speaking, listening, reading, and writing strategies in English.
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for the students.
- Provides training for staff on implementation of strategies and new curriculum, including modeling lessons and strategies.

Assessment and Instructional Support of English Learners

- Works with Assessment team to ensure appropriate CELDT testing of all English Learners
- Supports school leaders and teachers in utilizing assessment results (CELDT and other assessments) to make Individualized Learning Plans for each English Learner that moves them effectively and efficiently to proficiency in English.
- Coordinates communication between CAD and field regarding assessment strategies, analysis of results, and instructional support of English Learners.
- Creates and trains all stakeholders in redesignation of English Learners plan.
- Monitors and impacts data related to English Learner population, and serves as liaison to chartering districts about the progress of ELs.

Training on Instructional Strategies for English Learners

- Provides feedback to developers of common-core aligned curriculum
- Supports out-of-state English Learner Curriculum and Assessment needs
- Oversees the professional development to staff and leadership about SDAIE strategies, new curriculum, and other topics related to English Learner population.

Other Duties

- Participates in various community groups or functions, professional meetings, leadership development, and teacher training workshops.
- Performs other administrative functions and duties assigned.

- Works with leadership to identify and fill staffing needs
- Serve as mentor to new and existing ELL Coaches

Knowledge, Skills and Abilities Required:

- Knowledge of English Language Development and SDAIE
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Excellent presentation skills and ability to respond accurately and articulately to questions posed about our program and its curriculum
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office Suite

Education and Experience:

- Current NCLB compliant CLAD/BCLAD California teaching credential
- English Language Development Specialist or similar experience
- Proficiency in Spanish preferred

*The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Appendix F: EL Specialist Job Description

Job Title: English Learner Specialist **Dept:** Instruction

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:
The English Learner Specialist supports and implements the English Learner and Developmental Literacy program regionally to ensure the English Learner subgroup meets proficiency goals for LCAP, as well as ensuring that charter and subgroup academic goals are met.

Essential Functions include, but are not limited to the following:*

- Instruct English Learners and other struggling students in the areas of reading, writing, and test-taking, using various teaching methods, audiovisual aids and other materials.
- Manages caseload of targeted students (approximately 50-75) and provides weekly interventions and instructions, as well as assessing and reporting back to regional leadership team the academic progress (common core ELA standards growth, unit completion, GLE reading growth) of each student on the caseload.
- Prepares outline for course of study, following curriculum guidelines or requirements of state and school.
- Administers tests to evaluate pupil progress and records results.
- Provides pull-out and additional support to students in AR and SGI classes for core English units as well as preparation for state-mandated ELA testing.
- Supports the work of AR teachers by providing them strategies and interventions for struggling readers and English Learners.

Knowledge, Skills and Abilities Required:

- Proven ability to impact reading and writing skills of struggling students and English Learners.
- Ability to prepare and execute curriculum.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal skills.
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office and database management.

Education and Experience:

- Bachelor's Degree
- Valid California clear or preliminary teaching credential
- Reading Specialist or CLAD/English Learner Certification preferred.

*The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Appendix G: LCAP Manager Job Description

Job Title:	**Local Control Accountability Plan (LCAP) Manager**		**Dept:**	**Educational Programs**	
Reports To:	**Assistant Superintendent of Educational Programs**	**Work Class:**		**FLSA Status:**	**Exempt**

General Summary:
The Manager of Local Control Accountability Plan will develop, maintain, and report on the Local Control Accountability Plans for all OFL/OFY Charters on an ongoing basis. This includes, but is not limited to: ongoing updates to current LCAPs, annual updates and reporting, development of new LCAPs, facilitation of stakeholder meetings, coordination of student supports, development of LCAPs for new prospective charters, board meeting presentations.

Essential Functions include, but are not limited to the following:*

- Collect, analyze, and report on data related to all LEA LCAPs.
- Collect and analyze/integrate stakeholder feedback on at least a quarterly basis.
- Work collaboratively with school leadership to evaluate, refine, and report on LCAP goal progress.
- Work closely with the finance department to track and report on spending.
- Work with Charter Development to refine existing LCAPs to meet the needs of new prospective charters.
- Work closely with authorizing districts to promote collaboration.
- Facilitate monthly update meetings for school leadership on progress toward LCAP goals.
- Present at all OFL/OFY board meetings on LCAP progress, including approval of new LCAPs each school year.
- Collaborate with other departments to ensure goals are achieved (Professional Development, Legal, EDI, ELD, Curriculum, Pathways Programs, etc.)
- Develop and monitor subgroup cohort, subcommittees, and events.
- Other duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to maintain and foster positive relations with internal and external parties.
- Ability to train, direct, and delegate responsibility to staff.
- Ability to support and hold staff accountable to meet established goals.
- Ability to cooperatively collaborate with other auxiliary departments or administrative staff in a timely, responsive manner to meet business needs and reach the goals of the organizations.
- Ability to independently take imitative and work effectively, exercising reasonable judgment, in a fast-paced, multi-task environment.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining diplomacy and professionalism.
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- Strong understanding of financial budgets.
- Excellent managerial, leadership, and teambuilding skills.
- Ability to travel as needed.

Education and Experience:

- Minimum of BA degree or equivalent.
- MA degree or equivalent preferred

*The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

OFY-Santa Clara County Charter Petition

2016-17 Budget Cash Flow

		Annual		February Estimated	March Estimated	April Estimated	May Estimated	June Estimated	Total 2015-2016
BEGINNING CASH BALANCE			Cash =	-	-	380,000	380,000	212,302	-
LCFF SOURCES:									
	LCFF - (8011) State Aid	-		-	-	-	-	-	-
	LCFF - (8012) EPA	-		-	-	-	-	-	-
	STATE AID - PRIOR YEAR	-		-	-	-	-	-	-
	LCFF - (8096) In-Lieu of Property Taxes	-		-	-	-	-	-	-
FEDERAL		-		-	-	-	-	-	-
STATE	**LOTTERY**	-		-	-	-	-	-	-
	OTHER STATE REVENUE	-		-	-	-	-	-	-
		-		-	-	-	-	-	-
LOCAL	**INTEREST**	-		-	-	-	-	-	-
	AB602 LOCAL SPECIAL EDUC TRF	-		-	-	-	-	-	-
	OTHER LOCAL REVENUES	-		-	-	-	-	-	-
				-	-	-	-	-	-
TOTAL REVENUE		-		-	-	-	-	-	-
EXPENDITURES:									
	Certificated Salaries	-		-	-	-	-	-	-
	Classified Salaries	-		-	-	-	-	-	-
	Benefits	-		-	-	-	-	-	-
	Books & Supplies	**76,721**		-	-	-	**24,875**	**51,846**	**76,721**
	Contracts & Services:	**33,589**		-	-	-	**14,586**	**19,003**	**33,589**
	– **Student Activities**	-		-	-	-	-	-	-
	– **Facility & Maintenance**	**2,753**		-	-	-	**1,377**	**1,377**	**2,753**
	– **Administration & Operation**	**26,417**		-	-	-	**12,500**	**13,917**	**26,417**
	– **Consulting & Management**	**4,419**		-	-	-	**709**	**3,709**	**4,419**
	Capital Outlay	**256,473**		-	-	-	**128,237**	**128,237**	**256,473**
	Loan Pay Back	-		-	-	-	-	-	-
TOTAL EXPENDITURES		**366,784**		-	-	-	**167,698**	**199,086**	**366,784**
NET REVENUES LESS EXPENDITURES		**(366,784)**		-	-	-	**(167,698)**	**(199,086)**	**(366,784)**
ENDING CASH BALANCE		-		-	-	**380,000**	**212,302**	**13,216**	**13,216**

Y-0 Assumptions

Revenue:

- Start-up loan loan of $380K
- Any shortage of the funds will be covered by management company loan

OFY - Gilroy/Santa Clara Charter Application
2017-18 Budget Cash Flow

		Annual		July Estimated	August Estimated	September Estimated	October Estimated	November Estimated	December Estimated	January Estimated	February Estimated	March Estimated	April Estimated	May Estimated	June Estimated	Total 2016-2017
BEGINNING CASH BALANCE			July 1, Cash =	213,216	129,394	45,572	307,890	224,068	140,245	179,082	95,260	87,542	201,686	193,172	184,657	213,216
LCFF SOURCES:						*37% new charter*					20%	20%	20%	20%		
	LCFF - (8011) State Aid	604,005		-	-	223,482	-	-	-	-	76,105	76,105	76,105	76,105	76,105	604,005
	LCFF - (8012) EPA	23,800		-	-	5,950	-	-	5,950	-	-	5,950	-	-	5,950	23,800
	STATE AID - PRIOR YEAR	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	LCFF - (8096) In-Lieu of Property Taxes	466,836		-	-	116,709	-	-	116,709	-	-	116,709	-	-	116,709	466,836
FEDERAL		-		-	-	-	-	-		-	-	-	-	-	-	-
STATE	LOTTERY	-		-	-	-	-	-		-	-	-	-	-	-	-
	OTHER STATE REVENUE	-		-	-	-	-	-		-	-	-	-	-	-	-
		-		-	-	-	-	-		-	-	-	-	-	-	-
LOCAL	INTEREST	-		-	-	-	-	-		-	-	-	-	-	-	-
	AB602 LOCAL SPECIAL EDUC TRF	-		-	-	-	-	-		-	-	-	-	-	-	-
	OTHER LOCAL REVENUES	-		-	-	-	-	-		-	-	-	-	-	-	-
				-	-	-	-	-		-	-	-	-	-	-	-
TOTAL REVENUE		1,094,641		-	-	346,141	-	-	122,659	-	76,105	198,764	76,105	76,105	198,764	1,094,641
EXPENDITURES:																
	Certificated Salaries	385,000		32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	385,000
	Classified Salaries	53,560		4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	4,463	53,560
	Benefits	87,712		7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	7,309	87,712
	Books & Supplies	75,574		6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	6,298	75,574
	Contracts & Services:	407,211		33,669	33,669	33,669	33,669	33,669	33,669	33,669	33,669	34,465	34,465	34,465	34,465	407,211
	– Student Activities	4,688		125	125	125	125	125	125	125	125	922	922	922	922	4,688
	– Facility & Maintenance	105,614		8,801	8,801	8,801	8,801	8,801	8,801	8,801	8,801	8,801	8,801	8,801	8,801	105,614
	– Administration & Operation	23,200		1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	23,200
	– Consulting & Management	273,709		22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	273,709
	Capital Outlay	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	Loan Pay Back	80,000		-	-	-	-	-	-	-	-	-	-	-	80,000	80,000
TOTAL EXPENDITURES		1,089,056		83,822	83,822	83,822	83,822	83,822	83,822	83,822	83,822	84,619	84,619	84,619	164,619	1,089,056
NET REVENUES LESS EXPENDITURES		5,585		(83,822)	(83,822)	262,319	(83,822)	(83,822)	38,837	(83,822)	(7,718)	114,144	(8,515)	(8,515)	34,144	5,585
ENDING CASH BALANCE		-		129,394	45,572	307,890	224,068	140,245	179,082	95,260	87,542	201,686	193,172	184,657	218,801	218,801

Y-1 Assumptions
Revenue:

- Based 119 ADA
- Using LCFF calculator
- Min EPA Entitlement $200/ADA (per LCFF)
- Lottery $181/ADA
- Any shortage of the funds will be covered by management company loan ($200K)

OFY-Santa Clara County Charter Petition
2018-19 Budget Cash Flow

		Annual		July Estimated	August Estimated	September Estimated	October Estimated	November Estimated	December Estimated	January Estimated	February Estimated	March Estimated	April Estimated	May Estimated	June Estimated	Total 2017-2018
BEGINNING CASH BALANCE			July 1, Cash =	218,801	148,648	78,494	155,159	109,166	63,173	150,612	104,618	90,769	253,484	238,678	167,375	218,801
LCFF SOURCES:		Prior Year Revenue (Y-1)		5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%		
	LCFF - (8011) State Aid	604,005		30,200	30,200	54,360	54,360	54,360	54,360	54,360	86,504	86,504	86,504	86,504	86,504	764,723
	LCFF - (8012) EPA	23,800		-	-	5,950	-	-	5,950	-	-	8,350	-	-	8,350	28,600
	STATE AID - PRIOR YEAR	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	LCFF - (8096) In-Lieu of Property Taxes	466,836		-	-	116,709	-	-	116,709	-	-	163,785	-	-	163,785	560,988
FEDERAL		-		-	-	-	-	-	-	-	-	-	-	-	-	-
STATE	LOTTERY	-		-	-	-	-	-	10,774	-	-	5,387	-	-	5,387	21,548
	OTHER STATE REVENUE	-		-	-	-	-	-	-	-	-	-	-	-	-	-
		-		-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL	INTEREST	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	AB602 LOCAL SPECIAL EDUC TRF	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	OTHER LOCAL REVENUES	-		-	-	-	-	-	-	-	-	-	-	-	-	-
				-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		1,094,641		30,200	30,200	177,019	54,360	54,360	187,793	54,360	86,504	264,026	86,504	86,504	264,026	1,375,858
EXPENDITURES:																
	Certificated Salaries	448,050		37,338	37,338	37,338	37,338	37,338	37,338	37,338	37,338	37,338	37,338	37,338	37,338	448,050
	Classified Salaries	55,167		4,597	4,597	4,597	4,597	4,597	4,597	4,597	4,597	4,597	4,597	4,597	4,597	55,167
	Benefits	100,643		8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	100,643
	Books & Supplies	84,014		7,001	7,001	7,001	7,001	7,001	7,001	7,001	7,001	7,001	7,001	7,001	7,001	84,014
	Contracts & Services:	537,698		43,031	43,031	43,031	43,031	43,031	43,031	43,031	43,031	43,987	43,987	61,487	43,987	537,698
	– Student Activities	38,539		1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	2,391	2,391	19,891	2,391	38,539
	– Facility & Maintenance	126,329		10,527	10,527	10,527	10,527	10,527	10,527	10,527	10,527	10,527	10,527	10,527	10,527	126,329
	– Administration & Operation	24,200		2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	24,200
	– Consulting & Management	348,630		29,052	29,052	29,052	29,052	29,052	29,052	29,052	29,052	29,052	29,052	29,052	29,052	348,630
	Capital Outlay	38,997		-	-	-	-	-	-	-	-	-	-	38,997	-	38,997
	Loan Pay Back	85,000		-	-	-	-	-	-	-	-	-	-	-	85,000	85,000
TOTAL EXPENDITURES		1,349,569		100,354	100,354	100,354	100,354	100,354	100,354	100,354	100,354	101,310	101,310	157,807	186,310	1,349,569
NET REVENUES LESS EXPENDITURES		26,289		(70,154)	(70,154)	76,666	(45,993)	(45,993)	87,439	(45,993)	(13,850)	162,716	(14,806)	(71,303)	77,716	26,289
ENDING CASH BALANCE		-		148,648	78,494	155,159	109,166	63,173	150,612	104,618	90,769	253,484	238,678	167,375	245,090	245,090

Y-2 Assumptions

Revenue:

- Based 143 ADA
- Using LCFF calculator
- Min EPA Entitlement $200/ADA (per LCFF)
- Lottery $181/ADA
- Any shortage of the funds will be covered by management company loan

OFY-Santa Clara County Charter Petition

2019-20 Budget Cash Flow

		Annual		July Estimated	August Estimated	September Estimated	October Estimated	November Estimated	December Estimated	January Estimated	February Estimated	March Estimated	April Estimated	May Estimated	June Estimated	Total 2018-2019
BEGINNING CASH BALANCE			July 1, Cash =	245,090	162,937	80,783	176,616	125,051	73,486	182,247	130,683	127,809	310,458	306,469	215,983	245,090
		Prior Year														
LCFF SOURCES:		Revenue (Y-2)		5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%		
	LCFF - (8011) State Aid	764,723		38,236	38,236	68,825	68,825	68,825	68,825	68,825	117,516	117,516	117,516	117,516	117,516	1,008,179
	LCFF - (8012) EPA	28,600		-	-	7,150	-	-	7,150	-	-	(7,150)	-	-	(7,150)	-
	STATE AID - PRIOR YEAR	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	LCFF - (8096) In-Lieu of Property Taxes	560,988		-	-	140,247	-	-	140,247	-	-	187,323	-	-	187,323	655,139
FEDERAL		-		-	-	-	-	-	-	-	-	-	-	-	-	-
STATE	LOTTERY	21,548		-	-	-	-	-	12,929	-	-	6,464	-	-	6,464	25,857
	OTHER STATE REVENUE	-		-	-	-	-	-	-	-	-	-	-	-	-	-
		-		-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL	INTEREST	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	AB602 LOCAL SPECIAL EDUC TRF	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	OTHER LOCAL REVENUES	-		-	-	-	-	-	-	-	-	-	-	-	-	-
				-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		1,375,858		38,236	38,236	216,222	68,825	68,825	229,151	68,825	117,516	304,153	117,516	117,516	304,153	1,689,176
EXPENDITURES:																
	Certificated Salaries	562,330		46,861	46,861	46,861	46,861	46,861	46,861	46,861	46,861	46,861	46,861	46,861	46,861	562,330
	Classified Salaries	56,774		4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	4,731	56,774
	Benefits	123,821		10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318	123,821
	Books & Supplies	93,133		7,761	7,761	7,761	7,761	7,761	7,761	7,761	7,761	7,761	7,761	7,761	7,761	93,133
	Contracts & Services:	644,581		50,718	50,718	50,718	50,718	50,718	50,718	50,718	50,718	51,834	51,834	83,334	51,834	644,581
	-- Student Activities	62,463		2,208	2,208	2,208	2,208	2,208	2,208	2,208	2,208	3,324	3,324	34,824	3,324	62,463
	-- Facility & Maintenance	147,825		12,319	12,319	12,319	12,319	12,319	12,319	12,319	12,319	12,319	12,319	12,319	12,319	147,825
	-- Administration & Operation	25,700		2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	25,700
	-- Consulting & Management	408,594		34,049	34,049	34,049	34,049	34,049	34,049	34,049	34,049	34,049	34,049	34,049	34,049	408,594
	Capital Outlay	54,997		-	-	-	-	-	-	-	-	-	-	54,997	-	54,997
	Loan Pay Back	125,000		-	-	-	-	-	-	-	-	-	-	-	125,000	125,000
TOTAL EXPENDITURES		1,660,635		120,390	120,390	120,390	120,390	120,390	120,390	120,390	120,390	121,505	121,505	208,002	246,505	1,660,635
NET REVENUES LESS EXPENDITURES INCLUDING LOAN PAY		28,541		(82,154)	(82,154)	95,832	(51,565)	(51,565)	108,761	(51,565)	(2,873)	182,648	(3,989)	(90,486)	57,648	28,541
ENDING CASH BALANCE		-		162,937	80,783	176,616	125,051	73,486	182,247	130,683	127,809	310,458	306,469	215,983	273,631	273,631

Y-3 Assumptions

Revenue:

- Based 167 ADA
- Using LCFF calculator
- Lottery $181/ADA
- Any shortage of the funds will be covered by management company loan

OFY-Santa Clara County Charter Petition
5 Year Budget Summary

DESCRIPTION		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES												
	Total LCFF:	-	1,094,641	1,354,311	1,663,319	1,752,958	1,805,547					
	1. LCFF - (8011) State Aid	-	604,005	764,723	1,008,179	1,062,512	1,094,387					
	2. LCFF - (8096) In-Lieu of Property Taxes	-	466,836	560,988	655,139	690,446	711,160					
	3. LCFF - (8012) EPA	-	23,800	28,600	-	-	-					
	Lottery	-	-	21,548	25,857	30,167	31,890					
	Other Grant	-	-	-	-	-	-					
	TOTAL REVENUES		1,094,641	1,375,858	1,689,176	1,783,125	1,837,437	100%	100%	100%	100%	100%
EXPENSES												
	Certificated Salaries	-	(385,000)	(448,050)	(562,330)	(578,245)	(594,160)	-35%	-33%	-33%	-32%	-32%
	Classified Salaries	-	(53,560)	(55,167)	(56,774)	(74,251)	(76,294)	-5%	-4%	-3%	-4%	-4%
	Benefits	-	(87,712)	(100,643)	(123,821)	(130,499)	(134,091)	-8%	-7%	-7%	-7%	-7%
	Books & Supplies	(76,721)	(75,574)	(84,014)	(93,133)	(104,309)	(107,439)	-7%	-6%	-6%	-6%	-6%
	Contracts & Services:											
	– **Student Activities**	-	(4,688)	(38,539)	(62,463)	(69,958)	(72,057)	0%	-3%	-4%	-4%	-4%
	– **Facility & Maintenance**	(2,753)	(105,614)	(126,329)	(147,825)	(168,497)	(173,552)	-10%	-9%	-9%	-9%	-9%
	– **Administration & Operation**	(26,417)	(23,200)	(24,200)	(25,700)	(26,471)	(27,265)	-2%	-2%	-2%	-1%	-1%
	– **Consulting & Management**	(4,419)	(273,709)	(348,630)	(408,594)	(457,625)	(471,353)	-25%	-25%	-24%	-26%	-26%
	Capital Outlay	(256,473)	-	(38,997)	(54,997)	-	-	0%	-3%	-3%	0%	0%
	TOTAL EXPENSES	(366,784)	(1,009,056)	(1,264,569)	(1,535,635)	(1,609,855)	(1,656,211)	-92%	-92%	-91%	-90%	-90%
EXCESS REVENUE		**(366,784)**	**85,585**	**111,289**	**153,541**	**173,269**	**181,226**	**8%**	**8%**	**9%**	**10%**	**10%**
LOANS IN - Line of credit $580K from PMG, Inc.		380,000	200,000	-	-	-	-					
EXCESS REVENUE AVAILABLE FOR LOAN REPAYMENT		**13,216**	**285,585**	**111,289**	**153,541**	**173,269**	**181,226**					
LOAN (PAY BACK) to PMG, Inc.		-	(80,000)	(85,000)	(125,000)	(140,000)	(150,000)					
EXCESS CASH		**-**	**205,585**	**26,289**	**28,541**	**33,269**	**31,226**	**19%**	**2%**	**2%**	**2%**	**2%**
			19%	2%	2%	2%	2%					
ACCUMULATED CASH		**13,216**	**218,801**	**245,090**	**273,631**	**306,900**	**338,126**					
			20%	18%	16%	17%	18%					

Assumptions:

ADA		119	143	167	176	176
Per ADA Rate (see revenue assumptions)		$ 9,195	$ 9,631	$ 10,135	$ 10,120	$ 10,429
Number of Centers		1	1	1	1	1
District Admin Fee, 1% of the Revenue		$ 10,946	$ 13,759	$ 16,892	$ 17,831	$ 18,374
5% Economic Uncertainty Reserve		54,453	67,478	83,032	87,493	90,311
General Reserve		164,348	177,612	190,599	219,407	247,815
Total Accumulated Cash		**218,801**	**245,090**	**273,631**	**306,900**	**338,126**

	Y-0	Y-1	Y-2	Y-3	Y-4	Y-5
Management Fees	$ -	$ 164,196	$ 206,379	$ 253,376	$ 267,469	$ 275,616

Line of Credit from PMG, Inc.	**Y-0**	**Y-1**	**Y-2**	**Y-3**	**Y-4**	**Y-5**	
Loan In	380,000	200,000	-	-	-	-	
Loan Pay Back (principle)	-	(80,000)	(85,000)	(125,000)	(140,000)	(150,000)	-

Assumptions:	**Y-1**	**Y-2**	**Y-3**	**Y-4**	**Y-5**
Enrollment	250	300	350	370	370
ADA	119	143	167	176	176
Staff FTE	7.5	8.5	10.0	10.5	10.5
FTE teachers/ADA	24	24	24	25	25

1. Financial Plan

The OFY-Santa Clara County financial statements include a five-year annual budget summary, LCFF Revenue Calculator, and three-year monthly cash flow statements including start-up (see Exhibit R).

2. Planning Assumptions and Start-up Costs

The major costs associated with planning period are: obtaining start-up loan from PMG, developing relationships with school district and community leaders, student recruitment, facility identification and remodeling, teacher and staff recruitment, and leadership development for school Principal.

The number of students enrolled and their demographics drive the amount of revenue for OFY-Santa Clara County. The Charter School anticipates recruiting a large percentage of its students from Gilroy area with zip codes 95020. To reach targeted student enrollment PMG has developed marketing plan. The cost of marketing plan in start-up period is approximately $25,000 and $5,000 annually each year after that. The total cost of $25,000 includes, but is not limited to, the following activities:

- Promotional Materials ($6,000)
- Marketing Materials ($3,000)
- Internet Marketing ($3,000)
- Public Advertising ($8,000), and
- Events ($5,000)

Teacher and staff recruitment will be done by PMG and the cost associated with hiring process is included in the management fee of 15 percent.

Options For Youth-Santa Clara County will secure the facility with 4,400 square feet and will expand up to 6,000 during five years of operations. Major cost during planning period will be associated with facility remodeling. Options For Youth-Santa Clara County estimates $176,000 will be used for the renovations, which is $40 per square feet for 4,400 square feet. In addition to make the facility ready for students and staff, OFY-Santa Clara County will spend $80,000 on:

- IT Infrastructure ($25,000)
- Student Furniture ($25,000)
- Office Furniture ($5,000)
- Classroom Equipment ($22,000), and
- Appliances ($3,000)

Assumptions:	Y-1	Y-2	Y-3	Y-4	Y-5
Number of Centers	1	1	1	1	1
Enrollment	250	300	350	370	370
ADA	119	143	167	176	176
Staff FTE	7.5	8.5	10.0	10.5	10.5
FTE teachers/ADA	24	24	24	25	25

Revenue calculations for each year were based on the latest version of LCFF calculator.

Neither donation nor grants were the part of the revenue. The start-up funding is based on $580,000 line of credit from PMG, Inc. with the lowest long-term Applicable Federal Rate (AFR) of 2.24 percent [1] as of June 2016. Options For Youth-Santa Clara County assumes that $380,000 will be used during start-up period and $200,000 at the beginning of year one. The full amount will be repaid during first five operating school years. The repayment assumptions were designed to repay the loan as quickly as possible to keep interest expense minimal, while ensuring that OFY-Santa Clara County has adequate cash to meet its needs.

Line of Credit from PMG, Inc.	Y-0	Y-1	Y-2	Y-3	Y-4	Y-5
Loan In	380,000	200,000	-	-	-	-
Loan Pay Back (principle)	-	(80,000)	(85,000)	(125,000)	(140,000)	(150,000)

Options For Youth-Santa Clara County will not participate in National School Lunch Program due to the unique and very flexible student schedule accommodations.

3. Annual Operating Budget

Options For Youth-Santa Clara County will open once site in the first year serving 250 students or approximately 119 ADA and reaching a capacity of 370 students or 176 ADA by the end of year five. In year four and five school does not anticipate students' growth to keep the budget conservative. The Charter School's financial plan relies entirely on state funding. However, OFY-Santa Clara County anticipates PMG will provide a line of credit to OFY-SCC to fund start-up cost and to cover the beginning of the first year expenses until school gets its first funding (please see the table above). The loan will enable OFY-Santa Clara County to secure and prepare a site, to hire key personnel in advance of the first operating year, and to help maintain positive cash flow. No private fundraising is included in the budget, and OFY-Santa Clara County does not anticipate material fundraising will be conducted or required. Please see projected revenue in the table below for all five years of the school operation.

Revenue	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
LCFF - (8011) State Aid		604,005	764,723	1,008,179	1,062,512	1,094,387
LCFF - (8096) In-Lieu of Property Taxes		466,836	560,988	655,139	690,446	711,160
LCFF - (8012) EPA		23,800	28,600	-	-	-
Total LCFF		**1,094,641**	**1,354,311**	**1,663,319**	**1,752,958**	**1,805,547**
Lottery			21,548	25,857	30,167	31,890
TOTAL		**1,094,641**	**1,375,858**	**1,689,176**	**1,783,125**	**1,837,437**
Rate per ADA		9,195	9,631	10,135	10,120	10,429

4. Staffing and Benefits

Options For Youth-Santa Clara County plans to have total of 7.5 FTE during year one:

- 1 FTE-Principal ($100,000)
- 5 FTE-Teachers ($57,000 average)
- 1 FTE-Center Coordinator ($39,000), and
- 0.5 FTE-Math Tutor ($14,000).

[1] https://www.irs.gov/pub/irs-drop/rr-16-13.pdf

An additional 1 FTE-Teacher will be added in year two due to increase in ADA from 119 to 143, so total 8.5 FTE in year two. In year three, an additional administrative position will add 0.5 FTE-Assistant Principal ($40,000) and an additional 1FTE-Teacher will be added for a total of 10 FTE. Total 10.5 FTE is in year four and five—an additional 0.5 FTE-Math Tutor will be added to assist total of 176 ADA or approximately 370 students. Total Certificated and Classified Salaries range from 36 percent to 40 percent of the total revenue over a five-year period. Also, we assumed 3 percent cost of living salary increase for all staff starting in year two. Moreover, OFY-Santa Clara County provides a full benefit package that is approximately 20 percent of salaries:

- United Health Care PPO employee coverage costing the school $6,306 per employee per year
- FICA of 7.65 percent (6.2 percent for Social Security and 1.45 percent for Medicare)
- Life Insurance of 0.15 percent per employee
- Unemployment Insurance of $434 per employee per year, and
- 403(b) Retirement contribution of 2.5 percent.

Benefits are approximately 7 to 8 percent of the school revenue all five years.

5. Books and Supplies

Options For Youth-Santa Clara County will spend approximately 6 to 7 percent of the revenue on student books and supplies annually. Please see the assumptions used in the budget in the table below.

Books & Supplies	**Rate 1**	**Rate 2**	**Note**
Curriculum - Textbooks	$ 120.00		*per ADA*
Curriculum - Workbooks	$ 110.00		*per ADA*
Curriculum - Materials	$ 29.00		*per ADA*
On Line Curriculum	$ 40.00		*per ADA*
Program Supplies	$ 20.00		*per ADA*
Longitudinal Testing	$ 8.00		*per ADA*
Printing & Reproduction	$ 35.00		*per ADA*
Office Supplies	$1,000.00		*per month per center*
Computer Equipment	$ 350.00	$1,000.00	*per new student, per new staff*
Postage & Delivery	$ 100.00		*per month per center*
Federal Express	$ 50.00		*per month per center*

6. Facilities and Maintenance

Facility and Maintenance cost is approximately 9 to 10 percent of the school revenue. Please see details in the table below.

			Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Per Site Assumptions			1	1	1	1	1	1
Total Square Footage			4,400	4,400	4,400	5,000	6,000	6,000
Average Price per Sq Ft			$ 17	$ 17	$ 21	$ 21	$ 22	$ 22
Rent			-	75,504	90,288	105,678	130,618	134,537
Building Maintenance and Repairs		10%	-	7,550	9,029	10,568	13,062	13,454
Renovation/Leasehold Improvements	$	40	176,000	-	24,000	40,000	-	-
Utilities		11%	1,384	8,305	9,932	11,625	14,368	14,799
Janitorial Supplies		8%	-	6,040	7,223	8,454	10,449	10,763
Totals			**177,384**	**97,400**	**140,472**	**176,325**	**168,497**	**173,552**

7. Management Fees

Pathways Management Group will charge management fee of 15 percent of total revenue: Y-1 $164,000, Y-2 $206,000, Y-3 $253,000, Y-4 $267,000, and Y-5 $276,000. The PMG office will provide services for finance, accounting, payroll, human resources, education programming, curriculum, professional development, facilities management and special education coordination based on the school needs.

8. Legal Fees

Options For Youth-Santa Clara County will utilize$2,000 annually in legal services provided by Young, Minney, & Corr, LLP, based on the average rate $200 per hour. The cost assumption based on the expense history of existing charters with Young, Minney, & Corr, LLP.

9. Audit Services

Options For Youth-Santa Clara County will contract with Maginnis, Knechtel & McIntyre, LLP for annual audit services and has budgeted $20,000 per year towards this expense. The audit will be conducted in accordance with auditing standards generally accepted in the United States of America. Those standards require that the audit be planned and performed to obtain reasonable assurance about whether the financial statements are free from material misstatement. The audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit also includes assessing the accounting principles used, significant estimates made by management, and evaluating the overall financial statement presentation.

10. Insurance Package

Options For Youth-Santa Clara County will purchase the following insurance package at an estimated cost of $69 per ADA annual based on the expense history of existing charters).

Coverage	Description	Policy Limits of Insurance	Deductible/ Retention
Package:			
Business Personal Property	Owned Property of the entity at location including Tenant Improvements & Betterments	TBD	$ 5,000
Business Income (1/3 Indem)	Loss of Income due to a covered peril; includes Extra Expense coverage to expedite recovery	$ 1,000,000	$ -
Inland Marine	Owned Property of the entity that may be taken off premises or specialty equipment such as computers, fine arts etc.	TBD	$ 1,000
General Liability incl. Sexual Abuse & Molestation (SAM)	Covers entiy against Third Party claims for Bodily Injury or Property Damage	$1,000,000 per occ $2,000,000 policy limit	$ -
Educators Professional	Covers entiy against Third Party claims for financial loss due to Educational Malpractice	$ 1,000,000	$ 1,000
Automobile Liability	Covers entiy against Third Party claims for Bodily Injury or Property Damage with Automobiles	$ 1,000,000	$ 1,000
Excess Liability incl. Educators Professsional and limited SAM	Covers entiy against Third Party claims for Bodily Injury or Property Damage. Additional limits over underlying General Liabilty, Professional Liability, Auto Liability, and Employers Liability (part B of Workers Compensation)	$ 20,000,000	$ -
Crime $1,000,000 w/ $10k Ded	Covers entity loss for Employee Dihonesty, Computer Fraud, Forgery	$ 1,000,000	$ 10,000

(Continued on next page)

Coverage	Description	Policy Limits of Insurance	Deductible/ Retention
Executive Management:			
Directors & Officers	Covers Third Party claims against Board Members and Executives for alleged mismanagement of Fiduciary responsibility in care of business.	$ 3,000,000	$ 50,000
Employment Practices	Covers entity for claims by employees for wrongful employment practices such as wrongful termination, harrassment, etc.	Included	$ 150,000
Fiduciary Liability	Covers Third Party claims against Fiduciaries of Employee Benefit Plans mismanagement of Fiduciary responsibility in care of plans.	$ 1,000,000	$ 5,000
Excess D&O/EPL $2M xs of Primay $3M	Additional limits of Insurance over primary policy for Directors & Officers/Employment Practices	$ 2,000,000	$ -
Student Accident - All exposure	Accident coverage for all enrolled students.	$ 25,000	$ -
Excess Student Accident	Excess limits of accident coverage for all enrolled students.	$ 5,000,000	$ -
ASRM	Kidnap & Ransom policy	$ 5,000,000	$ -
Workers' Compensation	Workers Compensation as required by State Law	$ 1,000,000	$ -

CALCULATE THE FLOOR RATE FOR A NEWLY OPERATIONAL CHARTER SCHOOL

6/6/16

Charter Name *Options for Youth - Santa Clara*

Year that charter starts operation (select from drop down list) **2017-18** **IMPORTANT!** Leave as "Select Year" if not developing a new Charter School calculation.

Complete the following fields with data from the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest value. *Beginning in* **2014-15***, include the authorizing agency automatically in the list of physical locations.*

District's CDS code *69484* **Gilroy Unified**

Newly Operational in 2013-14, 2014-15, 2015-16

Enter CDE-certified CDS code on Assumptions tab and verify your certified data on the Awards tab.

Newly Operational in 2016-17

		Exhibit: School District LCFF Transition Calculation, 2015-16 P2	Adjustments	**Adjusted** School District LCFF Transition Calculation, 2015-16	
District 15-16 totals:	LCFF Floor	$ -		$ -	B-13
	Gap Funding	$ -		$ -	C-3
	Funded ADA	-		-	B-5
	Floor Rate per ADA	**$ -**		**$ -**	

Newly Operational in 2017-18 or later

District ***prior year*** totals:	LCFF Floor (Summary tab, row 7)	$ 80,499,075
	Gap Funding (Summary tab, row 10)	$ 10,831,414
	Funded ADA (Summary tab, row 53)	11,434.70
	Floor Rate per ADA	**$ 7,987.13**

Unit 1

Summary:	**Target Achievements:**
Students will focus on properties of operations, equality, and inequalities and how these properties are used in solving and graphing on e-variable equations and inequalities. Students will review absolute value and solve equations and inequalities with absolute values. An exploration of experimental, theoretical, and geometric probability will be studied. Students will define relations and identify the domain and range of relations. Linear functions will be covered in depth to include the different forms of linear equations and the components such as slope, intercept, parallel and perpendicular lines. To better understand linear functions, direct variation will be studied.	**Core Concepts:** **Tools of Algebra:** ● Properties of Real Numbers ● Algebraic Expressions ● Solving Equations ● Solving Inequalities ● Absolute Value Equations and Inequalities **Core Concepts:** **Functions, Equations, and Graphs:** ● Relations and Functions ● Linear Equations ● Direct Variations ● Using Linear Models ● Absolute Value Functions and Graphs ● Families of Functions ● Two-Variable Inequalities

Unit Key Concepts:

Rational numbers, irrational numbers, nonzero rational numbers, expressions, terms, factors, coefficients, equations, inequalities, formulas, quantity of interest, complicated expressions, functions, domain, range, statements, quantities, coordinate axes, labels, scales, function, graphs, coordinate axes, rate of change, function that models a relationship between two quantities, key features of graphs and tables, intercepts, intervals where the function is increasing, decreasing, positive, or negative, relative maximums and minimums, symmetries, end behavior, and periodicity.

Skills:

Explain (sums and products of rational, irrational and nonzero rational numbers), interpret (parts of an expression), create (equations and inequalities in one-variable), use (equations and inequalities to solve problems), rearrange (formulas to highlight a quantity of interest), using (same reasoning to solve problems), interpret (complicated expressions), use (equations and inequalities to solve problems), understand (that a function assigns one element of the domain and one element of the range), evaluate (functions for inputs in their domain), create (equations in two or more variables), represent (relationships between quantities), graph (equations on coordinate axes with labels and scales), interpret (key features of graphs and tables), sketch (graphs showing key features), represent (relationships between quantities), calculate and interpret (average rate of change), and estimate (rate of change from a graph).

Mathematical Practice
MP 1. Make sense of problems and persevere in solving them.
MP 3. Construct viable arguments and critique the reasoning of others.
MP 5 . Use appropriate tools strategically.
MP 7. Look for and make use of structure.
MP 8. Look for and express regularity in repeated reasoning

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessments	Summative Assessments
How does a real number system help us to identify patterns? How does knowledge	**Number & Quantity:** **The Real Number System** **N-RN.3.** Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a	**Properties of Real Numbers** Students will be able to graph and order real numbers using a number line, be able to identify properties of real numbers (i.e. commutative, inverse, etc.) by discriminating between a sequence of steps within	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit	**Unit 1: Performance Task:** Draw a picture or table or use another method to organize the amounts of ingredients you have. (Consider making a key or legend for

of equivalency help us to compare numbers?	nonzero rational number and an irrational number is irrational. **Algebra:** **Seeing Structure in Expressions** **A-SSE.1.** Interpret expressions that represent a quantity in terms of its context. **a**. Interpret parts of an expression, such as terms, factors, and coefficients. **b**. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret *P(1+r)n* as the product of *P* and a factor not depending on *P*. **Arithmetic with Polynomials & Rational Expressions** **A-APR.3**. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. **Creating Equations** **A-CED.1.** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. **A-CED.2.** Create equations in two or	a given math problem. **Algebraic Expressions** Students will be able to evaluate algebraic expressions by substituting variables with their assigned value; they will also be solving expressions that contain exponents. Students will learn the concept of "Like" and "Unlike" terms in order to properly combine like terms. **Solving Equations** Students will solve algebraic equations and apply those skills towards math applications (word problems). Students determine how to solve an equation where a variable appears on both sides of the "=" sign. Students will use the distributive property throughout the lesson in order to clear the parenthesis and begin to further simplify. **Solving Inequalities** Students will be able to explore graphing/writing compound inequalities and will be able to solve absolute value equations and inequalities. Students are presented with a variety of inequalities that consist of multiply	pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment.	your percentage of ingredients given. Use color and be creative.) Use the percentages needed for the lemonade batch to discover the maximum number of batches you can make with the given ingredients. Remember that each batch makes 10-cups. Explain your process. What ingredients did you have left over and how much of each one? Do you feel like your problem. Students are graded by a plan was effective in maximizing your ingredients? Reflect on your process and discuss a different way you could have approached this rubric. **Unit 1: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

	more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. **A-CED.3.** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. **A-CED.4.** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law *V = IR* to highlight resistance *R*. **Reasoning with Equations & Inequalities** **A-REI.1.** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. **A-REI.5.** Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the	operations that students must simplify in order to have all possible solutions which are to be graphed on a number line. **Absolute Value Equations and Inequalities** Students will be able to learn how to incorporate their knowledge of algebraic equations and inequalities to problems that contain absolute value. Once the absolute value is alone on one side, the students are able to derive two types of solutions: one that is positive and another which is negative – both of which the variable must be isolated. A number line is also used in this lesson for students to display all solutions for the given equation or inequality. **Relations and Functions** Students will be able to identify functions by reviewing a set of ordered pairs, or coordinates on a plane, and determine whether they have characteristics that satisfy the needed conditions to exist as a function: a relation for which no x-coordinate is paired with more than one y-coordinate. Students will create a mapping diagram to determine if given relations serve as a function. Students are then	Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students	

	same solutions. **A-REI.6.** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. **A-REI.8.** (+) Represent a system of linear equations as a single matrix equation in a vector variable. **A-REI.11.** Explain why the x-coordinates of the points where the graphs of the equations *y = f(x)* and *y = g(x)* intersect are the solutions of the equation *f(x) = g(x);* find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where *f(x)* and/or *g(x)* are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. **A-REI.12.** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. **Interpreting Functions** **F-IF.1.** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain	introduced to the vertical line test which is also a great indicator whether a relation is a function. Domain and Range are terms introduced in this chapter and students will be able to review a relation and identify them. **Linear Equations** Using an 'X and Y' table or arranging a given equation into 'slope-intercept form', students will be able to graph equations using either method. Students learn the slope formula and are given two coordinates to find the slope based on each. Students are then given the slope and one coordinate to create an equation of each line in standard form. Another form, point-slope, is introduced and students must write the equation in this form given only two coordinates. **Direct Variation** Students will be presented with multiple 'X and Y' tables where they will be able to determine whether y varies directly with x. If so, the constant of variation must be stated and an equation must be developed based on the collected information. Students will be able to complete this task given equations of the	have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for Understanding (CU):** help students to monitor their understanding of sub-topics as they move through the learning. Using their metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move forward or get assistance on current concepts. **"Problem Solving with the Power of Ten" (CU):** Check for Understanding Checkpoint. Students should receive a score of 70% or better on the	

	exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of f corresponding to the input *x*. The graph of *f* is the graph of the equation *y = f(x).* **F-IF.2.** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. **F-IF.4.** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. **F-IF.6.** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **F-IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. **b.** Graph square root, cube root, and	direct variation form. This lesson concludes by having students find the constant of variation and finding values of 'y' when 'x' is given. **Using Linear Models** Linear equations are useful in modeling many real-world problems. Students will view line graphs and scatter plots and be able to determine relationships between variables. Students will be given several situations and will be able to find linear models and use them to make a prediction based on the trends that are visually represented. **Absolute Value Functions and Graphs** Students create a table of values for each absolute value equation and must graph the outcomes. Students are then given absolute value equations which they must graph by writing two linear equations. **Two-Variable Inequalities** Students will learn how to graph inequalities and must be able to display their solutions by means of shading in the appropriate regions based on the boundary lines. The same concept of graphing is applied in further problems, but absolute	check. **"Numbers Less Than One Whole" (LA):** Students complete a chart and must have 70% or better. **"Numbers Greater Than One Whole" (LA):** Students complete a chart and must have 70% or better. **Activity 10: "Representing Fraction Multiplication" (CU):** Check for Understanding, students should receive a score of 70% or better on this check for understanding. **Activity 11: "Finding GCF and LCD" (LA):** Students will create a chart. Students will have 70% of the answers correct. **Activity 12: "Negative Numbers" (LA):** Students will create a	

	piecewise-defined functions, including step functions and absolute value functions. **Building Functions** **F-BF.3.** Identify the effect on the graph of replacing *f(x)* by *f(x) + k, k f(x), f(kx),* and *f(x + k)* for specific values of k (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	value is included in the new inequalities. Students will then are given a graph that is already displaying all solutions, but they must determine the inequality that matches it.	chart. Students will have 70% of the answers correct. **Activity 13: "Adding and Subtracting Real Numbers" (CU):** Students will have 70% of the answers correct. **Activity 14: "Multiplying and Dividing Real Numbers" (CU):** Students will have 70% of the answers correct. **Activity 16: "Change Expressed as a Percent" (LA):** Students will have 70% of the answers correct. **Activity 17: "Unit Review" (LA) (D):** Students will have 70% of the answers correct.	

Unit 2

Summary:	**Target Achievements:**
Students will learn to solve systems of linear equations and inequalities of two and three variables by using methods such as substitution, elimination, and graphically. Students will graph parabolas, study the symmetry of parabolas, and learn how to locate their maximum or minimum points. Students will also learn to use the vertex form of a quadratic function to graph transformations. Students solve quadratic equations by factoring, completing the square, and the quadratic formula. Complex numbers are introduced and explained for students to understand.	**Core Concepts:** **Linear Systems:** ● Graphing Systems of Equation ● Solving Systems Algebraically ● Systems of Inequalities ● Linear Programming ● Systems with Three Variables ● Solving Systems Using Matrices **Core Concepts:** **Quadratic Equations and Functions:** ● Modeling Data with Quadratic Functions ● Factoring Quadratic Expressions ● Quadratic Equations ● Complex Numbers ● Completing the Square ● The Quadratic Formula

Unit Key Concepts:

Expressions, parts of an expression, structure of an expression, zeros of polynomials, equations and inequalities in one variable, equations and inequalities in two or more variables, constraints by equations and inequalities, systems of equations and inequalities, coordinate axes, quadratic equations in one variable, inspection, square roots, completing the square, quadratic formula, and factoring, systems of two equations in two variables, systems of linear equations, x-coordinates, graphs of linear inequalities in two variables, half-planes, solution set of linear inequalities, complex number i, $i^2 = -1$, commutative, associative, and distributive properties, real coefficients, complex solutions, polynomial identities, matrices, function that models a relationship between two quantities, key features of graphs and tables, intercepts, intervals where the function is increasing, decreasing, positive, or negative, relative maximums and minimums, symmetries, end behavior, periodicity, average rate of change, properties of exponents, and changing graphs by changing value, system of equations and inequalities.

Skills:

Interpret (expressions that represent a quantity), interpret (parts of an expression), identify (ways to rewrite an expression), identify (zeros of polynomials), construct (rough graphs of the function defined by the polynomial), create (equations and inequalities in one variable), create (equations and inequalities in two or more variables), graph (equations on a coordinate axes with labels and scales), represent (constraints by equations or inequalities), interpret (solutions as viable or nonviable options), solve (quadratic equations with one variable), recognize (when the quadratic formula gives complex solutions), prove (replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions), solve (systems of linear equations), represent (a system of linear equations as a single matrix), explain (why the x-coordinates of the points where the graphs of equations intersect are the solutions of an equation), graph (solutions to a linear inequality in two variables), graph (solution set to a system of linear inequalities in two variables), know (complex i and i2=-1), use (the relation $i^2 = -1$ and commutative, associative, and distributive properties to add, subtract and multiply complex numbers), solve (quadratic equations with real coefficients that have complex solutions), extend (polynomial identities to complex numbers), use (matrices to represent and manipulate data), interpret (key features of graphs and tables), sketch (graphs showing key features given a verbal description of the relationship), calculate (average rate of change), interpret (average rate of change as a function), estimate (average rate of change from a graph), write (function defined by an expression), explain (different properties of the function), use (process of factoring and complete the square), use (properties of exponents), interpret (expressions of exponential functions), identify (effect on a graph by replacing values), find (the value of k when given graphs), use (technology to illustrate an explanation of altered graphs)

Mathematical Practice
MP 1. Make sense of problems and persevere in solving them.
MP 3. Construct viable arguments and critique the reasoning of others.

MP 5 . Use appropriate tools strategically.
MP 7. Look for and make use of structure.
MP 8. Look for and express regularity in repeated reasoning

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessments	Summative Assessments
How is knowledge of Equivalency helpful in the real world? How is knowledge of Proportions helpful in the real world?	**Number & Quantity** ***The Complex Number System*** **N-CN.1.** Know there is a complex number *i* such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. **N-CN.2.** Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. **N-CN.7.** Solve quadratic equations with real coefficients that have complex solutions. **N-CN.8.** (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x – 2i)$. ***Vector & Matrix Quantities*** **N-VM.6.** (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. **Algebra** ***Seeing Structure in Expressions*** **A-SSE.1.** Interpret expressions that represent a quantity in terms of its context.	**Graphing Systems of Equations** Students will be able to create a graph that models one solution, infinitely many solutions, or no solution based on the two equations of a system. Later students must classify a given system, without graphing, as independent, dependent or inconsistent. **Solving Systems Algebraically** Students will able to learn two methods of solving systems of equations: substitution and elimination. Students then have a choice of solving problems using either method. Word problems are provided to show students how systems	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs.	Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

	a. Interpret parts of an expression, such as terms, factors, and coefficients. **A-SSE.2.** Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. ***Arithmetic with Polynomials & Rational Expressions*** **A-APR.3.** Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. ***Creating Equations*** **A-CED.1.** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. **A-CED.2.** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. **A-CED.3.** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ***Reasoning with Equations & Inequalities*** **A-REI.4.** Solve quadratic equations in one variable. **b.** Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots,	can be applied to real-life situations. **Systems of Inequalities** Students will be given an ordered pair and they must determine if both values satisfy three different systems. Students solve each system of inequalities by graphing – the region with overlapping colors serves as all possible solutions. Students are then given graphs that they must match with an accurate inequality. **Linear Programming** Linear programming is a technique that identifies the minimum or maximum value of some quantity. Students will find the values of 'x and y' that maximize or minimize the objective function for each graph. Students go on to graph each system of constraints, naming all vertices. **Modeling Data with Quadratic Functions** Students will be provided with functions and they must	**Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective.	

	completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b. **A-REI.5.** Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. **A-REI.6.** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. **A-REI.8.** Represent a system of linear equations as a single matrix equation in a vector variable. **A-REI.11.** Explain why the x-coordinates of the points where the graphs of the equations *y = f(x)* and *y = g(x)* intersect are the solutions of the equation *f(x) = g(x);* find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where *f(x)* and/or *g(x)* are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. **A-REI.12.** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	determine whether it is linear or quadratic and must then identify the quadratic, linear, and constant terms. Parabolas are then shared and students must identify the vertex, axis of symmetry and corresponding points to points P and Q. Students also find a quadratic function that includes five sets of different values. **Factoring Quadratic Expressions** Students will learn to find common and binomial factors of quadratic equations and also to factor special quadratic expressions. Students must find the greatest common factor (GCF) and factor the expression. Various types of expressions, such as those with a coefficient greater than 1 in the quadratic term, is given and students must solve using methods discussed in this lesson and/or with perfect square trinomials or the difference of two squares. **Quadratic Equations** Students will be responsible for solving an equation.	**Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for Understanding (CU):** help students to monitor their understanding of sub-	

	Functions ***Interpreting Functions*** **F-IF.4.** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. **F-IF.6.** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **F-IF.8.** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as *y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10*, and classify them as representing exponential growth or decay. ***Building Functions***	Square roots are then incorporated into the quadratic equations they are asked to solve. Solving by tables and by graphing are modeled using a graphing calculator. **Complex Numbers** Imaginary numbers is what students are introduced to when a negative is found in square root values. Students simplify each number given by using the imaginary number 'I'. Students must then write each number in the form of [a + bi]. Absolute values are once again incorporated into finding the value of each complex number. Students concluded the lesson by simplifying expressions and solving equations including complex numbers (i). **Completing the Square** Students will solve quadratic equations based on the method of 'completing the square'. Complex solutions are also derived with certain equations provided.	topics as they move through the learning. Using their metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move forward or get assistance on current concepts. **Activity 1: "Where in the World Are We?" Table (CU):** Students must have 70% of the calculations correct in their table. **Activity 3: "Real-World Proportional Reasoning" (LA):** Students must have 70% on the guided practice section. **Activity 5: "Real-World Chemistry" (CU):** Students will complete an understanding checkpoint. Students	

	F-BF.3. Identify the effect on the graph of replacing *f(x)* by *f(x) + k, k f(x), f(kx),* and *f(x + k)* for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	**The Quadratic Formula** Students will solve various equations provided in the lesson. They are instructed to find exact solutions or approximate any radical ones. Students learn and practice to determine the types of solutions by using the discriminant – formula under the square root. Students are provided with a summary of methods for solving quadratic equations and are expected to apply appropriate ones throughout the standards practice.	must receive 70% or better on the checkpoint. **Activity 11: "Adding and subtracting Polynomials" (LA) (D)**: Students should receive a score of 70% or better on the assessment review guide. **Activity 12: Unit Review" (LA) (D):** Students will have 70% of the answers correct.	

Unit 3

Summary:	**Target Achievements:**
Students will study how to factor polynomials that have integer coefficients. A connection between the Rational Root and Factor theorems and higher degree polynomial equations will be made. Students will learn about the Fundamental Theorem of Algebra. As a lead in to the Binomial Theorem, Permutations and Combinations will be studied.	**Core Concepts:** **Polynomials & Polynomial Functions** ● Polynomial Functions ● Polynomial and Linear Factors ● Dividing Polynomials ● Solving Polynomial Equations ● Theorems about Roots of Polynomial Equations ● The Fundamental Theorem of Algebra ● The Binomial Theorem

Unit Key Concepts:

Expressions, parts of an expression, structure of an expression, polynomials, remainder Theorem, zeros of polynomials, Binomial Theorem, rational expressions, inspection, long division, x-coordinates, quadratic equations, polynomial identities, Fundamental Theorem of Algebra, polynomial functions.

Skills:

Interpret (expressions that represent a quantity), interpret (parts of an expression), use (the structure of an expression), identify (ways to rewrite an expression), understand (polynomials for a system analogous to the integers), add, subtract, and multiply (polynomials), know and apply (Remainder Theorem), identify (zeros of polynomials), construct (rough graphs of the function defined by the polynomial), know and apply (Binomial Theorem), rewrite

(simple rational expressions), write (rational expressions using inspection, long division or a computer algebra system), explain (why the x-coordinates of the points where the graphs of equations intersect are the solutions of an equation), solve (quadratic equations with real coefficients that have complex solutions), extend (polynomial identities to the complex number), know (the Fundamental Theorem of Algebra), graph (functions expressed symbolically), show (key features of a graph), graph (polynomial functions).

Mathematical Practice
MP 1: Make sense of problems and persevere in solving them.
MP 3: Construct viable arguments and critique the reasoning of others.
MP 5: Use appropriate tools strategically.
MP 7: Look for and make use of structure.
MP 8: Look for and express regularity in repeated reasoning.

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessment	Summative Assessment
How does creating an equation assist in solving a problem? What types of real world problems can be solved by the use of equations? How does understanding the components of an equation or inequality help with problem solving?	**Number & Quantity** ***The Complex Number System*** **N-CN.7.** Solve quadratic equations with real coefficients that have complex solutions. **N-CN.8.** (+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$.* **N-CN.9.** (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. **Algebra**	**Polynomial Functions** Students will be asked to classify polynomials and to model data using polynomial functions. Students write each polynomial in standard form and identify each by degree and number of terms (i.e. cubic binomial, quadratic monomial, etc.) Using graphing calculators, students must find a cubic model for each set of values and function. The model is then used to estimate the value of 'y' when 'x=17'. **Polynomials and Linear Functions**	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow	**Unit 3: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

	Seeing Structure in Expressions* A-SSE.1.** Interpret expressions that represent a quantity in terms of its context. **a.** Interpret parts of an expression, such as terms, factors, and coefficients. **A-SSE.2.** Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$. ***Arithmetic with Polynomials & Rational Expressions **A-APR.1.** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. **A-APR.2.** Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder	Students will be able analyze the factored form of a polynomial and must write a polynomial function from its zeros. Students continue to check their work by multiplication. Students use their graphing calculator to find the relative maximum, minimum and zeros of each provided function. **Dividing Polynomials** Students will be taught long division and synthetic division to divide polynomials. Students must then check their work by multiplying. Students also determine whether each binomial is a factor of x^3+4x^3+x-6. The remainder theorem is introduced and students use synthetic division to find P(a). **Solving Polynomial Equations** This lesson explores cubic and quartic equations and allows for students to solve these higher degree equations by techniques already familiar to them (i.e. Sum and Difference of Cubes –	students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts.	

	on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$. **A-APR.3**. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. **A-APR.5.** (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. **A-APR.6.** Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. ***Reasoning with Equations & Inequalities***	like that of Difference of Two Squares.) Students will factor higher degree equations and solve equations in the same form. Graphing calculators are necessary for a majority of this lesson. **Theorems about Roots and Polynomial Equations** Students will use the Rational Root Theorem to list all possible roots for each polynomial equation. Students are then given a polynomial equation with rational coefficients and must find two additional roots. Further, they must find a third-degree polynomial equation with rational coefficients that has given numbers as roots. **The Fundamental Theorem of Algebra** Students will learn about the Fundamental Theorem of Algebra in solving polynomial equations with complex roots. For each equation, students must state the number of complex roots, the possible number of real roots, and the possible rational roots. Students	**Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for Understanding (CU):** help students to monitor their understanding of sub-topics as they move through the learning. Using their metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move forward or get assistance on current concepts. **Activity 1: "Solving for a Variable" (CU):** The students must receive a score of 70% or better on the check for understanding. **Activity 4: "Real Estate and Real-World Equations" (LA):** The students must get 70% of	

	A-REI.11. Explain why the x-coordinates of the points where the graphs of the equations *y = f(x)* and *y = g(x)* intersect are the solutions of the equation *f(x) = g(x);* find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where *f(x)* and/or *g(x)* are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. **Functions** ***Interpreting Functions* F-IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. **c.** Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	also find all the zeros of each function. **The Binomial Theorem** Students will use Pascal's Triangle and the Binomial Theorem to expand binomials. Students then find a specified term of each binomial expansion.	the answers in the table correct. **Activity 5: "Calculating Interest" (LA):** The students must get 70% of the answers in the table correct. **Activities 6-14: "Sample Problems" (LA):** Students must receive 70% or better on all practice problems. **Activity 15: "Unit Review" (LA) (D):** Students must receive 70% or better on all practice problems.	

Unit 4

Summary:	**Target Achievements:**
Students will learn to perform operations on radical expressions, simplify radical expressions, and solve radical equations. Inverse relations and inverse functions are discussed. Students will learn how to graph radical functions.	**Core Concepts:** **Radical Functions and Rational Exponents** ● Roots and Radical Expressions ● Multiplying and Dividing Radical Expressions Binomial Radical Expressions ● Rational Exponents ● Solving Square Root and other Radical Equations ● Function Operations ● Inverse Relations and Functions ● Graphing Square Root and other Radical Functions

Unit Key Concepts:

Concepts

Structure of an expression, quantity of interest, simple rational and radical equations in one variable, rational exponents, radicals and rational exponents, properties of exponents, functions expressed symbolically, key features of a graph, square root, cube root, and piecewise-defined functions, step functions and absolute value functions, properties of a function, factoring and completing the square, properties of exponents, relationship between two functions, standard function types, functions , $f(x)=c$, values of an inverse function.

Skills:

Use (the structure of an expression), rearrange (formulas to highlight a quantity of interest), solve (simple rational and radical equations in one variable), give (examples on how extraneous solutions may arise), explain (definition of the meaning of rational exponents), rewrite (expressions involving radicals and rational exponents using the properties of exponents), graph (functions expressed symbolically), show (key features of a graph), graph (square root, cube root, piecewise-defined, step and absolute value functions), write (function defined by an expression), explain (different properties of the function), use (process of factoring and completing the square in a quadratic function), use (properties of exponents), write (function that describes a relationship between two quantities), combine (standard function types using arithmetic operations), compose (functions), find (inverse functions), solve (equation of the form f(x)=c), rewrite (simple rational expressions), rewrite (rational expressions using inspection, long division or a computer algebra system.

Mathematical Practice
MP 1. Make sense of problems and persevere in solving them.
MP 3. Construct viable arguments and critique the reasoning of others.
MP 5. Use appropriate tools strategically.
MP 7. Look for and make use of structure.
MP 8. Look for and express regularity in repeated reasoning.

Essential Questions	**Common Core Standards**	**Learning Expectations**	**Formative Assessment**	**Summative Assessment**
What are all the facts that can be derived from a slope on a coordinate plane? What real world problems can be represented by functions, graphing functions, and	**Number & Quantity** ***The Real Number System*** **N-RN.1.** Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational	**Roots and Radical Expressions** Students will be able to simplify nth roots. Students will find all real square roots of each numbers and real cube roots of each number. Students will continue to find all real fourth roots of each number. Radical expressions are simplified and absolute value	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery.	**Unit 4: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

equations? What are the similarities and difference between each type of graphed equations? What is the slope criteria for different types of lines?	exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5. **N-RN.2.** Rewrite expressions involving radicals and rational exponents using the properties of exponents. **Algebra** ***Seeing Structure in Expressions*** **A-SSE.2.** Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$. ***Creating Equations*** **A-CED.4.** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. ***Reasoning with Equations & Inequalities*** **A-REI.2.** Solve simple rational and radical equations in one variable, and give examples showing how extraneous	symbols are used when needed. **Multiplying and Dividing Radical Expressions** Students will learn and practice multiplying and dividing radical expressions. Students will work with problems where they must rationalize the denominator and assume that all variables are positive. **Binomial Radical Expressions** Students will be able to add and subtract radical expressions and practice multiplying and dividing binomial radical expressions. Students will multiply conjugates and rationalize binomial radical denominators. **Rational Exponents** Students will be able to simplify expressions with rational exponents. Students learn and work on converting to and from radical form. Properties of rational exponents are summarized and students use these concepts to simplify numbers with rational exponents. Students will conclude with writing expressions in simplest	These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing.	

	solutions may arise. **Functions** ***Interpreting Functions*** **F-IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. **b.** Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. **F-IF.8.** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. **a.** Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. **b.** Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as *y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10*, and classify them as representing exponential growth	form. **Solving Square Root and Other Radical Equations** Students will be able to solve square root and other radical equations -they are asked to check for extraneous solutions. Students will then solve equations with two rational exponents. **Function Operations** Students will add, subtract, multiply and divide functions. They will also find the composite of two functions by using diagrams to find (g ˚f) (x). Students evaluate expressions with given values of 'x.' **Inverse Relations and Functions** Students will find the inverse of equations by interchanging 'x and y' of a relation or function and must graph it. The property of composition of inverse functions will be discussed and students will practice this with various values for 'x'. **Graphing Square Root and Other Radical Functions** Students will be able to graph square root and other radical functions. Translating square root	**Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for**	

	or decay. ***Building Functions*** **F-BF.1.** Write a function that describes a relationship between two quantities. **b.** Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. **c.** (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time. **F-BF.4.** Find inverse functions. **a.** Solve an equation of the form *f(x) = c* for a simple function f that has an inverse and write an expression for the inverse. For example, *f(x) =2 x3 or f(x) = (x+1)/(x–1) for x ≠ 1.* **c.** (+) Read values of an inverse function from a graph or a table, given that the function has an	functions vertically and horizontally are introduced. Student will conclude the lesson by graphing cube root functions and solving square root equations by graphing.	**Understanding (CU):** help students to monitor their understanding of sub-topics as they move through the learning. Using their metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move forward or get assistance on current concepts **Activity 1: "X-Y Function Tables and Equations" (CU) (LA):** Students must get 70% or more answers correct on the page 15 function table, graph, and analysis questions. **Activity 2: "Abstract Equations and Graphs" (LA):** Students must receive 70% or better of the problems correct to move forward in this activity. **Activity 5/6: "The Point Slope Formula and Slope Intercept Form" (LA):** Students must receive 70% or better on the	

	inverse.		problems on pages 39-42. **Activities 7-16: "Sample Problems" (LA):** Students must receive 70% or better on all practice problems. **Activity 17: "Unit Review" (LA) (D):** Students must receive 70% or better on all practice problems.	

Unit 5

Summary:	**Target Achievements:**
Students will study and explore exponential and logarithmic functions. Applications to real life will be investigated to determine the effect of such functions. Students will learn how to graph inverse variations and see that graphs of more complicated rational functions may have many asymptotes. Students will learn about discontinuity. They will learn to solve rational equations and check for extraneous solutions.	**Core Concepts:** **Exponential & Logarithmic Functions** ● Exploring Exponential Models ● Properties of Exponential Functions ● Logarithmic Functions as Inverses ● Properties of Logarithms ● Exponential and Logarithmic Equations ● Natural Logarithms **Core Concepts:** **Functions, Equations and Graphs** ● Inverse Variation ● The Reciprocal Function Family ● Rational Functions and their Graphs ● Rational Expressions ● Adding and Subtracting Rational Expressions ● Solving Rational Equations

Unit Key Concepts:

Concepts:

Expressions, parts of an expression, complicated expressions, structure of an expression, polynomials, zeros of polynomials, rational expressions, inspection, long division, nonzero rational expressions, equations and inequalities with one variable, linear and quadratic functions, simple rational and exponential functions, quantity of interest, x-coordinates, functions expressed symbolically, key features of a graph, exponential and logarithmic functions, trigonometric functions, properties of a function, factoring and completing the square, properties of exponents, relationship between two quantities, changing graphs by changing value, inverse functions, $f(x) = c$, exponential models, $ab^{ct} = d$.

Skills:

Interpret (expressions that represent a quantity), interpret (parts of an expression), interpret (complicated expressions), use (the structure of an expression), understand (polynomials from a system analogous to the integers), add, subtract, and multiply (polynomials), identify (zeros of polynomials when suitable factorizations are available), rewrite (simple rational expressions), add, subtract, multiply and divide (rational expressions), create (equations and inequalities with one variable), rearrange (formulas to highlight a quantity of interest), explain (why the x-coordinates of the points where the graphs of equations intersect are the solutions of an equation), graph (functions expressed symbolically), show (key features of a graph), graph (exponential and logarithmic functions), write (function defined by an expression), explain (different properties of the function), use (process of factoring and completing the square in a quadratic function), use (properties of exponents), compare (properties of two functions), write (function that describes a relationship between two quantities) combine (standard function types), identify (effect on a graph by replacing values), find (the value of k when given graphs), use (technology to illustrate an explanation of altered graphs), find (inverse functions), solve (an equation of the form $f(x) = c$ for a simple function f), express (a logarithm for the solution to $ab^{ct} = d$ (for exponential models).

Mathematical Practice:
MP1. Make sense of problems and persevere in solving them.
MP3. Construct viable arguments and critique the reasoning of others.

MP5. Use appropriate tools strategically.
MP7. Look for and make use of structure.
MP8. Look for and express regularity in repeated reasoning.

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessment	Summative Assessment
How is probability used in the real world? How are functions and probability related? How will displays of data help to organize information and solve real world problems?	**Algebra** ***Seeing Structure in Expressions*** **A-SSE.1.** Interpret expressions that represent a quantity in terms of its context. **a**. Interpret parts of an expression, such as terms, factors, and coefficients. **b**. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret *P(1+r)n* as the product of P and a factor not depending on P. **A-SSE.2.** Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. ***Arithmetic with Polynomials & Rational Expressions***	**Exploring Exponential Models** Students will understand exponential functions and use these functions in problems involving exponential growth and decay. Students will be able to model exponential growth/decay, and write the equation for each. **Properties of Exponential Functions** Students will understand exponential functions and use these functions in problems involving exponential growth and decay. Students will identify the role of the constants in y=ab^(cx). Students will learn to use e as a base. Students will identify the formula for continuously compounding interest, and model its use.	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning**	**Unit 5 Task:** **Performance Task:** Students will complete the task on pages 59-61. Students will need to survey at least 10 friends, family members or peers. Students will use the table to chart people's responses. Students will ask friends how many times they access the media applications on a daily basis. Students will create a bar graph or histogram (a bar graph with horizontal bars) with the data and answer several analysis questions. This

	A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. **A-APR.3**. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. **A-APR.6.** Rewrite simple rational expressions in different forms; write *a(x)/b(x)* in the form *q(x) + r(x)/b(x),* where *a(x), b(x), q(x),* and *r(x)* are polynomials with the degree of *r(x)* less than the degree of *b(x),* using inspection, long division, or, for the more complicated examples, a computer algebra system. **A-APR.7.** (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. ***Creating Equations*** **A-CED.1.** Create equations and inequalities in one variable and use them to solve problems. Include	**Logarithmic Function Inverses** Students will understand the inverse relationship between exponents and logarithms and use this information to solve problems involving logarithms and exponents. Students will learn to write and evaluate logarithmic functions. Students will be able to graph a logarithmic function and translate its graph. **Properties of Logarithms** Students will understand and use the properties of exponents to simplify logarithmic numerical expressions and to identify their approximate values. Students will prove simple laws of logarithms. Students will use the properties of logarithms to expand logarithmic numerical expressions. **Exponential and Logarithmic Equations** Students will use the definitions of logarithms to translate between logarithms in any base. Students will prove simple laws of logarithms. Students will understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and	**Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts,	performance task is graded by use of a rubric. **Unit 5: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

	equations arising from linear and quadratic functions, and simple rational and exponential functions. **A-CED.2.** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. **A-CED.4.** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law *V = IR* to highlight resistance *R*. ***Reasoning with Equations & Inequalities*** **A-REI.11.** Explain why the x-coordinates of the points where the graphs of the equations *y = f(x)* and *y = g(x)* intersect are the solutions of the equation *f(x) = g(x);* find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where *f(x)* and/or *g(x)* are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. **Functions** ***Interpreting Functions*** **F-IF.7.** Graph functions expressed symbolically and show key features	exponents. **Natural Logarithms** Students will use the properties of exponents to simplify logarithmic numeric expressions and to identify their approximate values. Students will determine whether a specific algebraic statement involving logarithmic or exponential functions is sometimes true, always true or never true. Students will translate between logarithms in any base. **Inverse Variation** Students will learn to use inverse, joint variations, and other variations. Students will model inverse variation and identify between direct and indirect variations. **The Reciprocal Function Family** Students will find the roots and poles of a rational function and will graph the function and locate its asymptotes. Students will graph reciprocal functions. Students will learn to graph translations of reciprocal functions. **Rational Functions and Their Graphs** Students will be familiar with the	articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for Understanding (CU):** help students to monitor their understanding of sub-topics as they move through the learning. Using their metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move	

	of the graph, by hand in simple cases and using technology for more complicated cases. **e.** Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. **F-IF.8.** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. **a.** Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. **b.** Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as *y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10*, and classify them as representing exponential growth or decay. **F-IF.9.** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger	notion of the limit of a function as the independent variable approaches a number or infinity. Students will identify and graph and points of discontinuity, vertical and horizontal asymptotes. Students will identify the domain and range of rational functions. **Rational Expressions** Students will multiply, divide reduce and evaluate rational functions with monomials and polynomial denominators. Students will simplify complicated rational expressions, including those with negative exponents. **Adding and Subtracting Rational Expressions** Students will add, subtract, evaluate, and reduce rational expressions with monomial and polynomial denominators. Students will simplify complicated rational expressions, including those with negative exponents in the denominator. Students will find the least common multiple of denominators of rational expressions. Students will simplify complex fractions. **Solving Rational Equations** Students will master adding	forward or get assistance on current concepts **Activity 1: "Ranking Predictions and Real World Linear Analysis" (CU):** Students need to have 70% or more on both the checkpoints located in this lesson. **Activity 2: "Decision Time: Using Fractions and Probability to Make Decisions in the Real World." (CU) (D):** Students must receive 70% or better on the check-point questions. **Activities 3-6: "Sample Problems" (LA):** Students must receive 70% or better on all practice problems. **Activity 7: Unit Review" (LA) (D):** Students will have 70% of the answers correct.	

	maximum. ***Building Functions*** **F-BF.1.** Write a function that describes a relationship between two quantities. **b.** Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. **F-BF.3.** Identify the effect on the graph of replacing *f(x)* by *f(x) + k, k f(x), f(kx),* and *f(x + k)* for specific values of k (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. **F-BF.4.** Find inverse functions. **a.** Solve an equation of the form *f(x) = c* for a simple function *f* that has an inverse and write an expression for the inverse. For example, f*(x) =2 x3 or f(x) = (x+1)/(x–1) for x ≠ 1.* ***Linear, Quadratics, and Exponential Models*** **F-LE.4**. For exponential models,	subtracting, reducing, and evaluate rational expressions with monomial and polynomial denominators. Students will solve rational equations. Students will use rational equations in solving problems.		

	express as a logarithm the solution to $ab^{ct} = d$ where a, c, and *d* are numbers and the base b is 2, 10, or *e*; evaluate the logarithm using technology.			

Unit 6	
Summary: Students will learn about conic sections including parabolas, circles, ellipses, and hyperbolas. The students will explore the curves by graphing equations that describe them. Students will be able to write and graph equations of curves given the focus and directrix, focus and vertex, vertex and directrix, center and radius, point on the curve and radius, vertices, or asymptotes. Students will investigate and learn about sequences and series including both arithmetic and geometric series. Students will also learn about how to find area under a curve using rectangles.	**Target Achievements:** **Core Concepts:** **Sequences and Series** ● Mathematical Patterns ● Arithmetic Sequences ● Geometric Sequences ● Arithmetic Series ● Geometric Series **Core Concepts:** **Quadratic Relations and Conic Sections** ● Exploring Conic Sections ● Parabolas ● Circles ● Ellipses ● Hyperbolas ● Translating Conic Sections

Unit Key Concepts:

Concepts:

Finite geometric series, sequences as functions, function defined by an expression, factoring and completing the square, zeros, extreme values, and symmetry of the graph, equation of a circle, Pythagorean Theorem, equation of a parabola, focus and directrix, and equation of ellipses and hyperbolas.

Skills:

Derive (formula for the sum of a finite geometric series), use (formula to solve problems), recognize (sequences are functions), write (function defined by an expression), use (process of factoring and completing the square), interpret (zeros, extreme values, and symmetry of the graph in context), derive (equation of a circle), use (Pythagorean Theorem), derive (equation of a parabola), and derive (equation of ellipses and hyperbolas)

Mathematical Practice:
MP 1. Make sense of problems and persevere in solving them.
MP 3. Construct viable arguments and critique the reasoning of others.
MP 5. Use appropriate tools strategically.
MP 7. Look for and make use of structure.
MP 8. Look for and express regularity in repeated reasoning.

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessment	Summative Assessment
What type of information is included in a linear function? What information can be gained by comparing two linear functions?	**Algebra** ***Seeing Structure in Expressions*** **A-SSE.4**. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. **Functions** ***Interpreting Functions*** **F-IF.3.** Recognize that sequences	**Mathematical Patterns** Students will learn to find the general term of the arithmetic series and of both finite and infinite geometric series. Students will learn to find and identify mathematical patterns. Students will learn to use a formula for finding the nth term of a sequence. Students will learn to create and use a recursive, and an	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic	**Unit 6 Performance Task**: Students will imagine that they have started a business manufacturing and selling luxury beanbag chairs. It costs $4000 to get the business started and each luxury beanbag chair will cost $50 to produce. Students will write an equation for the total cost (y1) to manufacture the luxury chairs. Students will write an equation for the total revenue. Students will then solve the system

	are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.* **F-IF.8.** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. **Geometry** ***Expressing Geometric Properties with Equations*** **G-GPE.1.** Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. **G-GPE.2.** Derive the equation of a parabola given a focus and directrix. **G-GPE.3.** (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	explicit formula. **Arithmetic Sequences** Students will find the general term of an arithmetic series. Students will learn to identify and to generate arithmetic sequences. Students will learn to use both an explicit and recursive formula to find terms in an arithmetic sequence. Students will be able to find the arithmetic mean. **Geometric Sequences** Students will find the general term of a geometric series. Students will learn to identify and to generate geometric sequences. Students will learn to use both an explicit and recursive formula to find terms in a geometric sequence. Students will learn to find the common ratio and the geometric mean. **Arithmetic Series** Students will learn to find the sums of an arithmetic series. Students will learn to write, and how to evaluate an arithmetic series. Students will learn how to write and how to use a series in summation	assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):**	of equations algebraically. Students will graph the results and explain the "break even point" in a short essay question. This task is graded by a rubric. **Unit 6: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

		notation. Students will learn to find the sum of a finite arithmetic series. **Geometric Series** Students find the sums of both finite and infinite geometric series. Students will understand the notion of a limit of a sequence. Students will be able to determine if the given sequences converge or diverge. **Exploring Conic Sections** Given a quadratic equation, students will recognize whether the graph of the equation as a circle, ellipse hyperbola or parabola. Students will be able to take a quadratic equation and graph the equation. **Parabolas** Students will demonstrate and explain how the geometry of the graph of a given conic section depends on the coefficients of the quadratic equation representing it. Students will learn to take a geometric description of a conic section and derive a quadratic equation	immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for**	

		representing it. Students will learn to graph and write an equation for a parabola. **Circles** Students will demonstrate and explain how the geometry of the graph of a given conic section depends on the coefficients of the quadratic equation representing it. Students will learn to write and graph the standard equation of a circle. Students will learn to use translations to write the equation of a circle. **Ellipses** Students will demonstrate and explain how the geometry of the graph of a given conic section depends on the coefficients of the quadratic equation representing it. Students will learn how to graph and write the equation of an ellipse. Students will learn to find the foci of an ellipse and graph them as well as use them to write an equation. Students will be able to identify the major and minor axis of an ellipse. **Hyperbolas**	**Understanding (CU):** help students to monitor their understanding of sub-topics as they move through the learning. Using their metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move forward or get assistance on current concepts **Part 3: "Solving Systems of Linear Inequalities" (CU):** Students must receive 70% or better on the check-point questions. **Activities 1-6: "Sample Problems" (LA):** Students must receive 70% or better on all practice problems. **Activity 7: Unit Review" (LA) (D):** Students will have 70% of the answers correct.	

		Students will demonstrate and explain how the geometry of the graph of a given conic section depends on the coefficients of the quadratic equation representing it. Students will be able to graph a hyperbola. Students will be able to find and how to use the foci point in an equation of a hyperbola. Students will be able to find and graph the transverse axis and the vertices of a hyperbola. **Translating Conic Sections** Given a quadratic equation in the form $ax^2+bx^2+cx+dy+e=0$, students will put the equation into standard form by completing the square. Students will be able to recognize the graph as either a circle, hyperbola, ellipse, or parabola. Students will be able to write the equation of a translated conic section.		

Unit 7

Summary:	**Target Achievements:**
Students will be introduced to probability distributions, ways of organizing and displaying data, and measures of central tendency. Students study measures of variation to describe how data in a data set are spread out. Students consider samples and the relationship between sample size and margin of error. Binomial experiments, binomial distributions and normal distributions will be studied as well.	**Core Concepts:** **Probability and Statistics:** ● Permutations and Combinations ● Probability of Multiple Events ● Probability Distributions ● Conditional Probabilities ● Analyzing Data ● Standard Deviation ● Working with Samples ● Binomial Distributions ● Normal Distribution

Unit Key Concepts:

Mean and standard deviation, population percentages, normal distribution, area under a curve, reports based on data, two independent events, conditional probability, two-way frequency tables, concepts of conditional probability, independence, Addition Rule, permutation and combinations, using probability to make fair decisions, and decisions and strategies using probability concepts.

Skills:

Use (mean and standard deviation of a data set, estimate (population percentages), recognize (data sets for which such a procedure is not appropriate), use (calculators, spreadsheets, and tables to estimate area under a curve), evaluate (reports based on data), understand (two events A and B are independent under special conditions), construct and interpret (two-way frequency tables), use (two-way tables as a sample space), recognize and explain (concepts of conditional probability), find (the conditional probability), apply (the Addition Rule), interpret (the answer in terms of a model, apply (the Multiplication Rule), use (permutations and combinations), use (probabilities to make fair decisions), and analyze (decisions and strategies using probability concepts).

Mathematical Practice:

MP 1. Make sense of problems and persevere in solving them.
MP 3. Construct viable arguments and critique the reasoning of others.
MP 5. Use appropriate tools strategically.
MP 7. Look for and make use of structure.
MP 8. Look for and express regularity in repeated reasoning.

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessment	Summative Assessment
How do you use patterns to determine the vortex? How are systems of linear and quadratic equations efficient ways to represent information? What do parabola patterns tell us?	**Statistics & Probability** ***Interpreting Categorical & Quantitative Data*** **S-ID.4.** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ***Making Inferences & Justifying Conclusions*** **S-IC.6.** Evaluate reports based on	**Permutations and Combinations** Students will study how to count permutations and combinations. Using the concept of factorials, permutations and combinations, students evaluate numerous expressions and real-life applications. **Probability of Multiple Events** Students will know the definition of the notion of independent events and can use the rules of addition,	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using	**Unit 7: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

	data. ***Conditional Probability & the Rules of Probability*** **S-CP.2.** Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. **S-CP.3.** Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. **S-CP.4.** Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school	multiplication, and complementation to solve for probabilities of particular events in finite sample spaces. Students will find the probability of events A and B occurring. Students will find the probability of A or B occurring. Students will determine the likelihoods of mutually exclusive events occurring. **Probability Distributions** Students will organize and describe distributions of data by using a number of different methods including frequency tables, bar graphs and histograms. Students will learn to make a probability distribution. Students will be able to use probability distribution in conducting a simulation. Students will use a frequency table to find the cumulative probability of data. **Conditional Probability** Students will learn the definition of conditional probability and use it to solve for the probability in finite sample spaces. Students will learn to find conditional	multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep	

	will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. **S-CP.5.** Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. **S-CP.6.** Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. **S-CP.7.** Apply the Addition Rule, *P(A or B) = P(A) + P(B) – P(A and B),* and interpret the answer in terms of the model. **S-CP.8.** (+) Apply the general Multiplication Rule in a uniform probability model, *P(A and B) = P(A)P(B|A) = P(B)P(A|B),* and interpret the answer in terms of the model. **S-CP.9.** (+) Use permutations and combinations to compute probabilities of compound events and solve problems. ***Using Probability to Make Decisions*** **S-MD.6.** (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). **S-MD.7.** (+) Analyze decisions and	probabilities. Students will learn to use tree diagrams to find conditional probability. Students will learn how to use the conditional probability formula for any two events. **Analyzing Data** Students will know the definition of mean median and mode, of a distribution of data and can compute each in particular situations. Students will organize and describe distributions by using a number of different methods. Students will learn to describe histograms and whisker box graphs. Students will learn to calculate measures of central tendency, and to draw and interpret whisker box graphs. Students will learn to apply these skills towards problems involving water temperature and earthquakes. **Standard Deviation** Students will compute the variance and standard deviation of a distribution of data. Students will learn to find the range and interquartile range of a set of data. Students will also learn	understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for Understanding (CU):** help students to monitor their understanding of sub-topics as they move	

	strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	to find the z-score of a value. Students will learn to apply these skills in problems involving temperature and farm incomes. **Working with Samples** Students will learn to find sample proportions. Students will learn to find the margin of error in a sample. Students will learn to identify any bias in research or data, and the definition of a random sample. **Binomial Distributions** Students will demonstrate an understanding of the notion of discrete random variables. Students will become familiar with and how to find probabilities of binomial distribution. Students will use fundamental counting skills to compute combinations and permutations. Students will use combinations and permutations to compute probabilities. **Normal Distributions** Students will become familiar with normal distribution and	through the learning. Using their metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move forward or get assistance on current concepts **Activities 5-9: "Sample Problems" (LA):** Students must receive 70% or better on all practice problems. **Activity 10: "Unit Review" (LA) (D):** Students must receive a score 70% or better.	

		can use it to solve for events in problems. Students will determine the mean and the standard deviation of a normally distributed random variable. Students will learn how to use the standard normal curve to solve problems involving normal distribution.		

Unit 8	
Summary: Students will learn concepts related to matrices and determinants and be able to utilize matrices to solve systems of equations.	**Target Achievements:** **Core Concepts:** **Matrices:** ● Adding and Subtracting Matrices ● Matrix Multiplication ● Geometric Transformations with Matrices ● 2x2 Matrices, Determinants, and Inverses ● Inverses, Matrices, and Systems ● Augmented Matrices and Systems ●

Unit Key Concepts:
Matrices, scalars, matrices of appropriate dimensions, matrix multiplication, associative and distributive properties, zero and identify matrices, determinant of a square matrix, multiplicative inverse, and 2x2 matrices.

Skills:
Use (matrices to represent and manipulate data), multiply (matrices by scalars to produce new matrices), add, subtract, and multiply (matrices of appropriate dimensions), understand (matrix multiplication for square matrices is not a commutative operation but satisfies the associative and distributive properties), understand (zero and identity matrices play a role in matrix addition and multiplication), and work (2x2 matrices as a transformation on a plane).

Mathematical Practice:
MP 1. Make sense of problems and persevere in solving them.
MP 3. Construct viable arguments and critique the reasoning of others.
MP 5. Use appropriate tools strategically.
MP 7. Look for and make use of structure.
MP 8. Look for and express regularity in repeated reasoning.

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessment	Summative Assessment
What are the different types of factoring? How do you know when to use each type of factoring? How is factoring important in solving quadratic equations?	**Number & Quantity** ***Vectors & Matrix Quantities*** **N-VM.6.**(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. **N-VM.7.** (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. **N-VM.8.** (+) Add, subtract, and multiply matrices of appropriate dimensions. **N-VM.9.** (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties. **N-VM.10.** (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square	**Organizing Data into Matrices** Matrices are a way of organizing data. Students will learn the parts of a matrix: elements and dimensions. They must state the dimensions of each matrix by viewing the amount of rows and columns that are within it. Students work with real-life applications that involve the use of matrices. **Adding and Subtracting Matrices** Students will learn and practice adding and subtracting two matrices with exact dimensions. Matrix equations are discussed and students must solve for an unknown variable. Students further learn about solving matrix equations in one variable and work out a variety of problems. **Matrix Multiplication** Students will be introduced to scalar multiplication and their properties (i.e. Closure, Identity, etc.). As with 4.2, students solve matrix equations with scalars. Students also determine whether a product matrix exists by identifying it as 'defined' or 'undefined' – students find this out by evaluating both factors' dimensions. If	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow	**Unit 8: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

	matrix is nonzero if and only if the matrix has a multiplicative inverse. **N-VM.12.** (+) Work with 2 × 2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.	defined, students multiply the matrices. **Geometric Transformations with Matrices** Students will use matrix addition to find the coordinates of each image after a translation of '3 units left' and '5 units up'. They must graph each pair of figures on the same coordinate plane, if possible. Students then study dilation and graph the figure and image based on the given matrix. Reflection and rotation are further discussed and students must find the coordinates of each image after a specific value and or degree is provided. **2x2 Matrices, Determinants, and Inverses** Students will learn about various definitions and properties: Multiplicative Identity Matrix, Multiplicative Inverse of a Matrix, Determinant of a 2x2 Matrix and the Inverse of a 2x2 Matrix. They take these concepts and show that matrices are multiplicative inverses, evaluate determinants of each matrix and decide whether each has an inverse. If an inverse matrix exists, they must calculate the necessary values to find it. This lesson concludes with students solving matrix equations.	students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts,	

			articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for Understanding (CU):** help students to monitor their understanding of sub-topics as they move through the learning. Using their	

			metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move forward or get assistance on current concepts **Activity 3: "Simplifying Expressions" (CU):** Students must receive a score of 70% or more on the checkpoint. **Activity 5: "Factoring Trinomials" (LA):** Students must have 70% or more of the correct work on the chart. **Activity 5: "Factoring Trinomials" (CU):** Students must get 70% or better on the checkpoint. **Activity 6: "Factoring for the Roots of a Function" (LA) (D):** Students should	

			receive 70% or better on the questions located on page 29 and 30 in the SAW. **Activities 7-16: "Sample Problems" (LA):** Students must receive 70% or better on all practice problems. **Activity 17: Unit Review" (LA) (D):** Students must receive 70% or better.	

Unit 9

Summary:	**Target Achievements:**
Students will learn about periodic functions and the trigonometric functions. Students will learn about radian measure, graph sine and cosine functions, and identify amplitude and period of trigonometric functions. Students will learn how to graph trigonometric functions which have undergone a transformation.	**Core Concepts:** **Periodic Functions and Trigonometry** ● Exploring Periodic Data ● Angles and the Unit Circle ● Radian Measure ● The Sine Function ● The Cosine Function ● The Tangent Function ● Translating Sine and Cosine Functions ● Reciprocal Trigonometric Functions

Unit Key Concepts:

Functions that models a relationship between two quantities, key features of graphs and tables, intercepts, intervals where the function is increasing, decreasing, positive, or negative, relative maximums and minimums, symmetries, end behavior, periodicity, functions expressed symbolically, exponential and logarithmic functions, trigonometric functions, period, midline, amplitude, radian measure of an angle, unit circle, coordinate plane, periodic phenomena, amplitude, frequency, and midline.

Skills:

Interpret (key features of graphs and tables), sketch (graphs showing key features given a verbal description of the relationship), graph (functions expressed symbolically), show (key features of a graph), graph (exponential and logarithmic functions), graph (trigonometric functions), understand (radian measure of an angle), explain (how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, and choose (trigonometric functions to model periodic phenomena).

Mathematical Practice:

MP 1. Make sense of problems and persevere in solving them.
MP 3. Construct viable arguments and critique the reasoning of others.
MP 5. Use appropriate tools strategically.
MP 7. Look for and make use of structure.
MP 8. Look for and express regularity in repeated reasoning.

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessment	Summative Assessment
How does the Pythagorean Theorem help to solve real world problems? How does the use of Trigonometric ratios help to solve real world problems? How does the knowledge of square roots help you to	***Interpreting Functions*** **F-IF.4.** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	**Exploring Periodic Data** Students will learn the definition of, and how to identify cycles, and periods of periodic functions. Students will also learn the definition of and how to identify the amplitude of a periodic function. Students will learn to make predictions of items such as sound waves. **Angles and the Unit Curve** Students will understand the notion of angle and how to measure it.	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning	**Unit 9: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

find roots of other, non-square, roots?	**F-IF.7.** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. **e.** Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ***Trigonometric Functions*** **F-TF.1.** Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. **F-TF.2.** Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. **F-TF.5.** Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	Students will know the definition of sine and cosine as y- and x-coordinates of points on the unit circle. Students will learn to compute by hand the values of trigonometric functions at various standard points. Students will learn to work with standard position angles and how to find coordinates of any point on the unit circle. **Radian Measure** Students will learn to convert between degrees and radians. Students will learn to use radian measure for angles. Students will learn to find the length of an arc of a circle. **The Sine Function** Students will learn to identify the amplitude, cycle, and the period of the sine function. Students will learn to graph the sine curve. Students will learn how to identify and write the equation of a sine curve with the given amplitude and period. **The Cosine Function** Students will learn to identify the amplitude, cycle, and the period of the cosine function. Students will learn to graph the cosine curve. Students will learn how to identify	throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth	

		and write the equation of a cosine curve with the given amplitude and period. Students will solve trigonometric equations. **The Tangent Function** Students will know the definition of the tangent function. Students will learn how to graph the tangent function and its asymptotes. **Translating Sine and Cosine Functions** Students will graph functions of the form f(t)=A sin(Bt+C) or f(t)=A cos(Bt+C) and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift. Students will learn to graph translations of trigonometric functions. Students will learn how to write equations of translations. Students will apply this towards problems involving temperatures. **Reciprocal Trigonometric Functions** Students will learn the definition of the cotangent and can graph it. Students will know the definitions of the secant and the cosecant functions and their graphs. Students will be able to evaluate reciprocal trigonometric functions.	problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Checking for Understanding (CU):** help students to monitor	

		Students will be able to graph trigonometric functions. Students will apply this to problems involving indirect measurement.	their understanding of sub-topics as they move through the learning. Using their metacognitive skills, students will discover how they effectively learn. Students are encouraged, after these checks, to move forward or get assistance on current concepts **Activity 1: "Perfect Square Roots" (CU):** Students should receive 70% or better on the first checkpoint problems. **Activity 2: "Solving Radical Equations" (CU):** Students should receive 70% or better on the second checkpoint problems. **Activity 1: "Square Root Functions in the Real World" (CU):** Students should receive a score of 70% or better on the checkpoint. **Activities 3-8: "Sample Problems" (LA):**	

			Students must receive 70% or better on all practice problems. **Activity 9: Unit Review" (LA) (D):** Students must receive a score of 70% or better.	

Unit 10

Summary:	**Target Achievement 1:**
Students will explore the trigonometric identities. Students will also learn how to solve trigonometric equations by graphs, the unit circle, and their calculator. The inverse trigonometry functions as well as sums and differences of angles, double angles, and half angles will be covered by the students.	**Core Concepts:** **Trigonometric Identities and Equations:** ● Trigonometric Identities ● Solving Trigonometric Equations Using Inverses ● Right Triangles and Trigonometric Ratios ● Area and the Law of Sines ● The Law of Cosines ● Angle Identities ● Double-Angle and Half-Angle Identities

Unit Key Concepts:

Trigonometric function, domain, inverse function, trigonometric equations, Pythagorean identity, addition and subtraction formulas for sine, cosine, and tangent, side ratios in right triangles, trigonometric ratios for acute angles, Pythagorean Theorem, $A = \frac{1}{2} ab \sin(C)$, Laws of Sines and Cosines, and right and non-right triangles.

Skills:

Understand (results of restricting trigonometric functions to a domain), use (inverse functions to solve trigonometric equations), prove (Pythagorean identity), prove (addition and subtraction formulas for sine, cosine, and tangent), understand (side ratios in right triangles are properties of the angles in the triangle),

use (trigonometric rations and Pythagorean Theorem), derive *A = ½ ab sin (C),* prove, Laws of Sines and Cosines), use (laws to solve problems), understand (Laws of Sines and Cosines), and find (unknown measures in right and non-right triangles).

Mathematical Practice:

MP 1. Make sense of problems and persevere in solving them.
MP 3. Construct viable arguments and critique the reasoning of others.
MP 5. Use appropriate tools strategically.
MP 7. Look for and make use of structure.
MP 8. Look for and express regularity in repeated reasoning.

Essential Questions	Common Core Standards	Learning Expectations	Formative Assessment	Summative Assessment
What is the difference between linear, quadratic, and exponential models? What types of real world problems can be solved by a linear model? What types of real world	**Functions** ***Trigonometric Functions*** **F-TF.6.** (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. **F-TF.7.** (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. **F-TF.8.** Prove the Pythagorean	**Trigonometric Functions** Students will learn the identity of $\cos^2(x)+ \sin^2(x) = 1$.Students will learn to prove other trigonometric identities and simplify others by using the identity $\cos^2(x) + \sin^2(x) =1$. Students will learn that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line. Students will learn to verify trigonometric identities. **Solving Trigonometric Questions Using Inverses** Students will learn the definitions of	**Activity 1: "Making Unit Conversions: Dimensional Analysis" (CU):** Students must receive 70% or better on the first checkpoint. **Activity 1: "Making Unit Conversions: Dimensional Analysis" (CU): Students** must receive 70% or better on the second checkpoint. **Activities 2-10: "Sample**	**Unit 10 Performance Task:** Students will be faced with a real world problem that will require them to use the skills and strategies that they have used so far in their unit and course. The challenge is to calculate how long it is going to take to fill a pool because you have plans with your friends at 6:15 pm. Students will complete the work in their workbook and answer three questions that will help them analyze the given information and come to a conclusion. The answers will be graded by use of a

problems can be solved by a quadratic model? What types of real world problems can be solved by an exponential model?	identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle. **F-TF.9.** (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. **Geometry** ***Similarity, Right Triangles, and Trigonometry*** **G-SRT.6.** Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. **G-SRT.8.** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. **G-SRT.9.** (+) Derive the formula $A = 1/2\ ab\ sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. **G-SRT.10.** (+) Prove the Laws of Sines and Cosines and use them to	the inverse trigonometric functions and will be able to graph these functions. Students will learn to compute by hand the values of the inverse trigonometric functions at various standard points. Students will be able to solve trigonometric equations. Students will be able to apply these skills towards problems involving springs and tides. **Right Angles and Trigonometric Ratio** Students will use trigonometry to determine the unknown sides or angles of right triangles. Students will apply these skills towards problems involving pyramids, bridges and ramps. **Area and Law of Sines** Students will know the law of sines and apply the law to solve problems Students will be able to use the law of sines to find the area of a triangle, the sides of a triangle, or an angle of a triangle, given any one angle, and its two adjoining sides. Students will be able to apply these skills towards problems involving heights and distances.	**Problems" (LA):** Students must receive 70% or better on all practice problems. **Activity 11: Unit Review" (LA) (D):** Students must receive 70% or better.	rubric. **Unit 10: Assessment:** Students will take a comprehensive multiple-choice exam that will require them to use higher-level thinking and math skills. Students need to score above 70%.

	solve problems. **G-SRT.11.** (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	**The Law of Cosines** Students will learn the law of cosines and apply the law to solve problems involving sailing and radio communication. Students will use the laws of cosines to determine the measures of the sides and angles of triangles. **Angles Identities** Students will demonstrate an understanding of the addition formulas for sines and cosines and Students will learn to use these formulas to prove and or simplify other trigonometric identities. Students will learn how to verify and use angle identities. Students will learn to verify and use the sum and difference identities. Students will learn to apply these properties to problems involving gears and astronomy. **Double Angles and Half Angles Identities** Students will demonstrate and		

		understanding of the half angle and the double angle formulas for the sine and the cosine functions. Students will be able to use these formulas to prove and or simplify other trigonometric functions. Students will be able to verify and use half, and double angles. Students will be able to find exact values of trigonometric functions.		

English 9

Unit 1: Fiction and Non-Fiction

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will be able to demonstrate reading comprehension. Students will be able to write an autobiographical narrative essay and implement narrative essay writing skills. Students will make predictions and compare literary points of view. Students will comprehend the novel and analyze its structure and author's purpose. Students will revisit academic language and learn new contextual vocabulary. Students will learn common Latin and Old English prefixes and root words. Students will write anecdotes.	**Core Skills:** Fiction versus nonfiction reading skills; making predictions; prefixes; anecdotes; comparing literary works; comparing literary points of view; novel structure and authors' purpose.	**Core Skills:** The writing process; writing guidelines: MLA style; literature responses; character analysis responses; personal narrative; critical thinking response; autobiographical narrative essay writing; narrative essay writing; interviewing skills; common and proper nouns

Fiction Literature: Excerpt From *The Giant's House* by Elizabeth McCracken
Checkouts by Cynthia Rylant
The Girl Who Can by Ama Ata Aidoo

Non-Fiction: *Desiderata* by Elizabeth McCracken
The Washwoman by Isaac Bashevis Singer
New Directions by Maya Angelou

Novel: House on Mango Street by Sandra Cisneros

Unit 1	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). ***Writing*** **CCR W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Writing a Paragraph** Students will write a paragraph using a topic sentence, concrete detail, two commentaries and a concluding sentence. Students will respond to a writing prompt based on what they have read in the reading selection House on Mango Street, by Sandra Cisneros. **Anecdotes** Students will write their own anecdotes pertaining to the readings of House on Mango Street, by Sandra Cisneros.	• Activate prior knowledge • Cloze Procedure • Venn Diagram • Justification • Two-Column Chart • Three-Column Chart • Sentence Starter • Frayer Model • Jigsaw Model (Formal Definitions, Student-Friendly Definitions, Examples, Non-Examples) • Small Reading Groups • Character Analysis graphic organizer • Jeopardy! inspired games • Video clips • Class debates • KWWL charts • Reader's Theatre • PIE chart • Anchor charts • Think-Pair-Share • TPR • Peer-editing • Self-reflection	**"Vocabulary Strategies" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Vocabulary Preview" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Giant's House & Desiderata" Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"The Washwoman" Comprehension and Analysis Questions:** Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric.	**Unit Exam** Students will take a comprehensive multiple choice exam that will require them to use higher-level thinking skills. Students will be making predictions, using fiction versus nonfiction skills, comparing literary works, and author's purpose. Students need to score above 70%. **Autobiographical Narrative** Students will write an autobiographical narrative using details to narrate a personal sequence of events about an event where something was learned. Students will move through the stages of the writing process with this essay and will receive feedback before moving on to the final draft. The goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. Essay is graded by use of the CCSS rubric for a narrative.. **Biographical Narrative Summary of Interview** Students will conduct an interview with another person. Students will take notes during the interview using proper interview skills as a guideline. Students will then compile the notes and create summary report. There is both a checklist and a rubric to monitor student achievement.

	characters; create a smooth progression of experiences or events. **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Language*** **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and	**Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on common nouns and proper nouns. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Prediction Map** Students will use a graphic organizer to record and assess predictions using the reading selections "The Washerwoman," by Isaac Bashevis Singer and "New Directions," by Maya Angelou. Students will analyze predictions that were correct and incorrect to see why they were able to come up with the right or wrong guesses.		**"Vocabulary Preview" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"A White House Diary" Analysis Questions:** Answers are graded by use of the Question Rubric. **"The Secret Life of Walter Mitty" Analysis Questions:** Answers are graded by use of the Question Rubric. **"Uncle Marcos" Analysis Questions**: Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Sentence Structure Analysis" Exercises:** Answers are graded by use of the Question Rubric. **"Parts of Speech" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Common and Proper Nouns" Paragraph:** Answers are graded by use of the Writing Rubric.	

	listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			**"Regular Verbs" Exercises:** Answers are graded by use of the Question Rubric. **Pre-Writing Draft:** Answers are graded by use of the Writing Rubric. **"Deconstructing a Narrative" Chart:** Students should have 70% or more of the key ideas on their organizers. **"Develop Characters and Plot" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Narrative Essay" Draft:** Answers are graded by use of the Writing Rubric. **"The House on Mango Street Analysis" Comprehension and Analysis Questions:** Answers are graded by use of the Question Rubric. **"Connections Journal" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Lesson Wrap-Up" Critical Thinking Questions:** Answers are graded by use of the Question Rubric.	

				"Evidence Corner" Chart: Answers are graded by use of the Analysis Rubric.	

Unit 2: Fiction and Non-Fiction

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to demonstrate reading comprehension of fiction and nonfiction texts. Students will identify the authors' purpose, voice and character traits. Students will write a character profile and problem solution essay using proper grammar and structure. Students will learn Latin roots and suffixes. Students will analyze novel and informational texts structure and format. Students will interpret the figurative language in the readings and the novel.	**Core Skills:** Fiction versus nonfiction reading skills; author's purpose; character; analyze structure and format.	**Core Skills:** Critical thinking responses; graphic organizer; journal; problem-solution essay writing; adjectives and adverbs; prepositional phrases; modifies; pronouns; figurative language; voice; root words; suffixes

Fiction Literature: *The Secret Life of Walter Mitty* by James Thurber
Uncle Marcos by Isabel Allende

Non-Fiction:
Excerpt from *A White House Diary* by Lady Bird Johnson
My English by Julia Alvarez
Informational: Pascack Valley Line Train Schedule

Novel: House on Mango Street by Sandra Cisneros

Unit 2	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ***Reading: Informational Text*** **CCR RI3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCR RI6.** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR RI7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. ***Writing*** **CCR W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on pronouns. **Writing Conferences** Before each writing, the final draft of a major writing assignment, students will participate in a writing conference with	• Small-group vocabulary discussions • Three-column vocabulary chart • Using context to discover word meaning • Partner work • Two-column Chart • Class discussions • Flow charts • Webs/graphic organizers • Small reading groups • Workshop format with mini-lessons • Group test-review • Study guides	**"Vocabulary Preview" Graphic Organizer:** Students should have 80% or more of the key ideas on their organizers. **"New Directions" and "Sonata for Harp" Analysis Questions:** Answers are graded by use of the Question Rubric. **"If I Forget Thee, Oh Earth…" Analysis Questions:** Answers are graded by use of the Question Rubric. **"Vocabulary Review" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **Selection Self-Test:** Answers are graded by use of the Question Rubric.	**Problem Solution Essay** Students will write an expository problem-and-solution essay. Students will write on the topic of an issue that their school or community. The essay will be 2 -3 pages and use prior knowledge from paragraph/essay writing. Students will state a problem and suggest a solution. Students will use facts, evidence and details to support the solution they have recommended. The essay will be graded by use of the CCSS rubric. **Unit Assessment: Test** Students will be assessed by an exam on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students must achieve a 70% or better.

	Speaking & Listening **CCR SL5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ***Language*** **CCR L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Character Profile** Students will read "The Secret Life of Walter Mitty," by James Thurber and create a character profile of the main character. After compiling details of the character, students will organize details that make up that person to convey the impression this character makes. **Author's Purpose Graphic Organizer** Students will use a graphic organizer to record the author's specific purpose relating to specific quotes from the selected reading *A White House Diary* by Lady Bird Johnson. **Voice Chart** Students will organize information about the author's word choice, attitude and sentence structure into a chart from the reading *My English* by Julia Alvarez. **Pronouns** Students will identify pronouns using examples from the reading selections "The Secret Life of Walter Mitty," by James Thurber and "Uncle Marcos," by Isabel Allende. Students will differentiate between relative, interrogative and indefinite pronouns.		**Pronoun Paragraph:** Answers are graded by use of the Writing Rubric. **Pronoun Quiz:** Answers are graded by use of the Question Rubric. **Language and Vocabulary Chart:** Students should have 70% or more of the key ideas on their organizers. **Short Research Project Draft:** Answers are graded by use of the Writing Rubric. **Thesis Statement Chart:** Students should have 70% or more of the key ideas on their organizers. **"Prewriting" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **Research Draft:** Answers are graded by use of the Writing Rubric. **Revising and Editing Rubric:** Answers are	

		Students will also complete example sentences using the correct pronoun. **Evidence Corner** Students will complete a KWWL charts (What I know-Where I learned it- What I want to know-What I Learned): These charts reinforce the central idea by recalling and investigating while citing evidence from the text and making inferences. This process prepares the students to take initiative and reflect on their own learning which is an essential 21st century skill. **House on Mango Street Character Chart** Students will analyze the main characters, the relationships they have with each other and any distinctive qualities using a chart for the reading selection House on Mango Street.		graded by use of the Writing Rubric. **Reading Journal:** Students should have 70% or more of the key ideas on their organizers. **Identity Performance Task:** Answers are graded by use of the Writing Rubric. **Author's Voice and Purpose Chart:** Students should have 70% or more of the key ideas on their organizers.	

Unit 3: Short Stories

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will be able to read and analyze short stories and informational texts. Students will be able to make inferences during their reading. Students will be able to write narration. Students will be able to write a two page cause and effect essay and an alternative ending to a "The Most Dangerous Game". Students will be able to identify the conflict of a story. Students will critique the logic of functional documents by looking at format. Students will compare setting of literary works.	**Core Skills:** Short story reading comprehension; narration; making inferences; conflict; critique of functional documents; comparing literary works for setting.	**Core Skills:** Critical thinking responses; graphic organizer; journal; cause and effect essay writing; regular and irregular verbs; parallel structure; Latin suffixes

Fiction Literature: *The Jade Peony* by Wayson
The Most Dangerous Game by Richard Connell
The Man to Send Rain Clouds by Leslie Marmon Silko
Old Man of the Temple by R. K. Narayan

Non-Fiction: Informational: Signs and Instructions/Technical Instructions

Novel: House on Mango Street by Sandra Cisneros

Unit 3	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples.	• Activate prior knowledge • Justification • Two-Column Chart • Three-Column Chart • Sentence Starter	**"Vocabulary Preview" Graphic Organizer:** Students should have 70% or	**Cause and Effect Essay Writing** Students will write a cause and effect essay on a subject area that is of interest to them. Students will analyze

	CCR RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CCR RL5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCR RL6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ***Writing*** **CCR W2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on regular and irregular verbs. **Making Inferences** Students will identify three inferences they made during the reading of *The Most Dangerous Game* by Richard Connell using context clues. When the reading is complete they will analyze their	• Frayer Model (Formal Definitions, Student-Friendly Definitions, Examples, Non-Examples) • Small Reading Groups • Graphic organizers • Jeopardy! inspired games • video clips • Class debates • Peer-editing • Self-reflection	more of the key ideas on their organizers. **"Big Idea" Analysis:** Answers are graded by use of the Writing Rubric. **"The Jade Peony" Comprehension and Analysis Questions:** Answers are graded by use of the Questions Rubric. **"The Most Dangerous Game" Comprehension and Analysis Questions:** Answers are graded by use of the Questions Rubric. **Inferences Chart:** Students should have 70% or more of the key ideas on their organizers. **"Vocabulary Review" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **Selection Self-Test:** Answers are graded	the elements of the cause to create the given effect. Students will provide facts and examples to show a logical flow of thoughts. Essay is graded by use of the CCSS rubric for cause and effect. **Unit Assessment: Test** Students will be assessed by an exam on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students must get 70% or better on the exam.

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL4**. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. ***Language*** **CCR L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	inferences and explain if the inferences added to their understanding of the story. **Writing to Compare Setting** Students will write a 2-3 page essay to compare and contrast settings between *The Man to Send Rain Clouds* and *Old Man of the Temple.* Students will analyze the impact the setting has on the outcome of the stories if any. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Alternative Ending** After reading *The Most Dangerous Game* by Richard Connell, students will write a 2 page alternate ending. They will make an ending to the story that logically fits and flows with the sequence of events. Characters and dialogue will also be written into the alternate ending.		by use of the Questions Rubric. **Task Journal:** Answers are graded by use of the Questions Rubric. **Task Checklist:** Students should have 70% or more of the key ideas on their organizers. **Essay Planning:** Students should have 70% or more of the key ideas on their organizers. **Essay Draft:** Answers are graded by use of the Writing Rubric. **Peer Edits:** Students should have 70% or more of the key ideas on their organizers. **Self-Edit:** Students should have 70% or more of the key ideas on their organizers.	

	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 4: Short Stories

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to demonstrate reading comprehension through short stories and informational texts. Students will identify characterization. Students will analyze cause and effect in the literature and write their own cause and effect two page analysis. Students will create an informative brochure about chess using research. Students will investigate structure and format of literature. Students will compare literary works using symbolism and allegory from the readings.	**Core Skills:** Cause and effect; characterization; analysis of structure and format; comparing literary works with symbolism and allegory	**Core Skills:** Cause and effect essay writing; main ideas; details; plagiarism; research and technology; Subjects and predicates; Latin root words

Fiction: *Rules of the Game* by Amy Tan
The Necklace by Guy de Maupassant
The Scarlet Ibis by James Hurst
The Golden Kite, the Silver Wind by Ray Bradbury

Non-Fiction:
Informational: User Guide/Application

Novel:
House on Mango Street by Sandra Cisneros

Unit 4	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL3**. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL4**. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ***Writing*** **CCR W2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic; organize complex ideas, concepts, and information to make important	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to	• Activate prior knowledge • Cloze Procedure • Venn Diagram • Justification • Two-Column Chart • Three-Column Chart • Sentence Starter • Frayer Model Jigsaw Model (Formal Definitions, • Student-Friendly Definitions, Examples, Non-Examples) • Small Reading Groups • Cause and effect graphic organizer, Jeopardy! inspired games • Video clips • Class debates • KWWL charts • Reader's Theatre • Anchor charts • Think-Pair-Share • TPR • Peer-editing • self-reflection	**Sound Device Quiz:** Answers are graded by use of the Question Rubric **"A Voice" Graphic Organizer**: Students should have 70% or more of the key ideas on their organizers. **"A Voice" Comprehension and Analysis Questions:** Answers are graded by use of the Question Rubric. **"Sonnet on Love XIII," "Rocking" & "I Wandered Lonely as a Cloud" Graphic Organizer and Critical Thinking Questions:** Answers are graded by use of the Question Rubric and students should have 70% or more	**Unit Exam** Students will take a comprehensive multiple choice exam that will require them to use higher-level thinking skills. Students will be making predictions, using fiction versus nonfiction skills, comparing literary works, and author's purpose. Students must achieve 70% or better. **Research and Technology Brochure** Students will create a brochure using research and technology. After reading *The Necklace* students will create a brochure about the qualities and different uses diamonds have. Students will gather and organize information about the topic and create a design that fits a brochure format. The brochure will be graded by the rubric located in the SAW. **Speech Comparison:** Students will view two different speeches. After taking notes on each of the speeches, students will write a one page comparison.

	connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	help them remember the words. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on subjects and predicates. **Story Map** Students will organize information from the reading selection *Rules of the Game* by Amy Tan, into a story map. Students will identify author, setting, characters (protagonists and antagonists), problem, main events, the climax and the resolution of the selection. **Cause and Effect Graphic Organizer** Students will create a multi-flow map to create a causal explanation by projecting consequences and analyzing it's effects of the reading selection, *The Necklace* by Guy de Maupassant. **Symbolism and Allegory**		of the key ideas on their organizers. **"Themes in Poetry" Graphic Organizer**: Students should have 70% or more of the key ideas on their organizers. **"Vocabulary Review":** Students should have 70% or more of the key ideas on their organizers. **"Dreams Deferred" and "Dream" Comprehension and Analysis Questions:** Answers are graded by use of the Question Rubric. **"Sonnet on Love XIII," "Rocking" & "I Wandered Lonely as a Cloud" Graphic Organizer and Critical Thinking Questions:** Answers are graded by use of the Question Rubric and students should have 70% or more of the key ideas on their organizers. **"Themes in Poetry" Graphic Organizer**: Students should have 70% or more of the key ideas on their organizers. **"Vocabulary Review":** Students should have	Students will review the pros and cons of each and analyze which speech followed proper speech guidelines and which did not. It will be graded by a rubric located in the SAW..

	Speaking & Listening **CCR SL2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. ***Language*** **CCR L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Students will write an essay where they compare the symbolism in *The Scarlet Ibis* by James Hurst to the symbolism in *The Golden Kite, the Silver Wind* by Ray Bradbury. Students will analyze the symbols used and their meanings in each story and then compare and contrast between the two stories. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices.		70% or more of the key ideas on their organizers. **<u>House on Mango Street</u>** **Selection Self-Test:** Answers are graded by use of the Question Rubric. **"Workplace Documents" Critical Thinking Questions**: Answers are graded by use of the Question Rubric. **"Creative Writing" Writing Piece:** Essays are graded by use of the Writing Rubric. **"Review of Subject & Predicate" Exercises and Questions**: Answers are graded by use of the Question Rubric. **"Prepositions & Prepositional Phrases" Exercises and Questions:** Answers are graded by the rubric. **"Active & Passive Voice" Exercises and Writing Piece:** Answers are graded by use of the Question Rubric and essays are graded by use of the Writing Rubric. **"Cause & Effect Composition"**	

				Comprehension and Analysis Questions: Answers are graded by use of the Question Rubric. **"Cause and Effect" Graphic Organizers:** Students should have 70% or more of the key ideas on their organizers. **Selection Self-Test:** Answers are graded by use of the Questions Rubric.	

Unit 5: Writers in a Growing Nation

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to demonstrate reading comprehension through short stories and informational texts. Students will identify characterization. Students will analyze cause and effect in the literature and write their own cause and effect two page analysis. Students will create an informative brochure about chess using research. Students will investigate structure and format of literature. Students will compare literary works using symbolism and allegory from the readings.	**Core Skills:** Various types of nonfiction; how to read nonfiction; researching techniques; main idea; comparing biographical writing; persuasive speech writing; evaluate credibility	**Core Skills:** Business letter writing; expository essay writing; persuasive technique; Latin root words; predicate nominatives; predicate adjectives; adverbs

Non-Fiction Literature: *Before Hip-Hop was Hip-Hop* by Rebecca Walker
The News by Neil Postman
Single Room, Earth View by Sally Ride
Excerpt from *A Lincoln Preface* by Carl Sandburg
Arthur Ashe Remembered by John McPhee
I Have a Dream by Martin Luther King, Jr.
First Inaugural Address by Franklin D. Roosevelt
Excerpt from *Nothing to Fear: Lessons in Leadership from FDR* by Alan Axelrod

Novel:
House on Mango Street by Sandra Cisneros

Unit 5	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL3**. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL4**. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CCR RI8.** Delineate and evaluate the argument and specific claims in text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **CCR RI9.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. ***Writing*** **CCR W1.** Write arguments to support claims in an analysis of	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Literary Response**	● Vocabulary quick rating ● Small group work ● Independent work ● Journal writing ● Frayer model for vocabulary review, Multiple modality project choices ● Graphic organizers ● Study guides ● Planning checklists and rubrics ● Quick writes ● Brainstorming ● Self-tests ● Self-reflection ● Listening comprehension organizers ● Vocabulary preview and review Writers' Workshop ● Readers' Workshop	**"The Big Idea Writing Activity" Journal Writing:** Answers are graded by use of the Question Rubric. **Selection Self-Test:** Answers are graded by use of the Questions Rubric. **"A Lincoln Preface and Arthur Ashe Remembered" Graphic Organizers:** Students should have 70% or more answers correct. **Credibility Checklist:** Students should have 80% or more items completed. **"Evaluate a Critique" Graphic Organizer**: Students should have 70% or more answers correct. **Fact/Opinion and Strengths/Weaknesses Analysis:** Students should have 70% or more of the key ideas on their organizers . **Communication Analysis:** Answers are graded by use of the Question Rubric	**Persuasive Speech** Students will evaluate the persuasive techniques used in the reading selection *I Have a Dream by* Martin Luther King. Students will evaluate the techniques used and reflect upon the effectiveness of those techniques Students will be graded by the rubric located in the SAW.. **Business Letter** Students will write a business letter using the proper format. Students will write to a company asking for information about a specific product. The letter will be 2 pages in length and include little to no spelling or grammar mistakes Student will be graded by a rubric.. **Editorial** Students will write an editorial, also known as a brief persuasive 2-3 page essay. Students will take a stand on an issue and defend their position throughout the essay. Students will follow a logical format, including a clear

	substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a.** Introduce precise claim(s), distinguish the claims(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s). **b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **c**. Use words phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **e**. Provide a concluding statement or section that follows from the supports the argument presented. **CCR W2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and	For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on subjects and predicates. **Story Map** Students will organize information from the reading selection *Rules of the Game* by Amy Tan, into a story map. Students will identify author, setting, characters (protagonists and antagonists), problem, main events, the climax and the resolution of the selection. **Cause and Effect Graphic Organizer** Students will create a multi-flow map to create a causal explanation by projecting consequences and analyzing it's effects of the reading selection, *The Necklace* by Guy de Maupassant. **Symbolism and Allegory**		**Speech Prewriting**: Checklist and Speech Writing Rubric	thesis statement. Students will also use proper grammar and spelling. Students will be graded by the rubric located in the SAW. **Unit Assessment** Students will be assessed by an exam on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students must achieve 70% or better on the assessment.

	multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	Students will write an essay where they compare the symbolism in *The Scarlet Ibis* by James Hurst to the symbolism in *The Golden Kite, the Silver Wind* by Ray Bradbury. Students will analyze the symbols used and their meanings in each story and then compare and contrast between the two stories. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.			

	quantitatively, orally) evaluating the credibility and accuracy of each source. **CCR SL3**. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ***Language*** **CCR L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 6: Poetry

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will demonstrate reading comprehension in prose writing. Students will increase reading fluency. Students will be able to comprehend figurative language and create their own figurative language examples. Students will conduct a research paper on a prose author. Students will follow technical directions. Students will be able to identify Latin root words.	**Core Skills:** Reading poetry; figurative language; imagery; reading fluently; following technical directions	**Core Skills:** Research techniques; using precise words and phrases**;** prepositions and prepositional phrases

Fiction Literature: "Uncoiling a Voice" by Pat Mora
"Dream Deferred" by Langston Hughes
"Dreams" by Langston Hughes
"Sonnet on Love XIII" by Jean de Sponde
"Meciendo/Rocking" by Gabriela Mistral
"I Wander Lonely as a Cloud" by William Wordsworth
"All Watched Over by Machines of Loving Grace" by Richard Brautigan
"'Hope' is the thing with feathers" by Emily Dickinson
"Much Madness is divinest Sense" by Emily Dickinson
"The War Against the Trees" by Stanley Kunitz

Non-Fiction:

Informational: Technical Directions/News Article

Unit 6	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ***Reading: Informational Text*** **CCR RI2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ***Writing*** **CCR W2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on prepositions and prepositional phrases. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Reading Fluency** Students will read the reading selections "Uncoiling a Voice," by Pat	• Activate prior knowledge • Cloze Procedure • Venn Diagram • Justification • Two-Column Chart • Three-Column Chart • Sentence Starter • Frayer Model • Jigsaw Model (Formal definitions, Student-Friendly Definitions, Examples, Non-Examples) • Small Reading Groups • Character Analysis graphic organizer • Jeopardy! inspired games • Video clips • Class debates • KWWl charts • Reader's Theatre • PIE chart • Anchor charts • Think-Pair-Share • TPR • Peer-editing • Self reflection	**"Unit introduction" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Elements of Poetry" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Analyzing Poetic Language" Exercises**: Answers are graded by use of the Question Rubric. **"How to Read a Poem" Comprehension and Analysis Questions:** Answers are graded by use of the Question Rubric. **"Close Read" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Before You Read" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Literary Analysis" Graphic Organizer and**	**Research Paper** Students will write a short research paper using a specific topic discussed on a prose author. Students will conduct in-depth research, analyze their data and form it into a research paper on the given topic. During the writing process, students will follow the writing process including; brainstorming, source information cards, works cited page, outlining, creating a rough and final draft. Students are graded by the CCSS Rubric. **Unit Assessment: Test** Students will be assessed by an exam on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students must achieve a 70% or better. **Descriptive Essay** Students will write a 2-3 page paper where they a description of a place that is meaningful to them. Students will use sensory detail and proper word choice to create these images for the reader. Students will user logical organization and the essay will be free of errors in grammar and spelling. Students are graded by use of the CCSS Rubric.

	appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **d.** Use precise words and phrases, telling details, and sensory language	Mora, "Dream Deferred," by Langston Hughes and "Dreams," by Langston Hughes aloud to increase fluency. Students will use a smooth rhythm and pause in certain places, although there may be no punctuation for it. **Figurative Language** Students will identify similes and metaphors in the reading selection, Poetry Collection 1. Students will explain the meaning of each figure of speech and interpret it's meaning in the selection. **Story Map** Students will organize information from the reading selection "The Hunger Games," by Suzanne Collins, into a story map. Students will identify the author, setting (place and time), characters, problem, main events, the climax and the resolution of the selection. **Description of a scene** Students will write a detailed description of a scene in one of the poems written. They will write one page of description of a scene from a poem. They will use imagery to create a vivid image in the readers mind.		**Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Integrated Language Skills" Exercises**: Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Sound Devices" Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric.	

	to convey a vivid picture of the experiences, events, setting, and/or characters. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CCR W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCR W8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **CCR W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening***			**"Integrated Language Skills" Exercises**: Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Sound Devices" Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Performance Task" Graphic Organizer**: Students should have 70% or more of the key ideas on their organizers.	

	CCR SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. ***Language*** **CCR L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Use parallel structure. **b.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L5**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases,			**"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Proofreading Practice" Exercises**: Answers are graded by use of the Question Rubric. **"Novel Response" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	

	sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 7: Poetry

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will be able to read and understand poetry. Students will be able to demonstrate knowledge of poetry genres. Students will be able to paraphrase and write descriptions of various different poems. Students will be able to identify the main idea. Students will be able to write a response to literature essay and write poetry comparisons.	**Core Skills:** Reading poetry; narrative poetry; rhyme and meter; paraphrase; dialogue; main idea	**Core Skills:** Research techniques; description; response to literature essay writing; free verse poetry; comparing lyric poetry; Infinitives and infinitive phrases

Fiction: "The Road Not Taken" by Robert Frost
"Macavity: The Mystery Cat" by T. S. Elliot
"We never know how high we are" by Emily Dickinson
"maggie and milly and molly and may" by E. E. Cummings
"The Seven Ages of Man" by William Shakespeare
"Fire and Ice" by Robert Frost

Novel:
Hunger Games by Suzanne Collins

Unit 7	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CCR RL7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **CCR RL9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on infinitives. **Infinitives** Students will identify infinitives and infinitive phrases and provide their function in the given example sentences. Students will also rewrite the sentence examples using a new and different infinitive or infinitive phrase. **Paraphrasing** Students will rephrase the reading selection "The Road Not Taken," by Robert Frost in their own words. Students will keep the meaning of the selection, but put the words into a simpler form.	• Activate prior knowledge • Cloze Procedure • Venn Diagram • Justification • Two-Column Chart • Three-Column Chart • Sentence Starter • Frayer Model • Jigsaw Model (Formal Definitions, Student-Friendly Definitions, Examples, Non-Examples) • Small Reading Groups • Character Analysis graphic organizer • Jeopardy! inspired games • Video clips • Class debates • KWWL charts • Reader's Theatre • PIE chart • Anchor charts • Think-Pair-Share • TPR • Peer-editing • Self-reflection • Kagan • Thinking Maps	**"Unit introduction" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Literary Analysis" Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Integrated Language Skills" Exercises and Questions**: Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer and Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric.	**Response to Literature** Writing a Response to Literature Students will write a 2 – 3 page essay examining the internal and external conflicts of the main character Katniss in the novel, Hunger Games. Students will cite examples from the book including specific events and quotes to explain their ideas. Students will demonstrate their knowledge of paragraph and essay writing by incorporating a topic sentence, supporting sentences, and a closing sentence while using descriptive words, creativity, originality and organization in their writing. Students will be graded by the rubric and checklists located in the SAW. **Response to Literature** Students will write a response to literature 2 -3 page essay in response to one of the poems in Unit 7's collection. Students will analyze the contents of the poem and the effects it has on them. Students will have a clear thesis statement and organizational direction of their essay. The essay will be free of errors in grammar and spelling Students will be graded by the rubric and checklists located in the SAW.. **Comparing Lyrical Poetry** Students will write a 2 -3 page essay where they compare lyrical poetry. Students will compare different

	or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). ***Writing*** **CCR W2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language and domain-specific vocabulary	**Rhyme and Meter** Students will analyze the rhyme scheme in the reading selections and choose one to write their own poem with. Students will identify the rhyme scheme and use it to create their own poem on a chosen topic using specific images and detail. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Rhyme and Meter** Students will analyze the rhyme scheme in the reading selections and choose one to write their own poem with. Students will identify the rhyme scheme from the chosen reading selection and use it to create their own poem on any topic using specific images and detail. **Free Verse Poem** Students will write a free verse poem with a topic of their choice. Students will brainstorm before writing using feelings, memories, vivid adjectives, comparisons and descriptions of the topic. Students will demonstrate their writing ability through organization, word choice and creativity.		**"Pre-Reading Activities" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Rhyme Scheme" Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Integrated Language Skills" Exercises and Questions**: Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Sound Devices" Graphic Organizer and Critical Thinking Questions:** Students should have 70%	poems with different lyric form and decide how each affects the meanings of the poem. Students will user logical organization and the essay will be free of errors in grammar and spelling Students will be graded by the rubric and checklists located in the SAW.. **Unit Assessment: Test** Students will be assessed by an exam on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students must achieve a score of 70% or better.

	to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. plagiarism and following a standard format for citation. **CCR W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,	**Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.		or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Performance Task" Graphic Organizer**: Students should have 70% or more of the key ideas on their organizers. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Proofreading Practice" Exercises**: Answers are graded by use of the Question Rubric. **"Novel Response" Graphic Organizer:** Students should have 70%	

	purposes, and audiences. ***Speaking & Listening*** **CCR SL1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **c**. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.			or more of the key ideas on their organizers.	

	CCR L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **b.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ***Language*** **CCR L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary				

	knowledge when considering a word or phrase important to comprehension or expression.				

Unit 8: Drama

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will be able to demonstrate reading comprehension of plays. Students will be able to summarize the acts of a play. Students will know how to interpret stage directions and their effects on a play. Students will identify Latin prefixes and root words. Students will demonstrate writing ability through a how-to essay. Students will be able to read blank verse poetry. Students will be able to identify dramatic speeches.	**Core Skills:** Reading plays; summarizing; dialogue; stage directions; blank verse; dramatic speeches	**Core Skills:** How-to-essay writing; participles and participial phrases; gerunds and gerund phrases; Latin prefixes; Latin root words

Fiction: *The Tragedy of Romeo and Juliet,* Acts I-III by William Shakespeare

Novel: Hunger Games by Suzanne Collins

Unit 8	Common Core Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments

	Reading: Literature **CCR RL2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ***Writing*** **CCR W2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables),	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on participles, participial phrases, gerunds, and gerund phrases. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices.	• Anchor Chart • Frayer Model • KWL Chart • Think Pair Share • Brain Map	**"Pre-Reading Activities KWL Chart":** Students should have 70% or more of the key ideas on their organizers. **"Student Summary**":Students have 70% or more of the key ideas represented. **"Dialogue and Direction"**: Students should have 70% or more more of important elements listed. **"Graphic Organizer":** Students should have 70% or more of the key ideas listed **"Paraphrase**": Students should have 70% or more of the important elements included. **Sentence Strips"**: Students should have 80% or more of sentences placed in order **"Self Test"**: Students should have 70% or more of the answers correct. **"Croups Sentences"**: Students should have 70% or more of the sentences correct **"Brainstorm Archetype"**: Students should have	**How-To Essay Writing** Students will write a 5 paragraph essay which will supply step-by-step instructions for a given task. Students will put together specific and factual information that will provide a logical process to the desired outcome. The essay will include examples and definitions that will answer anticipated questions from the reader. Students will be graded by the rubric and checklists located in the SAW. **Unit Assessment: Test** Students will be assessed by an exam on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions Students must score a 70% or better on this assessment..

	and multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CCR W7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	**Stage Directions** Students will identify stage directions in the reading selection "The Tragedy of Romeo and Juliet," by William Shakespeare. Students will explain how stage directions add to the complexity of the play. **Story Map** Students will organize information from the reading selection "The Tragedy of Romeo and Juliet," by William Shakespeare, into a story map. Students will identify the author, setting (place and time), characters, problem, main events, the climax, and the resolution of the selection. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional		listed correct archetypes 70% or more of the time. **"Graphic Organizer**": STudent should have 70% or more of key elements correct. **"Graphic Organizer":** Students should have 70% or more of the key ideas correct **"Sentence Match":** Students should have found their sentence match 70% or more of the time **"Unit Review"**: The student should have 70% or more correct answers.	

	understanding of the subject under investigation. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CCR SL4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. ***Language*** **CCR L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	instruction is necessary. **Dramatic Dialogue** Students will answer higher level thinking questions regarding dramatic dialogue from the reading selection "The Tragedy of Romeo and Juliet," Act III by William Shakespeare. Students will analyze soliloquies, monologues and asides. **Research the Author** After reading the background on Gary L. Blackwood, students will create a 1 page forward for a collection of his work. Students will write in order to engage other students in Gary Blackwood's writing. Students will use the internet and other sources in order to gather information.			

	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 9: Drama

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will demonstrate comprehension by reading the play. Students will be able to summarize the actions in the play. Students will understand dramatic irony, tragedy and motive. Students will learn various Latin prefixes as well as academic vocabulary and contextual vocabulary. Students will demonstrate knowledge by creating a multimedia presentation using and evaluating sources. Students will write a persuasive letter and a two page paper comparing literary archetypal themes.	**Core Skills:** reading a play; summarizing; dramatic irony; tragedy and motive; evaluation of sources; analyzing functional and expository texts; archetypal themes	**Core Skills:** persuasive letter writing; creating a multimedia presentation; comparing literary archetypal themes; concept review; Latin prefixes

Fiction: *The Tragedy of Romeo and Juliet,* Acts IV and V by William Shakespeare
Pyramus and Thisbe by Ovid
Excerpt from *A Midsummer Night's Dream* by William Shakespeare

Non-Fiction: Informational: Atlas Entry/Travel Brochure
Information: Web Site/Web Encyclopedia Entry

Novel: Hunger Games by Suzanne Collins

Unit 9	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). ***Reading: Informational Text*** **CCR RI3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that	• Anchor Chart • Learning Groups Frayer Model • KWL Chart • Think Pair Share • Brain Map • Graphic Organizers • Small Group Work • Talking Chips • Analysis graphic organizer • video clips • TPR, • peer-editing, • self-reflection • Thinking Maps	**"Graphic organizer"**: Students will have 70% or more key elements identified **"Paraphrases"**: Students should have clearly identified the key detail 70% or more of the time **"Self-Test"**: Students should have 70% or more correct answers **"Sentence Strip Activity"**: Students should have correct sentences 70% or more of the time. **"Think Pair Share"**: Students should have 70% or more of key ideas represented	**Writing a Persuasive Letter** Students will write a 5 paragraph essay in the persuasive letter format. Students will write a letter as Friar Lawrence to both Lord Capulet and Lord Montague influencing each to end their feud. Students will include facts and emotional statements to make their point. Students will use persuasive points to strengthen their argument. Students will be graded by the CCSS Rubric. **Comparing Archetypal Themes** Students will write a 2 -3 page essay where they compare Shakespeare's use of "Pyramus and Thisbe" in *Romeo and Juliet* and also in *A Midsummer Night's Dream*. Students will decide why they believe Shakespeare used it in a

	the connections that are drawn between them. ***Writing*** **CCR W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **e**. Provide a concluding statement or section that follows from and supports the argument presented. **CCR W2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Summarizing** Students will summarize "Pyramus and Thisbe," by Ovid using the steps involved in writing an essay. Students will organize their essay into five paragraphs while focusing on topic		**"Self-Test"**: Students should have 70% or more correct answers **"Graphic Organizers"**: Students should have 70% or more key ideas represented **"Integrated Language"**: Students should sit or stand correctly 70% or more of the time **"Self Test"**: Students should have 70% or more of the time **"Novel Summary":** Students should have 70% or more key ideas represented **"Self Test"**: Students should have 70% or more correct answers	comedy and a tragedy. Students will also explore the meaning it conveys in each. Students will user logical organization and the essay will be free of errors in grammar and spelling. Students will be graded by the Compare and Contrast Rubric.

	CCR W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Language*** **CCR L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **CCR L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	sentences, supporting sentences and closing sentences. **Evaluate Sources** Students will analyze web sources using real-life websites. Students will answer questions about the main idea, author's arguments, evidence verification, sponsorship of the site and source date. **Tragedy and Motive** Students will create a graphic organizer to identify the details that contributed to the tragedy of the reading selection "The Tragedy of Romeo and Juliet," by William Shakespeare. Student's will compare Romeo and Juliet's personalities, fate / chance and other causes. **Play Writing** Students will write a brief 2 – 3 page play on a topic of their choice. Students will include all of the dramatic elements they have learned in the unit. Students main purpose will be to create dramatic irony in a specific situation.			

Unit 10: Themes in Oral Tradition

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to demonstrate reading comprehension of oral sources. Students will investigate theme in a variety of epic novels and folklore. Students will demonstrate previous writing skills, including bibliography and research techniques, in a culminating research paper. Students will be able to first outline their paper and identify primary and secondary sources.	**Core Skills:** epic heroes; epics and folk tales; theme; historical and cultural context	**Core Skills:** bibliography; primary sources; secondary sources; outline, commas, dashes, colons, semicolons, and ellipsis points

Fiction: From *The Odyssey*, Part 1 by Homer
From *The Odyssey,* Part 2 by Homer
Pecos Bill: The Cyclone by Harold W. Felton
Perseus by Edith Hamilton

Non-Fiction: "Play Hard: Play Together; Play Smart" from *The Carolina Way* by Dean Smith

Novel: Hunger Games by Suzanne Collins

Unit 10	Common Core State Standards	Learning Expectations Examples	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL6**. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ***Reading: Informational Text*** **CCR RI2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on commas, dashes, colons, semicolons, and ellipsis points. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give	• Small group reading • Activating prior knowledge • Visual diagrams computer graphic designs • Interactive reading • Analogies • Student-dictionary • Frayer model • Planning checklists and rubrics • Quick writes • TPR • Posters • Group brainstorming • Stay and stray • Personal dictionary • Graphic organizers • Cloze procedure • Self-test	**"Three Skeleton Key" Analysis Questions:** Answers are graded by use of the Question Rubric. **Selection Self-Test**: Students should have 70% or more correct. **"The Red-headed League" analysis questions:** Answers are graded by use of the Question Rubric. **"Post-Reading" Comparison Chart:** Students should have 70% or more of the key ideas on their organizers. **Selection Self-Test:** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments.	**Compare and Contrast Essay** Students will write an essay where the compare the tall tale, *Pecos Bill: The Cyclone* by Harold W. Felton, to the myth *Perseus* by Edith Hamilton. Students will brainstorm using a graphic organizer, then construct the essay using a balanced representation of each subject. Students will be graded by the Compare and Contrast Rubric. **Research Paper** Students will write an in-depth 3 -5 page research paper using a specific topic discussed in one of the units. Students will conduct in-depth research, analyze their data and form it into a research paper on the given topic. During the writing process, students will follow the writing process including; brainstorming, source information cards, works cited page, outlining, creating a rough and final draft.

	provide an objective summary of the text. ***Writing*** **CCR W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **CCR W7**. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCR W8.** Gather relevant information from multiple authoritative print and digital	oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Comic Strip** Students will create a comic strip for the reading selection "Odyssey," Part 1 and Part 2 by Homer. Students will paraphrase each part into four sections and add illustrations to complement each paraphrase. **Theme** Students will evaluate and analyze the themes in the reading selection *Pecos Bill: The Cyclone* by Harold W. Felton. Students will summarize the themes and support the chosen theme using direct quotes from the selection. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices.	• Cooperative learning • Technology-based presentations • Internet research • integrated grammar and content review • Critical and reflective thinking • Diagrams • Character symbols and artistic representation • Project-based learning	**"Culminating Activities":** Students should be guided by the questions in the SAW. The teacher can maintain that 70% or better of the key events and character descriptions are accurate. **"Novel Self-Test":** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. Students should score 70% or better. **"Big Question Essay - Performance Task #1":** Students are graded by a checklist on page 66 and 67 of the SAW. **"Greek Mythology Research Report - Performance Task #2":** All components of the project are graded by the corresponding rubrics and checklists found on pages 70-74 of the SAW.	Students will be graded by the CCSS Rubric.

	sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **CCR W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. ***Language***	**Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.			

	CCR L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L6**. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

English 10

Unit 1:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to think about and critique what they read. Students will have the ability to use words correctly. Students will have the ability to go through a process in order to express ideas. Students will have the ability to use techniques so that they can verbally express themselves in any setting. Students will analyze plot, engage in the writing process, and evaluate sentence structure.	**Literary:** Fiction v. nonfiction; reading strategies: ask questions, summarize, clarify; make a connection; predict; theme; inferences; drawing conclusions; elements of fiction; characterization	**Writing:** The writing process; expository text; primary source; secondary source; quotes; writing guidelines: MLA style, literature responses; character analysis responses; personal narrative; cloze summary; critical thinking response; quick write; sentence structure; parts of speech: nouns, verbs; clauses; MLA style

Fiction
A Problem by Anton Chekhov
A Visit to Grandmother by William Melvin Kelley
The Leap by Louise Erdrich
Excerpt from *Swimming to Antarctica* by Lynne Cox
Excerpt from *Don Quixote* by Miguel de Cervantes

Non-Fiction
The Spider and the Wasp by Alexander Petrunkevitch
Informational: Exploring fiction/nonfiction

Novel
Night by Elie Wiesel

Unit 1	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit 1n many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on nouns, verbs, and clauses. **Critical Thinking Responses**	• Group discussions • acting out responses • KWL • Reading Circles • graphic organizers (Venn Diagram, Story Element Board, etc.) • peer-editing • Kagan style jobs • KWWL • quick write • jigsaw groups, • vocabulary review game, • anchor charts • creative writing and partner reading • teacher modeling • scaffolded writing projects • planned discovery • self-reflection • self-tests • partner work • cooperative learning • meaningful connections	**"Pre-Reading, Vocabulary, A Problem, Reading and Thinking Skills" Critical Thinking Questions and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"Pre-Reading Vocabulary, *A Visit to Grandmother*, Diagram Map" Critical Thinking Questions and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"Pre-Reading Vocabulary, *The Leap*" Critical Thinking Questions and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"Reader's Workshop" Graphic Organizer, Critical Thinking Questions and Selection**	**Writing Skills Oral Presentation** Students answer a series of questions in which they reflect on their progress as writers. This is followed by a 1 page self-critique that students will share in an oral presentation to the teacher. **Narrative Composition** Students will write an essay response in the form of a narrative composition in which they develop a short story of their choice. Students will move through the stages of the writing process with this essay and will receive feedback before moving on to the final draft. The goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. The composition will be graded by the CCSS Rubric. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will

	CCR RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR RI10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of grades 9-10 text complexity band independently and proficiently. ***Writing*** **CCR W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b**. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines,	• 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Creative Writing** • Journals- reflections about life experiences written in 1st person point of view		**Self-Test:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"Pre-Reading, Vocabulary, *The Spider and the Wasp*" Critical Thinking Questions and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"Critical Thinking, Quick-Write, Check-Up" Critical Thinking Questions and Reflection:** Answers are graded by use of the Question Rubric **"Pronouns Activity" Exercises:** Students must receive a 70% or better. **"Verb Review" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Regular and Irregular Verbs" Exercises:** Students must receive a 70% or better.	vary in length and style such as multiple-choice and critical-thinking. Students will receive a score of 70% or better.

	to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **f.** Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. **CCR W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ***CCR W10:*** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	• Quick writes- responses based on topics and skills that will be introduced, or a review of skills or topics already taught **Character Analysis** Students will analyze the behavior of characters and how they interact with others by completing character profiles and follow up with a 1 page fiction composition that takes the reader on an imaginative look at a day in the life of that character. **Check for Understanding: Cloze Summaries** With cloze summaries of texts and lessons, students will be able to identify and use appropriate academic language throughout the course and teachers will be able to assess their knowledge. Some summarizes will be guided and many will be independent in which students compose their own. **Peer Reviews** Students will engage in a collaborative peer edit of their essay writing. Peers must read the writing sample and provide an assessment of:		**"Consistent Verb Tenses and Parallel Structure" Exercises:** Students must receive a 70% or better. **"Plagiarism and Research Rules" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"The Importance of Writing" List:** Students should have 70% or more of the key ideas on their list. **"The Writing Process: Short Essays and Personal Entries" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Integrated Language Skills" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Writing Inventory" Reflective Questions:** Answers are graded by use of the Question Rubric.	

	Speaking & Listening **CCR SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presenting alternate views), clear goals and deadlines, and individual roles as needed. **c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light	● author's purpose and thesis statement ● main idea and supporting details ● organization and logical arguments ● knowledge of topic ● word choice ● conventions ● use of facts, details and analysis **Unit Assessment: Evidence Corner** Students will complete a KWWL charts (What I know-Where I learned it- What I want to know-What I Learned): These charts reinforce the central idea by recalling and investigating while citing evidence from the text and making inferences. This process prepares the students to take initiative and reflect on their own learning which an essential 21st century skill is. For Unit 1 students will provide evidence of understanding on the following: ● point of view ● characterization ● author's purpose ● fiction/nonfiction		**"Writer's Workshop - Narrative" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Conflict and Dialogue" Graphic Organizer and Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Effective Descriptions" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Author's Insight and Purpose" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Lesson Wrap-Up" Essay:** Students will be graded by the essay rubric located in the SAW. **"*Night* Pre-Reading" Essay:** The essay will be graded by the checklist/rubric found in the SAW.	

	of the evidence and reasoning presented. **e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. **CCR SL3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Use parallel structure. **b.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly.			**"Building Background" Graphic Organizer and Reflection Piece:** Students should have 70% or more of the key ideas on their organizers and in their piece. **"*Night* Pre-Reading Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Reader's Workshop" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Journal Writing" Essay:** The essay will be graded by the checklist/rubric found in the SAW.	

	CCR L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the				

	pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 2:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**

Students will have the ability to read and identify key ideas and details. Students will analyze author's purpose and point of view. Students will examine how to build background in writing through characterization and setting. Students will acquire new vocabulary words. Students will research a topic.	**Literary:** Fact v. opinion; author's purpose; cause and effect; main idea; building background and historical context; point of view	**Writing:** The 5 W's of journalism; fact v. opinion; literature responses; compare and contrast essay outline; expository essay; critical thinking responses; graphic organizer; journal; adjectives; adverbs; prepositional phrases; modifiers; comparative and superlative adjectives

Fiction
"Ramas Initiation" from the *Ramayana* by R.K. Narayan
Damon and Pythias retold by William F. Russell
Two Friends by Guy de Maupassant

Non-Fiction
The American Idea by Theodore H. White
The Marginal World by Rachel Carson
The Leader in the Mirror by Pat Mora
The History of the Guitar
Excerpt from *Desert Exile: The Uprooting of a Japanese- American Family* by Yoshiko Uchida

Novel
Night by Elie Wiesel

Unit 2	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study**	• Group discussions • acting out responses KWL • Reading Circles • graphic organizers • peer-editing • Kagan style jobs • KWW • quick write	**"Pre-Reading, *Rama's Initiation*" Selection-Self Test:** Answers are graded by use of the Question Rubric and students must have 70% or better. **"Pre-Reading, *Damon and Pythias/Two Friends*"**	**Expository Composition** Students will write an essay response in the form of an expository composition in which they explain how diction, voice and tone is used in a variety of articles. Students will move through the stages of the writing

	analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CCR RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas,	Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit 1n many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Skill and Evidence Charts** Introduces specific skill sets and guides students through the process of selecting an answer by providing evidence to support the answer. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on adjectives,	• jigsaw group • anchor chart • creative writing and partner reading • journal writing and sharing • partner work • group discussions • checklists • rubrics, • teacher modeling, • anticipatory guides • interactive reading guides • vocabulary preview • vocabulary review • self-tests • scaffolded paper writing • self-reflection • planned discovery	Comprehension and Analysis Questions and Selection-Self Test: Answers are graded by use of the Question Rubric and students must have 70% or better. **"Pre-Reading, *Desert Exile*"** Critical Thinking Questions and Selection-Self Test: Answers are graded by use of the Question Rubric and students must have 70% or better**.** **"Pre-Reading, Vocabulary, *The Marginal World*"** Comprehension and Analysis Questions and Selection-Self Test: Answers are graded by use of the Question Rubric and students must have 70% or better. **" Pre-Reading, *The American Idea*" Graphic Organizer and Selection Self-Test:** Answers are graded by use of the Question Rubric and students must have 70% or better. **"Adjectives & Adverbs" Critical Thinking Questions:** Answers are graded by use of the Question Rubric.	process with this essay and will receive feedback before moving on to the final draft. The goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. Students will be graded using the CCSS Rubric. **Compare and Contrast Essay** Students will practice examining the differences and similarities of two literary or informational texts. Students will move through the stages of the writing process with this essay and will receive feedback before moving on to the final draft. The goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. Students will be graded by the Compare and Contrast Rubric. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students should

	poems, at the high end of the grades 9-10 text complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCR RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language	adverbs, prepositional phrases, modifiers, comparative and superlative adjectives. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Literary Response (I)** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts		**"Adjectives" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Adverbs" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Organizational Patterns" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Descriptive Language" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Lesson Reflection" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"The Writing Process" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Night Reading Activities" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	achieve a score of 70% or above.

	of a court opinion differs from that of a newspaper). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **CCR R10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ***Writing*** **CCR W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make	and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Peer Reviews** Students will engage in a collaborative peer edit of their essay writing. Peers must read the writing sample and provide an assessment of: ● author's purpose and thesis statement ● main idea and supporting details ● organization and logical arguments ● knowledge of topic ● word choice ● conventions ● use of facts, details and analysis **Unit Assessment: Evidence Corner** Students will complete a KWWL charts (What I know-Where I learned it-What I want to know-What I Learned): These charts reinforce the central idea by recalling		**"Identifying and Interpreting Context" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Exploring Facts from the Holocaust" Research Questions:** Answers are graded by use of the Question Rubric. **"Evaluating Word Choice" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Making a Connection" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	

	important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b**. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c**. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d**. Use precise language and domain-specific vocabulary to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	and investigating while citing evidence from the text and making inferences. This process prepares the students to take initiative and reflect on their own learning which an essential 21st century skill is.			

	CCR W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ***CCR W10:*** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.				

	a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) **b.** Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.) ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Use parallel structure.* **b.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and				

	add variety and interest to writing or presentations. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. **c.** Consult general and specialized reference materials (e.g., college-level				

	dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **b**.Analyze nuances in the meaning of words with similar denotations. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 3:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to use rhetorical devices and appeal to emotions in their writing. Students will also be able to identify these strategies when an author uses them as well. Students will read literature and respond to critical thinking questions. Students will be able to persuade through writing.	**Literary:** Main idea; supporting details; text features	**Writing:** Rhetorical devices; appeal to logic, appeal to emotions; personal anecdote; case study; facts and opinions; quotations; counterclaims; biases; literature responses; literary essay responses; persuasive essay; critical thinking response; cloze summary; quick write; free write; personal writing evaluation and oral presentation; dependent and independent clauses; nouns, verbs, adverbs and adjectives; modifiers; parallel structure

Fiction
One Thousand Dollars by O. Henry

Non-Fiction
"Everest" from *Touch the Top of the World* by Erik Weihenmayer
A Toast to the Oldest Inhabitant: The Weather of New England by Mark Twain
From *In Commemoration: One Million Volumes* by Rudolfo A. Anaya
Informational: Course Catalog
Informational: Web Site
Workplace Document: Job application
Informational: Public Document

Novel
Night by Elie Wiesel

Unit 3	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories,	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit 1n many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help	● Quick writes ● journal writing and sharing ● partner work ● Kagen groups ● graphic organizers ● group discussions ● partner discussions ● checklists ● rubrics ● teacher modeling ● anticipatory guides ● interactive reading guides ● sentence starters ● Cloze procedure ● cooperative learning groups ● vocabulary preview ● vocabulary review ● Venn diagrams ● self-tests ● internet research ● peer editing, scaffolded paper writing	**"Pre-Reading Vocabulary" Critical Thinking Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers **"*One Thousand Dollars* Exercise" Comprehension Questions and Selection-Self Test:** Answers are graded by use of the Question Rubric. Students should receive a score of 70% or better. **"Pre-Reading Exercise" Critical Thinking Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers **"Reader's Workshop" Graphic Organizer and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students should receive a score of 70% or better. **"Pre-Reading Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"*A Toast to the Oldest Inhabitant* Readers' Workshop" Comprehension Questions and Graphic Organizer:**	**Multimedia Research Project** After several lessons, students are required to formulate a question from the lesson that can be researched. The students will then pick a question and research it by using a checklist. He or she will present his or her findings incorporating digital media such as PowerPoint, Podcast, or movie. In addition to the multimedia portion, the students will write a 2-3 page research report / expository essay summarizing the research and explain how it affects the world. **Persuasive Essay** Students will write an essay based on topics generated from the toolbox for that genre and topics from the readings in the class. Students will move through the stages of the writing process with this essay and will receive feedback before moving on to the final draft. The goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. **Unit Assessment: Test**

	dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI5**: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **CCR RI6:** Determine an author's point of view or purpose in a	them remember the words. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on dependent and independent clauses, nouns, verbs, adverbs, adjective, modifiers, and parallel structure. **Creative Writing** • Scene rewrites - as independent practice with a specific elements of plot, students will rewrite a particular scene using their own originality in the style of the featured author. • Quick writes- responses based on	• self-reflection • planned discovery	**"Selection Self Test":** Answers are graded by use of the Question Rubric. Students should receive a score of 70% or better. **"Author Profile" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Pre-Reading *One Million Volumes*" Critical Thinking Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Predictions and Inferences" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Reading Exercises" Comprehension Questions and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students should receive a score of 70% or better. **"Course Catalogs" Critical Thinking Questions and Summary:** Answers are graded by use of the Question Rubric. **"Public Library System" Comprehension Questions:**	Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions.

	text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **CCR R10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ***Writing*** **CCR W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	topics and skills that will be introduced, or a review of skills or topics already taught. **Character Analysis** Students will analyze the behavior of characters and how they interact with others by completing character profiles and follow up with a 1 page fiction composition that takes the reader on an imaginative look at a day in the life of that character. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency.		Answers are graded by use of the Question Rubric. **"Character Analysis" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Critical Thinking Response" Essay:** Students will be graded by the checklist or rubric in the SAW. **"Grammar Workshop" Paragraphs:** Students must include 70% or better of the identified elements in their paragraph. **"Research Project" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Reader's Workshop" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"*Night* Story Map" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Planning and Persuasive Essay" Graphic Organizer:** Students should have 70% or	

	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **e.** Provide a concluding statement or section that follows from and supports the argument presented. **CCR W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ***CCR W10:*** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.		more of the key ideas on their organizers.	

	Speaking & Listening **CCR SL3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Use parallel structure.* **b.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **b.** Use a colon to introduce a list or quotation. **c.** Spell correctly. **CCR L5**: Demonstrate understanding of figurative				

	language, word relationships, and nuances in word meanings. **a**. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **b**. Analyze nuances in the meaning of words with similar denotations. **CCR L6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 4:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will understand the use of tone, mood, and imagery by an author. Students will be able to use those same strategies in their writing. Students will analyze author's purpose and point of view. Students will draw conclusions when reading and elaborate on them in writing.	**Literary:** Theme; tone; mood; imagery; symbolism; irony; compare and contrast; author's perspective; author's purpose; drawing conclusions; inferences; supportive evidence; main idea; details	**Writing:** Theme; tone; mood; imagery; symbolism; irony; compare and contrast; author's perspective; author's purpose; drawing conclusions; inferences; supportive evidence; main idea; details

Fiction
"The Bridegroom" by Alexander Pushkin
"The Guitar" by Federico Garcia Lorca
"Making a Fist" by Naomi Shihab Nye
"Spring and All" by William Carlos Williams
"My City" by James Weldon Johnson
"Do Not Go Gentle into That Good Night" by Dylan Thomas
The Orphan Boy and the Elk Dog - Native American Myth
"The Fish and Danny Deever by Rudyard Kipling

Novel
Night by Elie Wiesel

Unit 4	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the Unit 1n many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing	● Group discussions ● acting out responses ● KWL ● Reading Circles ● graphic organizers ● peer-editing ● Kagan style jobs ● KWWL ● quick write ● jigsaw groups ● anchor chart, ● creative writing and partner reading ● small groups	**"*The Fish* and *Danny Deever*" Critical Thinking Questions and Selection Self-Test:** Students answers are graded by the Question Rubric. Students should attain a score of 70% or better on the self-test. **"Follow the Blueprint" Group Work:** Students must have 70% or more key idea on the imagery chart. **"*The Orphan Boy and The Elk Dog*" Word Study:** Students should have 70% or more of the key ideas represented.	**Critiques & Oral Presentations** Students will evaluate the word choices, grammar, literary devices, voice and logic of selected essays, poetry and fiction as a way to hone in on their skills. Students will write a one page critique based on a checklist and will defend their positions in an oral discussion/ presentation. This will prepare them to write a literary analysis. The project will be graded by checklists and rubrics found in the SAW. **Multimedia Research Project** After several lessons, students are required to formulate a question from the lesson that can be researched. The

	other characters, and advance the plot or develop the theme. **CCR RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCR RL9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details;	their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Creative Writing** • Scene rewrites- as independent practice with a specific elements of plot, students will rewrite a particular scene using their	• small group discussions • peer editing • highlighting • Cloze procedure • cooperative learning groups • vocabulary preview • vocabulary review • Venn diagrams • self-tests, internet research • peer editing • scaffolded paper writing • self-reflection • planned discovery	**"Conducting Research" Reliable Sources:** Students should have 70% or more of the key ideas represented. **"Reading *Do Not Go Into That Good Night*" Graphic Organizer:** Students should have 70% or more of the key ideas represented. **"Reading *Do Not Go Into That Good Night*" Selection Self-Test:** Students should attain a score of 70% or better on the self-test. **"Grammar Review" Activities:** Students should have 70% or more of the answers correct. **"Grammar Quiz":** Students should attain a score of 70% or better. **"Comparing Research" Reliable Sources Critical Thinking Question:** Students should have 70% or more of the answers correct. **"Writing a Research Paper":** Students will be graded by the rubric located in the SAW.	students will then pick a question and research it by using a checklist. He or she will present his or her findings incorporating digital media such as PowerPoint, Podcast, or movie. In addition to the multimedia portion, the students will write a 2-3 page research report / expository essay summarizing the research and explain how it affects the world The project will be graded by checklist and the CCSS Rubric. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students must achieve a score of 70% or better.

	provide an objective summary of the text. **CCR RI3**: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR R10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ***Writing*** **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;	own originality in the style of the featured author • Poem stanza rewrites- as independent practice with literary and sound devices, students will rewrite specific stanzas using their own originality in the style of the featured author **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.		**"Evaluating a Research Paper":** Students will use the checklist located in the SAW. **"Night Story Map":** Students must have 70% or more of the key ideas represented in the graphic organizer. **"Big Question Reflection":** Students must have 70% or more of the key ideas represented in the reflection.	

	narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCR W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). **b.** Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific				

	claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). **CCR W10:** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a**. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b**. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals				

	and deadlines, and individual roles as needed. **c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. ***Language*** **CCR L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative,				

	adverbial) to convey specific meanings and add variety and interest to writing or presentations. **CCR L6:** Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 5:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to use word choice and rhetoric in the argument writing process. Students will have the ability to research and pick the correct style to communicate their stance. Students will be able to analyze organization, flow, and structure to edit and revise their work.	**Literary:** Word choice; creating effects; summary	**Writing:** Rhetoric; the writing process; argumentation; research; organization and flow; research guidelines; audience; voice; formal style; transitions; quotation marks; sentence structure; parallel structure; figures of speech; spelling; affixes; roots

Non-Fiction
"Occupation Conductorette" from *I Know Why the Caged Bird Sings* by Maya Angelou

Novel
Night by Elie Wiesel

Unit 5	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose	● Group discussions ● acting out responses ● KWL ● Reading Circles ● graphic organizers ● peer-editing ● Kagan style jobs ● KWWL ● quick write	**"Pre-Reading Vocabulary" Exercises and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Reader's Workshop *Occupation Conductorette*" Exercises and Graphic Organizer:** Students should have 70% or more of the	**Literary Analysis/ Original Composition** This project is the culminating assignment for each semester. Students will review teacher feedback and writing assignments over the course of the semester and compose and type a 3 page literary analysis based on a work of one of the featured author's from the semester. A checklist will guide

	emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and	questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on quotation marks, sentence structure, and parallel structure. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Creative Writing** • Journals- reflections about life experiences written in 1st person point of view. • Quick writes- responses based on topics and skills that will be introduced, or a review of skills or topics already taught.	● jigsaw groups ● anchor chart ● creative writing and partner reading ● journal writing and sharing ● partner work ● checklists ● rubrics ● teacher modeling ● anticipatory guides ● interactive reading guides ● sentence starters ● Cloze procedure ● vocabulary preview ● vocabulary review ● self-tests ● internet research ● peer editing ● scaffolded paper writing ● self-reflection	key ideas on their organizers. **"Character and Plot Development" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Journal Writing" Essay:** Students will be graded by the rubric located in the SAW. **"Critical Thinking Response" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Poetry Review" Exercises and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Poetic Form" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Analyzing a Central Idea or Theme" Graphic Organizer:** Students should have 70% or more of the	the students as they analyze 3-4 literary elements of their choice. -Students can choose to compose their own original poem, short story, play and complete a 1 page summary that identifies the elements that they used. Students then must cite evidence for those elements. -Students must also prepare a defense of their literary analysis to share in a group discussion with their peers. Students will use the rubric and checklists from the SAW. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students must receive 70% or above.

	refined by specific details; provide an objective summary of the text. **CCR RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCR RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR R10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ***Writing*** **CCR W7**: Conduct short as well as more sustained research projects to answer a question	**Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.		key ideas on their organizers. **"Analyzing Word Choice" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Important Questions" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Language Workshop" Quiz:** Students should receive a score of 70%% or better. **"Language Workshop" Exercises:** Students should receive 70% or better on the given exercises. **"Parallelism in Writing" Exercises:** Students should receive 70% or better on the given exercises. **"Writing Process" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Novel Recap" Graphic Organizer:** Students should	

	(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCR W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). **b.** Apply grades 9–10 Reading standards to literary nonfiction			have 70% or more of the key ideas on their organizers. **"Story Maps" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Character Analysis" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Analyzing Writers' Techniques" Quiz:** Students should receive a score of 70% or better. **"Quick Write" Essay:** Students should include 70% or more of the key ideas into their essay. **"Writer's Workshop" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Identifying Author's Perspective and Tone" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	

	(e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL4**: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. **a.** Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources			**"Critical Thinking Response" Essay and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Analytical Response to Literature" Comprehension Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Analytical Response to Literature" Graphic Organizer and Exercises:** Students should have 70% or more of the key ideas on their organizers. Students should have 70% or more correct on exercises.	

	coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) **b.** Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.) ***Language*** **CCR L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Use parallel structure. **b**. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **CCR L6:** Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening				

	at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 6:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to distinguish between the elements or fiction and nonfiction. Students will have the ability to navigate a dramatic piece. Students will identify the strategies the author uses to convey the message and theme including characterization, dialect, dialogue, and scene design. Students will also have the ability to use literary devices in their own writing.	**Literary:** Vocabulary development; fiction v. nonfiction; reading strategies (ask questions, summarize, clarify, make a connection, predict); theme; inferences; drawing conclusions; elements of fiction; characterization; dialect; dialogue; dramatic monologue; scene designs; soliloquies, asides and character foils in dramatic literature	**Writing:** Voice; literary devices (i.e. imagery, simile, metaphor, etc.); sound devices; revising; sentence structure; parts of speech: nouns, verbs; clauses

Fiction
Contents of the Dead Man's Pocket by Jack Finney
Games at Twilight by Anita Desai
Tepeyac by Sandra Cisneros
Lost in Yonkers by Neil Simon

Non-Fiction
The Dog That Bit People by James Thurber
Informational: Shark Story
Informational: Happy Together
Informational: Women's Wage Gap
Informational: The ABC's of Antioxidants
Informational: Dig Deeper into Jazz
Informational: Feel the City's Pulse? It's Be-bop man!

Novel
Act 1 Scene 1 from Two Trains Running by August Wilson

Unit 6	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will	● group discussions ● acting out responses ● KWL ● Reading Circles ● graphic organizers ● peer-editing ● Kagan style jobs ● KWWL ● quick write	**"Pre-Reading Problems Graphic Organizer, Comprehension Questions and Selection Self-Test":** Answers are graded by use of the Question Rubric. Students must receive 70% or better.	**Descriptive Essay** Students will write a descriptive essay based on topics generated from the toolbox for that genre and topics from the readings in the class. Students will move through the stages of the writing process with this essay and will receive feedback before moving on to the final draft. The

	the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CCR RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on nouns, verbs, and clauses. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Creative Writing** • Journals- reflections about life experiences	• jigsaw groups • anchor chart • creative writing and partner reading • quick writes • journal writing and sharing • partner work • recording oral presentations • graphic organizers • group discussions • partner discussions • checklists • rubrics • self-reflection • teaching modeling • anticipatory guides • interactive reading guides • sentence starters • vocabulary preview • vocabulary review • Venn diagrams • self-tests • internet research • peer editing • scaffolded paper writing	**"Reader's Workshop *Contents of a Dead Man's Pocket* Graphic Organizer, Comprehension Questions and Selection Self-Test":** Students must receive a score of 70% or better. **"Quick Write Essay":** Students are graded by the rubric located in the SAW. **"Anticipation Guide Essay":** Students are graded by the checklist/rubric in the SAW. **"*Games at Twilight* Graphic Organizer, Comprehension Questions, Essay and Selection Self-Test":** Answers are graded by use of the Question Rubric. Students must receive 70% or better. **"*Tepeyac*" Comprehension Questions, Drawing and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive 70% or better.	goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. Students will be graded by the checklist/rubric in the SAW. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions Students must receive a score of 70% or higher.

	Reading: Informational Text **CCR RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	written in 1st person point of view. • Quick writes- responses based on topics and skills that will be introduced, or a review of skills or topics already taught. • Scene rewrites- as independent practice with a specific elements of plot, students will rewrite a particular scene using their own originality in the style of the featured author • Poem stanza rewrites- as independent practice with literary and sound devices, students will rewrite specific stanzas using their own originality in the style of the featured author **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to		**"*The Dog That Bit People* Graphic Organizer", Comprehension Questions and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive 70% or better. **"*Shark Story"* Graphic Organizer and Summary":** Students should have 70% or more of the key ideas on their organizers. **"Cornell Notes" Graphic Organizers and Summaries:** Students should have 70% or more of the key ideas on their organizers. **"Journal Writing" Reflection Piece:** Students should have 70% or more of the key ideas in their piece. **"Parts of Speech and Personal Pronouns" Exercises:** Students should receive 70% or better on the exercise. **"Relative Pronouns" Exercises:** Students should receive 70% or better on the exercise.	

	CCR R10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ***Writing*** **CCR W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a**. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b**. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c**. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.		**"Indefinite Pronouns" Exercises and Short Story:** Students should receive 70% or better on the exercise. The short story is assessed by the rubric located in the SAW. **"Grammar Workshop" Exercises:** Students should receive 70% or better on the exercise. **"Revising Workshop" Revision Piece:** Students should receive 70% or better on the exercise. **"Narrative Writing" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Conflict and Dialogue" Critical Thinking Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Effective Descriptions" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	

	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a**. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal			**"Author's Insight and Perspective" Comprehension Questions:** Students should have 70% or more of the key ideas on their organizers. **"Humorous Essay Prewriting" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Anticipation Guide" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Word Analysis" Graphic Organizer and Essay:** Students should have 70% or more of the key ideas on their organizers. The summary is graded by use of the checklist in the SAW. **"*Lost in Yonkers*" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	

	consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **c**. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. ***Language*** **CCR L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.			**"Pros and Cons" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Quick Write" Graphic Organizer and Summary:** Students should have 70% or more of the key ideas on their organizers. The summary is graded by use of the checklist in the SAW.	

	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				

Unit 7:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able write in an informational style that includes evidence. Students will be able to follow the 5 W's of Journalism in order to develop a topic. Students will write using academic vocabulary. Students will review main idea, these, and elements of a drama.	**Literary:** Main idea; theme; details; dramatic monologue; setting; author's point of view; voice; plot; conflict; characterization; vocabulary development	**Writing:** The 5 W's of Journalism; the scientific method; evidence; organization; transitions; sensory language; topic development; academic language; adjectives and adverbs; word relationships; nuances; word meanings; figurative language

Fiction
An Enemy of the People by Henrik Ibsen
The Censors by Luisa Valenzuela
"Fear" by Gabriela Mistral

Non-Fiction
Excerpt from *Nobel Lecture* by Alexander Solzhenitsyn
Excerpt from *Longitude* by Dava Sobel
What makes a Degas a Degas? by Richard Muhlberger
Informational: Tides
Informational: NASA News
Informational: Newspaper Editorial
Informational: Primary Source
Informational: Holding Parents Responsible
Informational: Identity Theft
Informational: Tracking Teen Drivers
Informational: Learning from Crime Victims

Novel
Act 1 Scene 2 & 3 from Two Trains Running by August Wilson

Unit 7	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCR RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on adjectives, adverbs, and word relationships **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will	● Quick writes ● journal writing and sharing ● partner work ● recording oral presentations ● graphic organizers ● group discussions ● partner discussions ● checklists ● rubrics ● teacher modeling ● anticipatory guides ● interactive reading guides ● sentence starters ● Cloze procedure ● vocabulary preview ● vocabulary review ● Venn diagrams ● self-tests ● internet research ● peer editing ● scaffolded paper writing ● self-reflection ● planned discovery	**"The Censors" Selection Self-Test:** Students must receive a score of 70% or better. **"An Enemy of the People" Graphic Organizer:** Students must have 70% or more of the key ideas represented in their organizers. **"An Enemy of the People" Selection Self-Test:** Students must receive a score of 70% or better. **"Nobel Lecture" Selection Self-Test:** Students must receive a score of 70% or better. **"Holding Parents Responsible" Cornell Notes:** Students must have 70% or more of the key ideas represented in their graphic organizer. **"The Development Debate" Organizer:** Students must have 70%	**Expository Composition** Students will write an essay response in the form of an expository composition in which they explain how diction, voice and tone is used in a variety of articles. Students will move through the stages of the writing process with this essay and will receive feedback before moving on to the final draft. The goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. Students will be graded by the rubric located in the SAW. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students must receive a score of 70% or better on this assessment.

	United States, drawing on a wide reading of world literature. **CCR RL7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g.,, Auden's "Musee des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus).* **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are	repeat until the assignment has reached a satisfactory level of proficiency. **Character Analysis** Students will analyze the behavior of characters and how they interact with others by completing character profiles and follow up with a 1 page fiction composition that takes the reader on an imaginative look at a day in the life of that character. **Creative Writing** • Journals- reflections about life experiences written in 1st person point of view. • Poem stanza rewrites- as independent practice with literary and sound devices, students will rewrite specific stanzas using their own originality in the style of the featured author **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices,		or more of the key ideas represented in their graphic organizer. **"Tracking Teen Drivers" Selection Self Test:** Students must have 70% or better. **"Learning from Crime Victims Quick Write:** Students should include 70% of key connections and ideas from the discussions and interactive reading work. **Creative Writing Editorial:** Students will be graded by use of the rubric located in the SAW. **Research Paper/Project:** Students will be graded by use of the checklists and rubrics located in the SAW. **Persuasive Composition:** Students will be graded by use of the checklist in the SAW and the CCSS rubric. **Comparatives and Superlatives Exercises:**	

	introduced and developed, and the connections that are drawn between them. **CCR RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **CCR R10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ***Writing*** **CCR W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and	setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Peer Reviews** Students will engage in a collaborative peer edit of their essay writing. Peers must read the writing sample and provide an assessment of: ● author's purpose and thesis statement ● main idea and supporting details ● organization and logical arguments ● knowledge of topic ● word choice ● conventions		Students should get 70% or better of the questions correct throughout the exercise. **Action and Linking Verb Exercises:** Students should get 70% or better of the questions correct throughout the exercise. **Revising to Create Parallelism Exercises:** Students should get 70% or better of the questions correct throughout the exercise. **"Lost in Yonkers":** Students are expected to have 70% or more of the key ideas represented in their organizers. **"Analysis of Lost in Yonkers":** Students are expected to have 70% or more of the key ideas represented in their organizers. **"Oral Presentation":** Students are graded by the rubric located in the SAW.	

	information clearly and accurately through the effective selection, organization, and analysis of content. **a**. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **e**. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	● use of facts, details and analysis			

	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL4**: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. **a.** Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain				

	specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) **b.** Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.) ***Language*** **CCR L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				

Unit 8:

Summary: Students will be adept at comparing and contrasting aspects of literature. Students will use reading strategies to understand and comprehend. Students will use elements of voice, imagery, organization, and planning to make their writing better. Students will also become skilled at using writing resources.	**Target Achievement 1: Literacy Skills** **Literary:** Compare and contrast; drawing conclusions; information text features; reading strategies (ask questions, clarify, make connections, summarizing)	**Target Achievement 2: Writing Skills** **Writing:** Voice; literary devices (i.e. imagery, simile, metaphor, etc.); thesis statements; planning; concluding statements; compare and contrast; upgrading vocabulary; reference materials (i.e. dictionary, thesaurus); word patterns and parts of speech

Fiction
"Arthur Becomes King of Britain" from *The Once and Future King* by T.H. White
Excerpt from *A Connecticut Yankee in King Arthur's Court* by Mark Twain

Non-Fiction
Book Review: Mothers and Daughters
Movie review: The Joy Luck Club
Informational: Atlas Entry
Informational: Magazine Article
Informational: Looking Over Your Shoulder
Informational: Dressing by the Book
Informational: The Witness Dilemma
Informational: The Newest Newcomers

Novel
Act 2 Scene 1 from Two Trains Running by August Wilson

Unit 8	**Common Core State Standards**	**Learning Expectations**	**Instructional Strategies**	**Formative Assessments**	**Summative Assessments**

	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on word patterns and parts of speech. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Creative Writing**	● Group discussions ● acting out responses ● KWL ● Reading Circles ● graphic organizers (Venn Diagram, Story Element Board, etc.) ● peer editing ● Kagan style jobs ● KWWL ● quick write ● jigsaw groups ● vocabulary review games ● anchor charts ● creative writing and partner reading ● teacher modeling ● scaffolded writing projects ● planned discovery ● self-reflection ● self-test ● partner work ● cooperative learning	**"*Arthur Becomes King of Britain*" Critical Thinking Questions, Graphic Organizer and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"*Morte d'Arthur*" Critical Thinking Questions, Graphic Organizer and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"Journal Writing" Journal Entry:** Answers are graded by use of the Question Rubric. **"*A Connecticut Yankee in King Arthur's Court*" Critical Thinking Questions, Graphic Organizer and Selection Self-Test:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"Reading Informational Texts" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Reader's Workshop for Informational Text" Critical Thinking Questions and**	**Compare and Contrast Essay** Students will practice examining the differences and similarities of two literary or informational texts. Students will move through the stages of the writing process with this essay and will receive feedback before moving on to the final draft. The goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. Students will be graded by the rubric located in the SAW. **Multimedia Research Project** Students are required to formulate a question from the lesson that can be researched. The students will then pick a question and research it by using a checklist. He or she will present his or her findings incorporating digital media such as PowerPoint, Podcast, or movie. In addition to the multimedia portion, the students will write a 2-3

	complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR R10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	• Quick writes- responses based on topics and skills that will be introduced, or a review of skills or topics already taught. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.	• meaningful connections	**Graphic Organizer:** Answers are graded by use of the Question Rubric. Students must receive a score of 70% or better. **"Analyzing the Development of an Idea or Claim" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Analyzing Rhetorical Texts" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Grammar Workshop - Semicolons" Quick Write:** Answers are graded by use of the Question Rubric. **"Grammar Workshop - Colons" Exercises:** Students should have 70% correct or more on the exercises. **"Spelling Tips" Exercises:** Students should have 70% correct or more on the exercises. **"Daily Oral Language" Exercises:** Students should have 70% correct or more on the exercises.	page research report / expository essay summarizing the research and explain how it affects the world. Students are graded by use of checklists and rubrics. These are located in the SAW. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students will be required to score a 70% or better on this assessment.

	Writing **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 32.) **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL4**: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.			**"Error Analysis and Journal Writing" Journal Entry:** Answers are graded by use of the Question Rubric. **"Art of Persuasive Writing" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Performance Task" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Performance Task" Persuasive Essay:** Students will be graded by the rubric and checklists located in the SAW. **"*Lost in Yonkers* Story Map":** Students must have 70% or more of key ideas on their organizers. **"Critical Thinking" Questions:** Answers are graded by use of the Question Rubric. **"Writing Standards Self-Check" Journal:** Students will be graded by the rubric located in the SAW.	

	a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) **b.** Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.) **CCR SL5:** Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest. **CCR SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ***Language*** **CCR L1:** Demonstrate command of the conventions of standard				

	English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **CCR L3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.				

Unit 9:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will be able to write with coherency, style, and audience. Students will recognize literary devices and use those devices in their own writing. Students will use precise language and appropriate structure to finalize a persuasive essay.	**Literary:** Voice; literary devices (i.e. imagery, simile, metaphor, etc.); reading strategies (visualize, make connections, clarify, summarize); drawing conclusions; making inferences; tone; theme; voice	**Writing:** Purpose and coherency; style; audience; planning; edition; precise word choices; structure and development of ideas; vocabulary strategies; parallel structure; semicolon; colon

Fiction
The Garden of Stubborn Cats by Italo Calvino
Civil Peace by Chinua Achebe
"The Waking" by Theodore Roethke
"Glory" by Yusef Komunyakaa
"Metaphor" by Eve Merriam
"Pride" by Dahlia Ravikovitch
"Conscientious Objector" by Edna St. Vincent Millay
"The Wind Tapped like a tired man" by Emily Dickinson

Non-Fiction
Hold Fast Your Dreams and Trust Your Mistakes by Billy Joel
Informational: Hip Hop: Keeping it Real
Informational: Ooh Scary
Informational: Up a Tree
Informational: Put Me in Coach

Novel
Act 2 Scene 2 from Two Trains Running by August Wilson

Unit 9	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn basic sentence structure while focusing on parallel structure, and proper usage of the semicolon and colon. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their	● Quick writes ● journal writing and sharing ● partner work ● group oral presentations ● graphic organizers ● group discussions ● discussion prep work ● partner discussions ● checklists ● rubrics ● teacher modeling ● anticipatory guides ● interactive reading guides ● sentence starters ● Cloze procedure ● vocabulary preview ● vocabulary review ● KWWL ● cartoons ● Frayer model ● vocabulary games ● teacher modeling ● self-tests ● internet research ● peer editing ● scaffolded paper writing ● self-reflection	**"Poetry Review" Graphic Organizer:** Students should include 70% of the key elements in each of the organizers for each of the poems. **"Reader's Workshop - Figurative Language" Graphic Organizer:** Students should include 70% or more of the key concepts. **"Reader's Workshop - Interpreting a Poem's Meaning" Graphic Organizer:** Students should include 70% or more of the key concepts. **Selection Self-Test:** Students should receive 70% or better on the assessment. **"Poetry Review" Graphic Organizer:** Students should include 70% of the key elements in each of the organizers for each of the poems. **Selection Self-Test:** Students should receive	**Persuasive Essay** Students will write an essay based on topics generated from the toolbox for that genre and topics from the readings in the class. Students will move through the stages of the writing process with this essay and will receive feedback before moving on to the final draft. The goal is for students to develop topics and express themselves logically while using a formal style and avoiding errors in conventions. Students will be graded by the use of the CCSS Rubric. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. Students will receive 70% or better on this assessment.

	complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCR RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI5:** Analyze in detail how an author's ideas or claims are developed and refined by	drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Creative Writing** • Journals- reflections about life experiences written in 1st person point of view. • Poem stanza rewrites- as independent practice with literary and sound devices, students will rewrite specific stanzas using their own originality in the style of the featured author **Character Analysis** Students will analyze the behavior of characters and how they interact with others by completing character profiles and follow up with a 1 page fiction composition that takes the reader on an imaginative look at a day in the life of that character. **Critical Thinking Responses** • 1-2 page responses based on specific skills and elements		70% or better on the assessment. **"Literary Critique" Essay:** Students will be graded by the rubric in the SAW. **"Poetry Analysis Project" Graphic Organizers and Essay:** Students should have 70% of the key ideas located in their organizers and short essay. **"Poetry Review Essay":** Students are graded by the rubric in the SAW. **"Daily Oral Language Activities":** Students should be able to recognize 70% of the errors in the proofreading passages. **"Literary Analysis Discussion Project":** Students will be graded by the rubric in the SAW. **"Creativity Project":** Students should have represented 70% or more of the intricate parts of planning a drama. **"Journal Writing":** Students should have accurately defended the	

	particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR R10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. ***Writing*** **CCR W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	• Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Peer Reviews** Students will engage in a collaborative peer edit of their essay writing. Peers must read the writing sample and provide an assessment of: ● author's purpose and thesis statement ● main idea and supporting details ● organization and logical arguments		type of character they have described.	

	CCR W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). **b.** Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	● knowledge of topic ● word choice ● conventions ● use of facts, details and analysis			

	CCR W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. ***Language*** **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise				

	meaning, its part of speech, or its etymology. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L6**: Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 10:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will compare and contrast fiction versus nonfiction. They will be able to navigate a drama and poetry as well. Students will have the opportunity in this unit to review all previous learning. Students will complete a cummulative assignment and assessment.	**Literary:** Fiction v. nonfiction; reading strategies (ask questions, summarize, clarify, make a connection, predict, theme, inferences, drawing conclusions); elements of fiction; characterization; dialogue; dramatic monologue; scene designs; soliloquies, asides, and character foils in dramatic literature	**Writing:** Voice; literary devices (i.e. imagery, simile, metaphor, etc.); the 5 W's of Journalism; the scientific method; evidence; organization; transitions; sensory language purpose and coherency; style; audience

Fiction
By the Waters of Babylon by Stephen Vincent Benet
"All" by Bei Dao
"Meeting at Night" by Robert Browning
"The Kraken" by Alfred, Lord Tennyson
"Reapers" by Jean Toomer
"The Weary Blues" by Langston Hughes
"In Flanders Field" by Joohn McCrae
"Jazz Fantasia" by Carl Sandburg

Non-Fiction
Informational: In or Out of the In Crowd
Informational: Our Hero
Informational: The Youngest Heroes
Informational: Peacekeepers

Novel
Act 2 Scenes 3-5 from Two Trains Running by August Wilson

Unit 10	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CCR RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CCR RL5:** Analyze how an author's choices concerning how to structure a text, order	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Creative Writing** • Journals- reflections about life experiences written in 1st person point of view.	• Quick writes • journal writing and sharing • partner work • graphic organizers • group discussions • partner discussions • checklists • rubrics • sentence starters • Cloze procedure • vocabulary review • review materials • test prep strategies • cummulative note taking	**Cornell Notes:** Students must include 70% of the key ideas from the text in their organizers. **Literary Critique Organizers:** Students must include 70% of the key ideas from the text in their organizers. **Literary Critique:** Students must use 70% of the information from the organizers in their final critique. **"Point of View, Worldview, and Cultural Experiences":** Students must include 70% of the key ideas from the text in their organizers. **"Themes and Journal Writing":** Students must include 70% of the key ideas from the text in their responses. **"Selection Self-Test":** Students should receive a score of 70% or better on this short assessment.	**Critiques & Oral Presentations** Students will evaluate the word choices, grammar, literary devices, voice and logic of selected essays, poetry and fiction as a way to hone in on their skills. Students will write a one page critique based on a checklist and will defend their positions in an oral discussion/ presentation. This will prepare them to write a literary analysis. Students will be graded by a rubric. **Literary Analysis/ Original Composition** This project is the culminating assignment for each semester. Students will review teacher feedback and writing assignments over the course of the semester and compose and type a 3 page literary analysis based on a work of one of the featured author's from

	events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CCR RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. ***Reading: Informational Text*** **CCR RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCR RI2:** Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCR RI3**: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative,	**Critical Thinking Responses** • 1-2 page responses based on specific skills and elements • Sample topics include conflict, literary devices, setting, author's purpose and theme Students use higher order thinking skills to draw conclusions about an author's choices. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Peer Reviews** Students will engage in a collaborative peer edit of their essay writing. Peers must read the writing sample and provide an assessment of:		**"Quick Write":** Students should have 70% of the key concepts from activities 12 and 13 included in their quick write. **"Final Draft":** Students will be graded by the rubric that is located in the SAW. **"Performance Task":** Students must have 70% of the key ideas from the previous learning in their writing organizers. **"Performance Task":** The final scene is assessed using the rubric in the SAW. **"All Review Materials":** Review materials can be viewed to maintain that students are prepared for the Unit 10 Assessment. Students are expected to maintain 70% accuracy or more on review materials.	the semester. A checklist will guide the students as they analyze 3-4 literary elements of their choice. Students can choose to compose their own original poem, short story, play and complete a 1 page summary that identifies the elements that they used. Students then must cite evidence for those elements. Students will be graded by use of the checklists and rubrics in the SAW. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions Students must receive a 70% or better on this assessment.

	connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCR RI5**: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **CCR RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCR RI7**: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **CCR RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **CCR R10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text	● author's purpose and thesis statement ● main idea and supporting details ● organization and logical arguments ● knowledge of topic ● word choice ● conventions ● use of facts, details and analysis **Learning Reflection** Students complete a 2 -3 page checklist in which they assess what skills they learned in the semester and must provide a paragraph for each skill learned providing evidence: selection name, page number, website, video clip, etc.			

	complexity band independently and proficiently. ***Writing*** **CCR W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.				

	e. Provide a concluding statement or section that follows from and supports the argument presented. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 32.) **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). **b.** Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant				

	and sufficient; identify false statements and fallacious reasoning"). **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.				

	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. **CCR SL2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **CCR SL4**: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of				

	reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. **a.** Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) **b.** Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.) ***Language*** **CCR L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival,				

	adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				

English 11

Unit 1: Independence and Morality

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will examine political documents, sermons, and other text for purpose and persuasive techniques. Students will compare and contrast the writing with the historical events at the time.	**Literary:** Political documents; author's purpose; Puritan plain style; sermons; rhetorical devices; primary sources; persuasive techniques; autobiography	**Writing:** Literature analysis and evaluation; persuasive speech evaluation; primary source essay evaluation; proofreading practice; coordinating, correlative, and subordinating conjunctions

Fiction
"To My Dear and Loving Husband" by Anne Bradstreet

Non-Fiction
Excerpt from *The Iroquois Constitution*
Excerpt from *Of Plymouth Plantation* by William Bradford
Excerpt from *Sinners in the Hands of an Angry God* by Jonathan Edwards
Speech in the Virginia Convention by Patrick Henry
Speech in the Convention by Benjamin Franklin
The Declaration of Independence by Thomas Jefferson
Excerpt from *The American Crisis, Number 1* by Thomas Paine

Novel
Matthew A. Henson's Historic Arctic Journey by Matthew A. Henson

Unit 1	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature	**Reader's Workshop**	• Frayer Model	**"Unit Introduction" Comprehension**	**Persuasive Speech Evaluation**

	CCR RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text*** **CCR RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). **CCR RI3**: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative,	Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Grammar Workshops** Students will participate in grammar workshops where they will learn advanced sentence structure while focusing on coordinating, correlative, and subordinating conjunctions. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts.	• group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading • compare and contrast text • Kagan Group Pairings	**Questions:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities** *The Iroquois Constitution"* **Critical Thinking Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"After You Read *The Iroquois Constitution"* Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Key Vocabulary Graphic Organizers" Graphic Organizers:** Students should have 70% or more of the key ideas on their organizers. **Selection Self-Test:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities *Of Plymouth Plantation"***	Using a 1-page graphic organizer, students will listen to and evaluate a persuasive speech chosen from historically-significant American political speeches on the internet. Students must identify positive and negative persuasive techniques used, and evaluate their effectiveness in persuading friendly and hostile audiences. Students will properly cite the internet source used. **Primary Source Document Evaluation** In a typed, 2-3 page report, students will review two primary source persuasive essays from their textbook, identify persuasive techniques used, and evaluate their effectiveness in persuading friendly and hostile audiences. Reports must include properly cited quotations. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice

	connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI5**: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **CCR RI6**: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **CCR RI7**: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI8**: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). **CCR RI9**: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the	**Novel Reading and Analysis** Students are required to read one novel per semester. Students will analyze and evaluate the novels in a culminating assignment, choosing from a list of 1-2 page expository or persuasive essay topics or multimedia projects. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Writing Conferences** Before each major essay or project, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency.		**Graphic Organizers and Critical Thinking Questions:** Students should have 70% or more of the key ideas on -Test: Students should have 70% or more on their organizers and answers are graded by use of the Question Rubric. **"After You Read *Of Plymouth Plantation"* Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizers and Selection Self:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Reading Activities *To My Dear and Loving Husband"* Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic**	and critical-thinking short essay questions.

	Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. a. Read, annotate, and analyze information texts on topics related to diverse and non-traditional cultures and viewpoints. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **c.** Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).			**Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"The Persuasive Speeches" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Pre-Reading Activities *Sinners in the Hands of An Angry God"* Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"After You Read *Sinners in the Hands of An Angry God"* Graphic Organizer and Comprehension Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. "**Key Vocabulary Graphic**	

	d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the argument presented. **CCR W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion,			**Organizers"Graphic Organizers:** Students should have 70% or more of the key ideas on their organizers. **Selection Self-Test:** Answers are graded by use of the Question Rubric. **"Pre Reading Activities *Speech in the Virginia Convention/Speech in the Convention"* Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Reading Activities *Speech in the Virginia Convention/Speech in the Convention"* Graphic Organizer and Comprehension Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. "**Key Vocabulary Graphic Organizers" Graphic Organizers:** Students should have	

	and clarify the relationships among complex ideas and concepts. **d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **a.** Explore topics dealing with different cultures and world viewpoints. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how			70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"After You Read Activities"Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Grammar and Editing Skills Activities" Exercises:** Answers are graded by use of the Question Rubric. "**Novel Response Activities *A Negro Explorer at the North Pole"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Unit Review" Questions:** Answers are graded by use of the Question Rubric.	

	two or more texts from the same period treat similar themes or topics”). **b.** Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”). ***Speaking & Listening*** **CCR SL2**: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **b.** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English				

	capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation conventions. **b.** Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries,				

	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				

Unit 2: The Inner Spirit

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will engage in literary analysis and evaluation of several text types. Students will use primary and secondary sources to complete an essay. Students will present both an autobiographical narrative or reflective essay.	**Literary: S**lave narrative; primary sources; gothic literature; Transcendentalism; author's style; figurative language	**Writing:** Literature analysis and evaluation; pre-writing activities for reflective essay or autobiographical narrative; gothic style analysis; proofreading practice; adjective and adverb clauses; comparative and superlative adjectives and adverbs; participles, gerunds, and infinitives; oral presentation of autobiographical narrative or reflective essay

Fiction
"The Raven" by Edgar Allen Poe
"The Fall of the House of Usher" by Edgar Allen Poe

Non-Fiction
Excerpt from *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano
Commission of Meriwether Lewis by Thomas Jefferson
Crossing the Great Divide by Meriwether Lewis
Excerpt from *Walden* by Henry David Thoreau

Novel
Matthew A. Henson's Historic Arctic Journey by Matthew A. Henson

Unit 2	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments

	Reading: Literature **CCR RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CCR RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CCR RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text***	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Grammar Workshops** Students will participate in grammar workshops where they will learn advanced sentence structure while focusing on adjective and adverb clauses, comparative and superlative adjectives and adverbs, and participles, gerunds, and infinitives. **Literary Response** For each selection that is read, students will interact with the	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading • compare and contrast text • Kagan Group Pairings	**"Unit Introduction" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities *The Interesting Narrative of the Life of Olaudah Equiano"* Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"After You Read" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities *The Commission of Meriwether Lewis* and *Crossing the Great Divide"* Critical Thinking Questions:** Answers are	**Oral Presentation and Writing Conference** Students will use oral presentation skills to present their reflective essay or autobiographical narrative orally to the teacher. Students will participate in a writing conference with the teacher. Teachers will give oral and written feedback that the students will use to revise their drafts, meeting with students repeatedly until the essays are satisfactory. This will ensure that students are learning to incorporate grade-level writing skills at a proficient level or higher. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. **Pre-Writing Activity for the Reflective Essay or Autobiographical Narrative** Students complete a series of exercises leading to the first draft of their essays. Students will

	CCR RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI5**: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **CCR RI6**: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **CCR RI7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI9**: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and	content. They will answer questions, pose questions, and complete various analysis charts. **Novel Reading and Analysis** Students are required to read one novel per semester. Students will analyze and evaluate the novels in a culminating assignment, choosing from a list of 1-2 page expository or persuasive essay topics or multimedia projects. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Writing Conferences** Before each major essay or project, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Gothic Style Chart**		graded by use of the Question Rubric. **"Primary Sources" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"After You Read" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities *The Fall of the House of Usher* and *The Raven"* Exercises:** Answers are graded by use of the Question Rubric. **"Reading Edgar Allan Poe" Comprehension Questions**: Answers are	brainstorm topics, organize events, provide elaboration, create a strong lead, learn to create word pictures, and identify vague adjectives and other details for revision. Final drafts of the essays are due in Unit 3.

	Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **a.** Read, annotate, and analyze information texts on topics related to diverse and non-traditional cultures and viewpoints. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	In a 3-page graphic organizer, students will analyze a suspenseful book, poem, movie, or TV show. Students will identify, describe, and demonstrate, both visually and in written form, its gothic elements, such as setting, characters, and tone.		graded by use of the Question Rubric. **"After You Read" Comprehension Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities *Nature"* Comprehension Questions:** Answers are graded by use of the Question Rubric. **"After You Read" Exercises:** Answers are graded by use of the Question Rubric.	

	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **f.** Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **a.** Explore topics dealing with different cultures and world viewpoints. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). **b.** Apply grades 11–12 Reading standards to literary nonfiction (e.g.,			**"Reading Activities: *Walden"* Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric. **"Autobiographical Narrative and Reflective Essay" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Grammar and Editing Skills" Exercises:** Answers are graded by use of the Question Rubric. **"Novel Response *A Negro Explorer at the North Pole*:"** Critical Thinking Questions:	

	"Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]"). **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or			**"Unit Vocabulary Review" Exercises:** Answers are graded by use of the Question Rubric.	

	challenge ideas and conclusions; and promote divergent and creative perspectives. **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCR SL4**: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. **a.** Plan and deliver a reflective narrative that: explores the significance of a				

	personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) **b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. **CCR SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a**. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **b.** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				

	a. Observe hyphenation conventions. **b.** Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a**. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise				

	meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations. **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 3: The Light of Truth

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will explore poetry the is representative of historical events. Students will analyze the writing to understand the author's plight. Students will finalize the final draft of reflective essay or autobiographical narrative.	**Literary:** Epic poetry; free verse; sound devices; point of view; Naturalism; conflict; Civil War; spirituals and the Underground Railroad	**Writing:** Literature analysis and evaluation; proofreading, revision, and final draft of reflective essay or autobiographical narrative; proofreading practice; using a dictionary and thesaurus; etymology of political science and history terms

Fiction

Poems by Emily Dickinson:
"Because I could not stop for Death"
"I heard a Fly buzz—when I died"
"There's a certain Slant of light"
"My life closed twice before its close"
"The Soul selects her own Society"
"The Brain—is wider than the Sky"
"There is a solitude of space"
"Water, is taught by thirst"
Poems by Walt Whitman:
"When I Heard the Learn'd Astronomer"
"By the Bivouac's Fitful Flame"
"I Hear America Singing"
"A Noiseless Patient Spider"
An Occurrence at Owl Creek Bridge by Ambrose Bierce
An Episode of War by Stephen Crane
Go Down, Moses (spiritual)
Swing Low, Sweet Chariot (spiritual)

Non-Fiction
Excerpt from *My Bondage and My Freedom* by Frederick Douglass
The Gettysburg Address by Abraham Lincoln
Letter to His Son by Robert E. Lee
Novel
Matthew A. Henson's Historic Arctic Journey by Matthew Henson

Unit 3	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCR RL2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **CCR RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Literary Response**	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading • compare and contrast text • Kagan Group Pairings	**"Unit Introduction" Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Focus on Poetry" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Pre-Reading Activities - Emily Dickinson's Poetry"Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"After You Read" Graphic Organizers:** Students should have	**Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. **Reflective Essay or Autobiographical Narrative** Students complete a typed, 2-3 page final draft of their essay. • Reflective essay: addresses personal feelings, insights, and beliefs related to a personal event or experience; • Autobiographical narrative: personal event or experience is told in story format, using specific sensory details to bring the

	with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CCR RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CCR RL6**: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **CCT RL7:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. **a.** Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. **CCR RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text***	For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.		70% or more of the key ideas on their organizers. **"Selection Self-Test:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Reading Activities - American Epic Poetry" Comprehension Questions**: Answers are graded by use of the Question Rubric. **"After You Read" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Key Vocabulary" Graphic Organizers:** Students should have 70% or more of the key ideas on their organizers. **"Selection Self-Test":** Answers are graded by use of the Question Rubric.	events, settings, and people to life. **Written Poetry Interpretation** Students will choose one poem from their textbook readings. They will prepare a one-page typed analysis, assessing how specific literary elements (such as tone, imagery, and style) contribute to and develop the theme and meaning of the poem.

	CCR RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **a.** Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). **CCR RI3**: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI5**: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **CCR RI6**: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **CCR RI7:** Integrate and evaluate multiple sources of information presented in different media or			**"The Civil War" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Reading Activities *An Occurrence at Owl Creek Bridge"* Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Formative Assessments" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Reading Activities *An Episode of War"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and	

	formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI9**: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **a.** Read, annotate, and analyze information texts on topics related to diverse and non-traditional cultures and viewpoints. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and			answers are graded by use of the Question Rubric. **"Reading Activities *My Bondage and My Freedom"* Critical Thinking Questions*:*** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities *Go Down, Moses* and *Swing Low, Sweet Chariot"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read Spirituals" Critical Thinking Questions:** Answers are graded by use of the Question Rubric.	

	limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **c.** Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). **d.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the argument presented. **CCR W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to			**"Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Reading Activities *Gettysburg Address* and *Letter to His Son"* Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments/Selection Self-Test" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Vocabulary and Editing Skills" Graphic Organizers:** Students should have 70% or more of the key ideas on their organizers.	

	develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **f.** Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCR W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-			**"Unit Review" Comprehension Questions:** Answers are graded by use of the Question Rubric.	

	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **a.** Explore topics dealing with different cultures and world viewpoints. **CCR W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence				

	from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				

	CCR SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **CCR SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to				

	the study of complex texts when reading. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				

	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations. **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 4: The Modern Era

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will complete Literature analysis and evaluation as well as pre-writing activities for their historical investigation report. Students will analyze poetry for rhyme, meter, and cultural influence.	**Literary:** Poetry of cultural identity; rhyme and meter; Harlem Renaissance; Modernism; irony	**Writing:** Literature analysis and evaluation; pre-writing activities for historical investigation report; proofreading practice; misplaced and dangling modifiers; introductory phrases and clauses

Fiction
The Notorious Jumping Frog of Calaveras County by Mark Twain
To Build a Fire, by Jack London
The Story of an Hour, by Kate Chopin
Poems by Langston Hughes:
"The Negro Speaks of Rivers"
"I, Too"
"Dream Variations"
"Refugee in America"
"Study the Masters" by Lucille Clifton
"For My Children" by Colleen McElroy
"The Tropics in New York" by Claude McKay
"A Black Man Talks of Reaping" by Arna Bontemps
Excerpt from *The Dark Tower* by Countee Cullen
"The Explorer" by Gwendolyn Brooks
"Frederick Douglass" by Robert Hayden

Non-Fiction
Excerpt from *Life on the Mississippi* by Mark Twain
Excerpt from *Dust Tracks on a Road* by Zora Neale Hurston

Novel
Matthew A. Henson's Historic Arctic Journey by Matthew Henson

Unit 4	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCR RL2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **CCR RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Vocabulary Word Study** Before each selection, students review key vocabulary words and their definitions. They encounter these words throughout the unit in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to use the words properly. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts.	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading • compare and contrast text • Kagan Group Pairings	**"Introducing Mark Twain" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Vocabulary Warm-Ups" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities "The Boys' Ambition from *Life on the Mississippi* and *The Notorious Jumping Frog of Calaveras County"* Comprehension Questions:** Answers are graded by use of the Question Rubric. **"After You Read" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers **"Formative Assessments/Selection Self-Test" Graphic**	**Pre-Writing Activity for the Historical Investigation Report** Students complete a series of exercises leading to the first draft of their reports. Students will focus their topics, gather details from research, create a works-cited list, and choose an organizational style appropriate to purpose and audience. **Oral Poetry Interpretation** Using a chosen poem, students will deliver an oral interpretation of the poem, incorporating eye contact, voice, gestures, and other presentation techniques. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions.

	CCR RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CCR RL6**: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **CCR RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text*** **CCR RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). **CCR RI3**: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events	**Grammar Workshops** Students will participate in grammar workshops where they will learn advanced sentence structure while focusing on misplaced and dangling modifiers. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.		**Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Irony" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Reading Activities *To Build a Fire"* Critical Thinking Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Reading Activities *The Story of an Hour"* Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Key Vocabulary Graphic Organizers" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	

	interact and develop over the course of the text. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI5**: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **CCR RI6**: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **CCR RI7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			**"Selection Self-Test" Test:** Answers are graded by use of the Question Rubric. **"The Harlem Renaissance: Part 1" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Exercises:** Answers are graded by use of the Question Rubric. **"After You Read: Critical Perspectives" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments: Key Vocabulary Graphic Organizers and Selection Self-Test" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric.	

	a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			**"The Harlem Renaissance: Part 2" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities *A Black Man Talks of Reaping*, *From a Dark Tower* and *The Tropics in New York"* Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Reading Activities *Dust Tracks on a Road"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments: Key Vocabulary Graphic Organizers and Selection Self-Test" Graphic Organizer and Selection Self-Test:** Students should have	

	CCR W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **a.** Explore topics dealing with different cultures and world viewpoints. **CCR W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").			70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Grammar and Editing Skills" Exercises:** Answers are graded by use of the Question Rubric. **"Novel Response *A Negro Explorer at the North Pole"* Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Unit Review" Graphic Organizer and Exercises:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric.	

	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]"). **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **c.** Propel conversations by posing and responding to questions that probe				

	reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCR SL4**: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye				

	contact, adequate volume, and clear pronunciation. **a.** Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) **b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. **CCR SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **b**. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.				

	CCR L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation conventions. **b.** Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries,				

	bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations. **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 5: The Image of America

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will engage in a novel analysis and evaluation of text. Students will explore the components of an autobiography. Students will finalize their historical investigation report.	**Literary:** Critical response, analysis, and evaluation of the novel; autobiography; primary source; Harlem Renaissance	**Writing:** Novel analysis and evaluation; revision, proofreading, and final draft of historical investigation report; summative semester assessment; Essential Questions essay or project; novel vocabulary; proofreading practice

Novel
Matthew A. Henson's Historic Arctic Journey by Matthew Henson (Chapters 17-21, appendix)

Unit 5	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text*** **CCR RI3**: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading • compare and contrast text	**"Novel Vocabulary *A Negro Explorer at the North Pole" Exercises:*** Answers are graded by use of the Question Rubric. **"Specialized Arctic Vocabulary" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Peary's Scientific Instruments" Graphic Organizer:** Students	**Novel Project** Students will analyze and evaluate Matthew A. Henson's Historic Arctic Journey, by Matthew A. Henson, in a culminating assignment, choosing from a list of 1-2 page expository or persuasive essay topics or multimedia projects. Sample topics: Mapping the Journey, How History Remembers Matthew Henson **Unit Assessment: Test**

	analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **c.** Use specific rhetorical devices to support assertions (e.g., appeal to logic	writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.	• Kagan Group Pairings	should have 70% or more of the key ideas on their organizers. **"Arctic Facts" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Eskimo or Inuit" Analysis:** Answers are graded by use of the Question Rubric. **"Explorer Traits" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Matthew Henson's Memory Box" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"The iditarod Race" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Henson and the Harlem Renaissance" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. **Historical Investigation Report** This is a culminating activity for Fall semester. Choosing from a slate of acceptable topics related to the three Essential Questions, students will investigate the historical context of a chosen literary work from their readings. The report will synthesize information from primary and secondary sources, including the internet, to create a coherent analysis of the topic. The report must include a title page, photographs or other visual media, direct quotations with proper citations, and a formal bibliography or works cited list. The historical investigation report will take the form of a 3-5 page typed essay incorporated into a 20-slide PowerPoint (or other electronic presentation).

	through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). **d.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **e**. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the argument presented. **CCR W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			**"Create a Book Jacket" Book Jacket:** Projects are graded by use of the Project Rubric. **"Discovery of the South Pole" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"John Muir Award" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Find a Job for Henson" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Henson's Greenland Descendants" Critical Thinking Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection**	Sample topics: Frederick Douglass, the Underground Railroad, Civil War veterans, and the Declaration of Independence.

	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCR W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the			**Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Reading Activity *Richard Cory" Critical Thinking Questions:*** Answers are graded by use of the Question Rubric. **"Pre-Writing Activity" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Pre-Writing Activity - Create a Slideshow Outline" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Proofreading Practice" Exercises:** Answers are graded by use of the Question Rubric. **"End-of-Semester Vocabulary Review" Graphic Organizer:** Students should have	

	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **a.** Explore topics dealing with different cultures and world viewpoints. **CCR W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			70% or more of the key ideas on their organizers.	

	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **b.** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation conventions. **b.** Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different				

	meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 6: Imagist Poetry

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will engage in analysis of poetry. Students will focus on imagery, allusions, stream of consciousness, and allegory when writing a literature analysis. Students will present their analysis in an oral presentation.	**Literary:** Allusions; Imagism; allegory; satire; stream of consciousness; archetype; blank verse; Modernism	**Writing:** Literature analysis and evaluation; written analysis of a poem; proofreading practice; subject/verb agreement; pronoun/antecedent agreement; oral poetry presentation

Fiction
"The Love Song of J. Alfred Prufrock" by T.S. Eliot
"A Few Don'ts" by Ezra Pound
"In a Station of the Metro" by Ezra Pound
Poems by William Carlos Williams
"The Red Wheelbarrow"
"This is Just to Say"
"The Great Figure"
"Pear Tree, H.D." by Hilda Doolittle
"The Unknown Citizen" by W.H. Auden
"old age sticks" by E.E. Cummings
"anyone lived in a pretty how town" by E.E. Cummings
"Chicago" by Carl Sandburg
"Grass" by Carl Sandburg
Poems by Robert Frost:
"Birches"
"Stopping by Woods on a Snowy Evening"
"Mending Wall"

"Out, Out—"
"Acquainted With the Night"
"Constantly Risking Absurdity" by Lawrence Ferlinghetti
"Mirror" by Sylvia Plath
"Courage" by Anne Sexton

Novel
Jurassic Park by Michael Crichton

Unit 6	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCR RL2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Grammar Workshops** Students will participate in grammar workshops where they will learn advanced sentence structure while focusing on subject/verb agreement and pronoun/antecedent agreement **Writing Conferences**	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading • compare and contrast text • Kagan Group Pairings	**"Unit Introduction" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Three Essential Questions" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Focus on Poetry" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Pre-Reading Activities *The Love Song of J. Alfred Prufrock"* Critical Thinking Questions*:***	**Written Poetry Interpretation** Students will choose one poem from their textbook readings. They will prepare a one-page written or typed analysis, assessing how specific literary elements (such as tone, imagery, and style) contribute to and develop the theme and meaning of the poem. **Oral Poetry Interpretation** Using a chosen poem, students will deliver an oral interpretation of the poem, incorporating eye contact, voice, gestures, and other presentation techniques. The student is not expected to memorize the

	CCR RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **CCT RL7:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. **a.** Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. **CCR RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text*** **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI7:** Integrate and evaluate multiple sources of information presented in different media or	Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.		Answers are graded by use of the Question Rubric. **"Vocabulary Warm-Ups" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Formative Assessments/Selection Self-Tests" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Vocabulary Warm-Ups" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities" Graphic Organizer and Questions:** Students	poem, but is expected to practice the presentation. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions.

	formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language, domain-specific vocabulary, and techniques			should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"After You Read" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments/Selection Self-Test" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Before You Read - Poetry by Carl Sandburg and Robert Frost" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Vocabulary Warm-Ups" Exercises:** Answers are graded by use of the Question Rubric. **"Literary Analysis: Personification" Graphic Organizers and**	

	such as metaphor, simile, and analogy to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a.** Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). **b.** Apply grades 11–12 Reading standards to literary nonfiction (e.g.,			**Comprehension Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Reading Strategy - Effects of Repetition" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Key Vocabulary" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities - Poetry of Lawrence Ferlinghetti, Sylvia Plath, and Anne Sexton" Exercises:** Answers are graded by use of the Question Rubric. **"Vocabulary Warm-Ups" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities" Graphic Organizer and Exercises:** Students	

	"Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]"). **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCR SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **b.** Resolve issues of complex or contested usage, consulting references			should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Grammar and Editing Skills" Exercises:** Answers are graded by use of the Question Rubric. **"Unit Review" Exercises:** Answers are graded by use of the Question Rubric.	

	(e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation conventions. **b.** Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences				

	concerning the meaning of scientific and mathematical terminology. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations. **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 7: Recovery and Rebellion

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will continue to analyze literature for theme and characterization. Students will note how figurative language lends itself to characterization and theme. Students will engage in prewriting activities towards their persuasive or short story project.	**Literary:** Implied theme; characterization; metaphor; figurative language; setting; rhetorical devices	**Writing:** Literature analysis and evaluation; pre-writing activities for persuasive essay or short story; proofreading practice; avoiding shifts in verb tense

Fiction
Winter Dreams by F. Scott Fitzgerald
Excerpt from *The Turtle* from Grapes of Wrath, by John Steinbeck
The Jilting of Granny Weatherall by Katherine Anne Porter
A Worn Path by Eudora Welty
The Rockpile by James Baldwin

Non-Fiction
Hiroshima by John Hersey
Inaugural Address by John F. Kennedy
Excerpt from *Letter from Birmingham City Jail* Martin Luther King, Jr.

Novel
Jurassic Park by Michael Crichton

Unit 7	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1**: Cite strong and thorough textual evidence to support analysis of	**Reader's Workshop** Students will reflect on how he or she has used reading strategies	• Frayer Model • group discussions • Think-Pair-Share	**"Unit Introduction" Critical Thinking Questions:** Answers are	**Pre-Writing Activity for the Persuasive Essay or Short Story**

	what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCR RL2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **CCR RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CCR RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CCR RL6**: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g.,	throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary. **Writing Conference** Students will participate in a writing conference with the teacher. Teachers will give oral and written feedback that the students will use to revise their	• anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading • compare and contrast text • Kagan Group Pairings	graded by use of the Question Rubric. **"Short Stories" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities *Winter Dreams"* Exercises:** Answers are graded by use of the Question Rubric. **"After You Read" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Exercises:** Answers are graded by use of the Question Rubric.	Students complete a series of exercises leading to the first draft of their essays or short stories. Students will brainstorm topics, organize events or evidence, and utilize style techniques appropriate to purpose and audience. Final drafts of the essays or short stories are due in Unit 8. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions.

	satire, sarcasm, irony, or understatement). **CCT RL7:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. **a.** Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. **CCR RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text*** **CCR RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **a.** Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). **CCR RI2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	drafts, conferencing repeatedly until the essays or short stories are satisfactory. This will ensure that students are learning to incorporate grade-level writing skills at a proficient level or higher. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions.		**"Reading Activities *The Turtle"* Comprehension Questions and Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Reading Activities *The Jilting of Granny Weatherall"* Comprehension Questions and Graphic Organizers:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"After You Read" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by	

	CCR RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI5**: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **CCR RI6**: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **CCR RI7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI8**: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). **CCR RI9**: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of			use of the Question Rubric. **"Pre-Reading Activities" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities *A Worn Path"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Reading Activities *Hiroshima* and *The Death of the Ball Turret Gunner":* Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"After You Read" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection Self-Test:** Students should have 70% or	

	historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **a.** Read, annotate, and analyze information texts on topics related to diverse and non-traditional cultures and viewpoints. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **c.** Use specific rhetorical devices to support assertions (e.g., appeal to			more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities *The Rockpile"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities for Persuasive Essays and Short Stories" Exercises:** Answers are	

	logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). **d.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the argument presented. **CCR W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a**. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b**. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c**. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular			graded by use of the Question Rubric. **"Grammar and Editing Skills" Exercises:** Answers are graded by use of the Question Rubric. **"Novel Reading Check *Jurassic Park"* Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Unit Review" Exercises:** Answers are graded by use of the Question Rubric.	

	tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **d**. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e**. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **f.** Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **a.** Explore topics dealing with different cultures and world viewpoints. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.				

	a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). **b**. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]"). **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a				

	thoughtful, well- reasoned exchange of ideas. **b**. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **c**. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCR SL3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance,				

	premises, links among ideas, word choice, points of emphasis, and tone used. **CCR SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **b**. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a**. Observe hyphenation conventions. **b.** Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a**. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.				

	CCR L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a**. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b**. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c**. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d**. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				

	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b**. Analyze nuances in the meaning of words with similar denotations. **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 8: Drama and Society

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will examine plot and dramatic exposition focusing on classic elements of literature. Students will complete a literature analysis as well as their draft of their persuasive essay or short story.	**Literary:** Plot and dramatic exposition; conflict; characterization; irony; tragedy; allegory	**Writing:** Literature analysis and evaluation; final draft of persuasive essay or short story; proofreading practice; using active, not passive, voice; avoiding sentence fragments and run-ons

Fiction
The Crucible, Acts I-IV by Arthur Miller
Excerpt from *Good Night and Good Luck* by George Clooney and Grant Heslov

Novel
Jurassic Park by Michael Crichton

Unit 8	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCR RL2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips	**"Unit Introduction" Exercises:** Answers are graded by use of the Question Rubric. **"Historical Background *The Crucible"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	**Persuasive Essay or Short Story** Given a slate of writing prompts, students may choose either format. • Persuasive essay: supports a position using convincing evidence and compelling language, incorporating persuasive techniques that appeal to the audience through logic,

	produce a complex account; provide an objective summary of the text. **CCR RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CCR RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CCR RL9:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text***	questions, pose questions, and complete various analysis charts. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.	• reading circles • choral reading • compare and contrast text • Kagan Group Pairings	**"About Arthur Miller" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Exercises:** Answers are graded by use of the Question Rubric. **"Drama Reading Log" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read" Graphic Organizer and Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric.	emotion, or ethics; typed essays should be 1-2 pages long. • Short story: a fictional event with a central conflict; stories should include plot, setting, characters, and dialogue; typed stories should be 2-3 pages long. • Sample topics: nuclear weapons, civil rights, women's movement, Great Depression **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions

	CCR RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge			**"Pre-Reading Activities" Exercises:** Answers are graded by use of the Question Rubric. **"Drama Reading Log *The Crucible"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read" Questions and Exercises:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Exercises:** Answers are graded by use of the Question Rubric. **"Drama Reading Log *The Crucible"* Graphic Organizer:** Students	

	level, concerns, values, and possible biases. **c.** Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). **d**. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the argument presented. **CCR W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a**. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b**. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			should have 70% or more of the key ideas on their organizers. **"After You Read" Graphic Organizer and Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities" Exercises:** Answers are graded by use of the Question Rubric. **"Drama Reading Log *The Crucible"* Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"After You Read" Comprehension**	

	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **d**. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e**. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **f.** Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCR W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the			**Questions:** Answers are graded by use of the Question Rubric. "**Reading Activities *Good Night and Good Luck"* Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Grammar" Exercises:** Answers are graded by use of the Question Rubric. **"Proofreading Practice" Exercises:** Answers are graded by use of the Question Rubric. **"Novel Reading Check *Jurassic Park"* Comprehension Questions:** Answers are	

	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints. **CCR W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **a**. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). **b**. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]"). **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve			graded by use of the Question Rubric. **"Unit Vocabulary Review" Exercises:** Answers are graded by use of the Question Rubric.	

	problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCR SL4**: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. **a.** Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) **b**. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the				

	presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. **CCR SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **b.** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a**. Observe hyphenation conventions. **b.** Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.				

	CCR L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b**. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate				

	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 9: Creating the Future

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will explore literature in the Postmodernism world. Students will examine satire, imagery, and voice as it helps to explain an author's purpose. Students will complete multiple writing activities to further enhance their writing skills.	**Literary:** Characterization; lyric poem; voice; free verse; imagery; parody; satire; oral history; computer age; Postmodernism	**Writing:** Literature analysis and evaluation; pre-writing activities for multimedia presentation; proofreading practice; using transitional expressions; grammar in your writing

Fiction
Antojos by Julia Alvarez
Everyday Use by Alice Walker
"Who Burns for the Perfection of Paper" by Martin Espada
"Camouflaging the Chimera" by Yusef Komunyakaa
"Streets" by Naomi Shihab Nye
"Halley's Comet" by Stanley Kunitz
"The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer
Coyote v. Acme by Ian Frazier

Non-Fiction
Urban Renewal by Sean Ramsay
Playing for the Fighting Sixty-Ninth by William Harvey
One Day, Now Broken in Two by Anna Quindlen
Mother Tongue by Amy Tan
For the Love of Books by Rita Dove

Novel
Jurassic Park by Michael Crichton

Unit 9	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CCR RL2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **CCR RL3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CCR RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Writing Conferences** Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading • compare and contrast text • Kagan Group Pairings	**"Unit Introduction" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities *Antojos* and *Everyday Use"* Critical Thinking Questions*:*** Answers are graded by use of the Question Rubric. **"Reading Activities *Antojos"* Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Reading Activities *Everyday Use"* Graphic Organizer and Critical Thinking Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"After You Read" Comprehension Questions:** Answers are	**Poetry, Music, and Speech Videos** Throughout the course, students will watch and respond to audio and visual presentations from the internet, including AmericanRhetoric.com, Pathways to Freedom, and History.com. These websites allow students to hear poetry readings and the melody of spirituals. Students can see and hear famous political speeches as they were given, including Ronald Reagan's "On the 40th Anniversary of D-Day", and a dramatic reading of Sojourner Truth's "Ain't I a Woman?" speech. **Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions. **Pre-Writing Activity for the Multimedia Presentation**

	structure and meaning as well as its aesthetic impact. **CCR RL6**: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text*** **CCR RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **a**. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). **CCR RI3**: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI7:** Integrate and evaluate multiple sources of information			graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizer and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Pre-Reading Activities - Poetry by William Stafford, Denise Levertov, and Li-Young Lee" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities" Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Pre-Reading Activities - Poetry by Martin Espada, Yusef Komunyakaa, and Naomi Shihab Nye" Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities" Graphic Organizer and**	Students complete a series of exercises leading to the first draft of their presentations. Students will focus their topics, gather details from research, create a works-cited list, and choose an organizational style appropriate to purpose and audience.

	presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language, domain-specific vocabulary, and techniques			**Comprehension Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"After You Read" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities"** Exercises: Answers are graded by use of the Question Rubric. **"Reading Activities *Halley's Comet* and *The Latin Deli: An Ars Poetica"* Graphic Organizers:** Students should have 70% or more of the key ideas on their organizers.	

	such as metaphor, simile, and analogy to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **a.** Explore topics dealing with different cultures and world viewpoints. **CCR W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,			**"After You Read" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Pre-Reading Activities *Coyote vs. Acme, Mother Tongue,* and *For the Love of Books"* Exercises:** Answers are graded by use of the Question Rubric. **"Reading Activities" Graphic Organizers and Comprehension Questions:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"After You Read" Critical Thinking**	

	and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or			**Questions:** Answers are graded by use of the Question Rubric. **"Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **"Grammar and Editing Skills" Exercises:** Answers are graded by use of the Question Rubric. **"Unit Review" Exercises:** Answers are graded by use of the Question Rubric.	

	challenge ideas and conclusions; and promote divergent and creative perspectives. **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCR SL4**: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.				

	a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) **b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. **CCR SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. **b.** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of				

	English Usage, Garner's Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation conventions. **b.** Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.				

	c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Unit 10: The Reality of America

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will engage in critical response, analysis, and evaluation of literature. Students will complete their novel analysis including a social commentary on the time that the text was written. This analysis will encompass all the target areas that were taught in this course.	**Literary:** Critical response, analysis, and evaluation of the novel; science fiction; social commentary	**Writing:** Novel analysis and evaluation; revision, proofreading, final draft of multimedia presentation; summative semester assessment; Essential Questions essay or project; novel vocabulary; proofreading practice

Novel
Jurassic Park by Michael Crichton

Unit 10	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **CCR RL2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **CCR RL4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words	**Reader's Workshop** Students will reflect on how he or she has used reading strategies throughout the unit and list examples. **Literary Response** For each selection that is read, students will interact with the content. They will answer questions, pose questions, and complete various analysis charts. **Writing Conferences**	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers • partner reading • Venn Diagram • vocabulary games • KWL • internet research • video clips • reading circles • choral reading	**"Novel Vocabulary" Exercises:** Answers are graded by use of the Question Rubric. **"Did Spielberg Get it Right?" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Character Studies" Graphic Organizer:**	**Multimedia Presentation** This is a culminating activity for Spring semester. Choosing from a slate of acceptable topics related to the three Essential Questions, students will present their ideas by integrating text, audio, and visual components. The presentation must synthesize information from a wide range of

	with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CCR RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CCR RL10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading: Informational Text*** **CCR RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **a.** Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). **CCR RI4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10). **CCR RI7:** Integrate and evaluate multiple sources of information presented in different media or	Before each writing the final draft of a major writing assignment, students will participate in a writing conference with the teacher, who will give oral and written feedback that the students will use to revise their drafts. Conferencing will repeat until the assignment has reached a satisfactory level of proficiency. **Check for Understanding: Self-Tests** Throughout the unit, students will perform self-checks in order to assess their level of understanding with regards to key concepts and reading assignments. These self-tests will be used as a benchmark for teachers to determine if additional instruction is necessary.	• compare and contrast text • Kagan Group Pairings	Students should have 70% or more of the key ideas on their organizers. **"Villain or Antagonist?" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"What if *Jurassic Park* was real?" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Natural Selection and Dinosaur Adaptation" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Timeline of the Prehistoric Period" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Did Dinosaurs Evolve into Birds or Reptiles?" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"Why Did the Dinosaurs Die Out?" Graphic**	media, including the internet, to create an innovative and coherent analysis with a strong thesis. It must include 3-5 pages of text (can be broken into separate slides), a title screen, photographs or other visual media, music, spoken words, or sound effects, direct quotations with proper citations, and a formal bibliography or works cited list. Students will use PowerPoint, Acrobat, or other electronic software to create this all-digital presentation. Sample topics: What is the image of America? What is the reality of America? **Novel Project** Students will analyze and evaluate Jurassic Park, by Michael Crichton, in a culminating assignment, choosing from a list of 1-2 page expository or persuasive essay topics or multimedia projects. Sample topics: The Cloning Controversy, Chaos Theory, Book vs. Movie Comparison

	formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CCR RI10**: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **CCR W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c**. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d**. Use precise language, domain-specific vocabulary, and techniques			**Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Extinct Animals List--Regenerate or Ban?" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Fractal Art and Malcolm's Quotes" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Medical Advances Using DNA" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. **"DNA Evidence in the Courtroom" Critical Thinking Questions:** Answers are graded by use of the Question Rubric. "**Formative Assessments" Graphic Organizers and Selection Self-Test:** Students should have 70% or more of the key ideas on	**Unit Assessment: Test** Students will be assessed on concepts taught in the unit. Test questions will vary in length and style such as multiple-choice and critical-thinking short essay questions.

	such as metaphor, simile, and analogy to manage the complexity of the topic. **e**. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCR W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCR W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CCR W7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **a.** Explore topics dealing with different cultures and world viewpoints.			their organizers and answers are graded by use of the Question Rubric. **"Critical Reading *Filling Station"* Comprehension Questions:** Answers are graded by use of the Question Rubric. **"Talking Back to a Poem" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Multimedia Presentation" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Slideshow Outline" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers. **"Proofreading Practice" Exercises:** Answers are graded by use of the Question Rubric. **"End-of-Semester Vocabulary Review" Graphic Organizer:** Students should have	

	CCR W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. **CCR W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking & Listening*** **CCR SL2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CCR SL4**: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose,			70% or more of the key ideas on their organizers. **"End-of-Semester Concept Review" Graphic Organizer:** Students should have 70% or more of the key ideas on their organizers.	

	audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. **a.** Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) **b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. **CCR SL6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ***Language*** **CCR L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.				

	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. **CCR L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation conventions. **b**. Spell correctly. **CCR L3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **a.** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **CCR L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots				

	and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. **c**. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCR L6**: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

English 12

Unit 1: Medieval Times

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will explore texts from the Medieval Times. Students will discover legendary heroes and the characterization that create them. Students will learn to use selected vocabulary in pieces of writing. Students will be challenged to create "Medieval advertising".	**Literary:** Epic; legendary heroes; paraphrasing; biography; characterization; social commentary; allegory; archetypal narrative; frame story; context clues; medieval romance; main idea	**Writing:** Selection vocabulary; unit vocabulary; proofreading practice; coordinating and correlative conjunctions; using dictionaries and other resources; Greek and Latin roots

Literature:

Literature from the Textbook*: Beowulf; "Prologue", "Pardoner's Tale", and "Wife of Bath's Tale" from The Canterbury Tales; Sir Gawain and the Green Knight; Morte d'Arthur*

Other Textbook Readings*: Snapshot of the Period; Historical Background; Essential Questions of the Literary Period; Extended Study: The Epic; Extended Study: Geoffrey Chaucer*

Drama Reading*:* Othello, Act I

Unit 1	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key vocabulary words are Tier 2	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit	**Unit 1 Task: Unit Assessment** This assessments allow teachers to evaluate the accuracy of students' concept acquisition and

	leaves matters uncertain. **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RL.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.9**. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **RL.10.** By the end of grade 12, read	words, used widely in academic writing across domains and in literary and informational texts outside of the classroom. Students encounter these words throughout the units in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing.	• graphic organizers partner reading • Venn Diagram • vocabulary games KWL • internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing.	their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary . Students must receive a score of 70% or better. **Unit 1 Task: Modern-day Pilgrimage to Canterbury Cathedral: Travel Brochure** Students will assume the role of a tour guide, leading visitors on a journey from London to Canterbury. Students must receive a score of 70% or better. Students will: • Research possible routes, discovering interesting places to visit along the way, including landmarks, museums, castles, historic sites, and medieval villages; • Research the town of Canterbury and the history of its cathedral; • Plan the trip itinerary, using the websites of real tour operators for ideas and prices; • Create an 8 ½ " x

	and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading Informational Text*** **RI.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **RI.8.** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses.	***Objective end-of-unit exams*** 50% of unit grade; these assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary ***Performance Tasks Modern-day Pilgrimage to Canterbury Cathedral: Travel Brochure*** Students will assume the role of a tour guide, leading visitors on a journey from London to Canterbury. Students will: ● Research possible routes, discovering interesting places to visit along the way, including landmarks, museums, castles, historic sites, and medieval villages; ● Research the town of Canterbury and the history of its cathedral; ● Plan the trip itinerary, using the websites of real tour operators for ideas and prices; ● Create an 8 ½ " x 11" travel brochure that is eye-catching and informative, and includes a: catchy title, photos, trip details, regional		**Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):** students will respond to questions that will require them to use	11" travel brochure that is eye-catching and informative, and includes a: catchy title, photos, trip details, regional map with destinations marked; facts about London, England, Canterbury, or Chaucer; prices; and frequently asked questions. ● Responses will draw from textbook readings and internet research. **Unit 1 Tasks: *King Arthur and the Holy Grail Booklet*** Students must receive a score of 70% or better. Students will: ● Research the Arthurian legend of the quest for the Holy Grail, focusing on: King Arthur, Merlin, Camelot, the Holy Grail; the Round Table, and Joseph of Arimathea; ● Retell how each person, place, or item figures into the legend; ● Give evidence, if any, that this person, place, or item existed in

	RI.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. ***Writing*** **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience;	map with destinations marked; facts about London, England, Canterbury, or Chaucer; prices; and frequently asked questions. ● Responses will draw from textbook readings and internet research. ***King Arthur and the Holy Grail Booklet*** Students will: ● Research the Arthurian legend of the quest for the Holy Grail, focusing on: King Arthur, Merlin, Camelot, the Holy Grail; the Round Table, and Joseph of Arimathea; ● Retell how each person, place, or item figures into the legend; ● Give evidence, if any, that this person, place, or item existed in real life; ● Provide a location (a real place) associated with this person, place, or item; ● Create an 8 ½ " x 11" booklet, with separate pages for each person, place, or item. Include a photograph or illustration on each page, and include a works cited list. ● Responses will draw from textbook readings and internet research. ***Writing Assignments Based on***		higher-level cognitive rigor to write correct responses to questions. Often, students are asked to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 2 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 3 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 4 (CR) (D):** Comprehension Questions: Answers are	real life; ● Provide a location (a real place) associated with this person, place, or item; ● Create an 8 ½ " x 11" booklet, with separate pages for each person, place, or item. Include a photograph or illustration on each page, and include a works cited list. ● Responses will draw from textbook readings and internet research.

	integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	***Textbook Readings:*** Literary analysis notes; Beowulf's resume; biography of Chaucer; archetypal elements chart (Canterbury Tales); marriage equality essay (Wife of Bath's Tale); frame story and setting (Wife of Bath's Tale); Green Knight's test; medieval romance (Morte d'Arthur); compare/contrast Arthur in *Sir Gawain and the Green Knight* and *Morte d'Arthur*; drama reading log (Othello) ***Research Assignments:*** Compare/contrast Beowulf with graphic novel; bubonic and pneumonic plagues (Canterbury Tales); modern-day pilgrimage to Canterbury Cathedral: travel brochure; King Midas legends (Canterbury Tales); code of chivalry (Sir Gawain and the Green Knight); diagram of a medieval knight (Morte d'Arthur)		graded by use of the Question Rubric. **Activity 5 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 6 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 8 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 9 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 10 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question	

				Rubric. **Activity 11 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 12 (CR) (LA)**: Critical Thinking Questions and Graphic Organizer: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 13 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 14 (CR) (D):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 15 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have	

				70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 16 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 17 (LA) (D):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 18 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 19 (LA) (D)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 20 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric.	

				Activity 21 (LA): Grammar Exercises: Students should have 70% or more of the key ideas on their organizers. **Activity 22 (LA):** Grammar Exercises: Students should have 70% or more of the key ideas on their organizers. **Activity 23 (D) (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 24 (LA):** Vocabulary Exercises: Students should have 70% or more of the key ideas on their organizers. **Activity 25 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers.	

Unit 2: The English Renaissance

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will explore sonnets, blank verse, and other types of poetry. Through the reading of poetry, students will analyze the author's craft. Students will be challenged to write their own poetry, concentrating on the elements of poetry.	**Literary:** The sonnet; paraphrasing; pastorals; universal themes; text structures; metaphysical poetry; *carpe diem* theme; primary sources; psalm, sermon, parable, metaphor, and analogy; main idea; inferences; biography; Elizabethan drama; soliloquy; blank verse; prose; comic relief; conflict; imagery; Shakespearean tragedy; oral interpretation of a literary work	**Writing:** The sonnet; paraphrasing; pastorals; universal themes; text structures; metaphysical poetry; *carpe diem* theme; primary sources; psalm, sermon, parable, metaphor, and analogy; main idea; inferences; biography; Elizabethan drama; soliloquy; blank verse; prose; comic relief; conflict; imagery; Shakespearean tragedy; oral interpretation of a literary work

Literature:

Literature from the Textbook*: Spencer's Sonnets 1, 35, 75; Sidney's Sonnets 31, 39; The Passionate Shepherd to His Love; The Nymph's Reply to the Shepherd; Song; A Valediction: Forbidding Mourning; Holy Sonnet 10; Meditation 17; To the Virgins, to Make Much of Time; Song; To His Coy Mistress; Elizabeth's Speech Before Her Troops; Examination of Don Luis de Cordoba; Selections from the King James Bible*

Other Textbook Readings*: Snapshot of the Period; Historical Background; Essential Questions of the Literary Period; Oral Interpretation of a Literary Work*

Drama Reading*: Othello, Act II*

Unit 2	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key	• Frayer Model • group discussions • Think-Pair-Share • anchor charts	**Formative Assessments:** The following assessments which include lesson activities,	**Unit 2 Task: Unit Assessment** This assessments allow teachers to evaluate the

	including determining where the text leaves matters uncertain. **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RL.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	vocabulary words are Tier 2 words, used widely in academic writing across domains and in literary and informational texts outside of the classroom. Students encounter these words throughout the units in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing.	• acting out • graphic organizers partner reading • Venn Diagram • vocabulary games KWL • internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but	accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary . Students must receive a score of 70% or better. **Unit 2 Task:** ***Poetry Interpretation Essay*** Students must receive a score of 70% or better. Using the poem chosen in the "Talking Back to a Poem" activity, students will create a one-page essay, following these instructions: • Introduce the poem by giving some background information about the poet's life, the poem's historical significance, and other details; • Analyze the theme or message of the poem, identifying techniques used to communicate the theme and evaluating

	Reading Informational Text **RI.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **RI.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ***Writing*** **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	***Objective end-of-unit exams*** 50% of unit grade; these assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary ***Performance Tasks*** ***Create a Diamante Poem*** A diamante poem shows change or compares opposite ideas. It is written in the shape of a diamond, with strict rules about the content and structure of its seven lines. Students will create a diamante poem using two opposites, such as war/peace, love/hate, or summer/winter. ***Poetry Interpretation Essay*** Using the poem chosen in the "Talking Back to a Poem" activity, students will create a one-page essay, following these instructions: ● Introduce the poem by giving some background information about the poet's life, the poem's historical significance, and other details;		a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):**	what makes the poem special; ● Relate the poem's personal significance and why you chose it. **Unit 2 Tasks:** ***Unit 2: Primary Source Document Evaluation*** In a 2-3 page report, students will evaluate *Speech Before Her Troops* by Queen Elizabeth I and *Examination of Don Luis de Cordoba* by Cordoba. Students will evaluate the purpose and importance of the documents, loaded words used, what they reveal about life in the time and places written, important quotes from the documents, and the significance of the documents today. Students will conclude with their opinion of these selections. Reports must include properly cited quotations. Students must receive a score of 70% or better.

	W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English	● Analyze the theme or message of the poem, identifying techniques used to communicate the theme and evaluating what makes the poem special; ● Relate the poem's personal significance and why you chose it. ***Unit 2: Primary Source Document Evaluation*** In a 2-3 page report, students will evaluate *Speech Before Her Troops* by Queen Elizabeth I and *Examination of Don Luis de Cordoba* by Cordoba. Students will evaluate the purpose and importance of the documents, loaded words used, what they reveal about life in the time and places written, important quotes from the documents, and the significance of the documents today. Students will conclude with their opinion of these selections. Reports must include properly cited quotations. ***Writing Assignments Based on Textbook Readings:*** How to read a poem; the sonnet in depth; write a diamante poem (Shakespeare's sonnets); analyze pastorals and universal themes (Marlowe, Raleigh); relevance of *carpe diem* theme (Donne, Marvell, Herrick,		students will respond to questions that will require them to use higher-level cognitive rigor to write correct responses to questions. Often, students are asked to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 2 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 3 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 4 (CR)**: Critical Thinking Questions:	

	capitalization, punctuation, and spelling when writing. **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Suckling); impact of text structures (Shakespeare's sonnets); talking back to a poem (Marlowe, Raleigh, Donne, Marvell, Herrick, Suckling); analysis of Queen Elizabeth's speech; analysis of Cordoba's eyewitness account; using context clues for meaning; analysis of the Prodigal Son parable; analysis of figurative imagery and literal imagery in Psalm 23; drama reading log (Othello) ***Research Assignments:*** Elizabethan courting rituals; Queen Elizabeth biography; Gutenberg printing press		Answers are graded by use of the Question Rubric. **Activity 5 (D) (CR)**: Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 6 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 7 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 8 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 9 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 10 (LA) (SST):**	

				Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 11 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 12 (CR) (D):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 13 (LA):** Graphic Organizers: Students should have 70% or more of the key ideas on their organizers. **Activity 14 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 15 (CR):** Critical Thinking Questions:	

				Answers are graded by use of the Question Rubric. **Activity 16 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 17 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 18 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 19 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 20 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 21 (LA)**:	

				Grammar Exercises: Students should have 70% or more of the key ideas on their organizers. **Activity 22 (LA):** Grammar Exercises: Students should have 70% or more of the key ideas on their organizers. **Activity 23 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 24 (LA):** Vocabulary Exercises: Students should have 70% or more of the key ideas on their organizers. **Activity 25 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers.	

Unit 3: Macbeth

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will study Macbeth, identifying the elements that make Shakespeare a well-known writer. Students will analyze the text and answer critical thinking questions. Students will research Shakespeare and his work to produce a playbill worth for the fanciest of theaters.	**Literary:** Blank verse and poetry scansion; soliloquy; text features of drama; cause and effect; imagery	**Writing:** Selection vocabulary; unit vocabulary; proofreading practice

Literature:

Literature from the Textbook*:* *Macbeth, Acts I-V*

Other Textbook Readings: *Extended Study: Shakespearean Drama; Shakespeare's World*

Drama Reading: *Othello, Act III*

Unit 3	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.2.** Determine two or more themes or central ideas of a text and analyze	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key vocabulary words are Tier 2 words, used widely in academic writing across domains and in literary and informational texts outside of the classroom.	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers partner reading • Venn Diagram	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are	**Unit 3 Task: Unit Assessment** This assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret,

	their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RL.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading Informational Text*** **RI.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a	Students encounter these words throughout the units in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing. ***Objective end-of-unit exams*** 50% of unit grade; these assessments allow teachers to evaluate the accuracy of	• vocabulary games KWL • internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into	classify, compare, and explain central ideas and domain-specific vocabulary . Students must receive a score of 70% or better. **Unit 3 Task:** ***Comprehension Notes—Macbeth*** Students will complete Comprehension Notes for Act I-V of *Macbeth*, by William Shakespeare. Similar to Cornell Notes, Comprehension Notes are designed to help students take notes, ask questions, summarize their reading, remember key concepts, and study domain-specific vocabulary words in context. Comprehension Notes are 4 pages in length, and include practice in connotation analysis, poetry scansion, and the use of stage directions. Responses will draw from textbook readings. Students will evaluate all five sets of notes (one from each act) and choose one that is an example of their best effort to submit to the teacher for grading.

	complex analysis; provide an objective summary of the text. **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ***Writing*** **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism	students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary. ***Performance Tasks*** ***Comprehension Notes—Macbeth*** Students will complete Comprehension Notes for Act I-V of *Macbeth*, by William Shakespeare. Similar to Cornell Notes, Comprehension Notes are designed to help students take notes, ask questions, summarize their reading, remember key concepts, and study domain-specific vocabulary words in context. Comprehension Notes are 4 pages in length, and include practice in connotation analysis, poetry scansion, and the use of stage directions. Responses will draw from textbook readings. Students will evaluate all five sets of notes (one from each act) and choose one that is an example of their best effort to submit to the teacher for grading. ***Playbill*** As a culminating activity after reading *Macbeth*, students will design an eight-page playbill for		one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):** students will respond to questions that will require them to use higher-level cognitive rigor to write correct	Students must receive a score of 70% or better. **Unit 3 Tasks: *Playbill*** As a culminating activity after reading *Macbeth*, students will design an eight-page playbill for a production of *Macbeth* in a famous city. A playbill is a souvenir program handed to audience members as they enter the theater. Students must receive a score of 70% or better. Playbills must include: ● Front: title, author, theater company, and artwork, in creative fonts and colors; ● Page 1: list of characters and actors (real actors for each role); ● Page 2: biography of the play's director, description of the production, information on the location and history of the theater (a real place);

	and overreliance on any one source and following a standard format for citation. **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. ***Language*** **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations.	a production of *Macbeth* in a famous city. A playbill is a souvenir program handed to audience members as they enter the theater. Playbills must include: ● Front: title, author, theater company, and artwork, in creative fonts and colors; ● Page 1: list of characters and actors (real actors for each role); ● Page 2: biography of the plays director, description of the production, information on the location and history of the theater (a real place); ● Page 3: cast biographies and photos of 3-5 main actors; ● Page 4-5: list of acts and scenes, settings, and plot events; ● Page 6-7: background information on William Shakespeare, Globe Theater, Elizabethan England, or previous productions of *Macbeth*; ● Page 8: Works Cited page. ***Writing Assignments Based on Textbook Readings:*** Blank verse scansion; analysis of Lady Macbeth's soliloquy (Act I); the use of text features, such as		responses to questions. Often, students are asked to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 2 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 3 (CR) (D):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 4 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric.	● Page 3: cast biographies and photos of 3-5 main actors; ● Page 4-5: list of acts and scenes, settings, and plot events; ● Page 6-7: background information on William Shakespeare, Globe Theater, Elizabethan England, or previous productions of *Macbeth*; ● Page 8: Works Cited page.

		stage directions(Act I) ; analysis of Porter's speech (Act II); compare/contrast Macbeth vs. Lady Macbeth(Act II) ; cause-and-effect chain of events (Act III); comparison of the murders of Banquo and Duncan (Act III) ; imagery of blood and children (Act IV); sensory details in the witches' chant (Act IV); how Macbeth changes in each act (Act V); connotation (Act V); Lady Macbeth in pictures (Act V); comprehension notes (Act I-V); drama reading log (Othello) ***Research Assignments:*** Shakespeare biography; cultural beliefs of the times: superstition, witchcraft (Act V) ; what is in a playbill (Act V)		**Activity 5 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 6 (LA) (SST)**: Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 7 (CR) (D):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 8 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 9 (D) (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 10 (LA) (SST)**: Graphic Organizer and Selection Self-Test: Students should have	

				70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 11 (CR) (D)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 12 (CR) (D):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 13 (LA):** Graphic Organizers: Students should have 70% or more of the key ideas on their organizers. **Activity 14 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 15 (CR) (D)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric.	

				Activity 16 (CR) (D): Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 17 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 18 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 19 (CR) (D):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 20 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 21 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their	

				organizers. **Activity 23 (LA) (SST)**: Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 24 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 25 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers.	

Unit 4: Revolution and Reformation

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will analyze text to find historical facts. Using these new facts, students will complete further research to produce a multimedia project. Students are encouraged to use their new vocabulary as part of their presentation.	**Literary:** Epic poetry; Italian sonnet; allegory; diary; policy statement; point of view; journal entry; satire, irony, and style; mock epic; author's purpose	**Writing:** Selection vocabulary; unit vocabulary; proofreading practice; participles, gerunds, and infinitives; misplaced and dangling modifiers; etymology: political science and history terms; Greek and Latin roots

Literature:

Literature from the Textbook: *Extended Study: John Milton; Milton's Sonnets VII, XIX; Paradise Lost; The Pilgrim's Progress; The Diary of Samuel Pepys; Charles II's Declaration to London, 1666; A Journal of the Plague Year; Gulliver's Travels; A Modest Proposal; An Essay on Man; The Rape of the Lock*

Other Textbook Readings: *Snapshot of the Period; Historical Background; Essential Questions of the Literary Period; Extended Study: John Milton; Explanatory Text: Multimedia Presentation*

Drama Reading: *Othello, Act IV*

Unit 4	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key vocabulary words are Tier 2 words, used widely in academic	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit	**Unit 4 Task: Unit Assessment** This assessments allow teachers to evaluate the accuracy of students' concept acquisition and

	leaves matters uncertain. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RL.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **RL.6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading Informational Text*** **RI.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and	writing across domains and in literary and informational texts outside of the classroom. Students encounter these words throughout the units in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing. ***Objective end-of-unit exams***	partner reading • Venn Diagram • vocabulary games KWL • internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing.	their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary . Students must receive a score of 70% or better. **Unit 4 Task:** ***Research: Plague Treatments, Then and Now*** Students read *A Journal of the Plague Year*, by Daniel Defoe, then conduct research on the plague of London in 1665. Students will conduct research on health websites, such as the Centers for Disease Control and Prevention, www.cdc.gov/index.html or the U. S. National Library of Medicine, www.nlm.gov/medlineplus.html. In a 1-page graphic organizer, students will research 17th and 21st century prevention techniques and medical treatments for bubonic plague. Responses will draw from textbook readings and internet research.

	build on one another to provide a complex analysis; provide an objective summary of the text. **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **RI.6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ***Writing*** **W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth	50% of unit grade; these assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary. ***Performance Tasks*** ***Narrative Essay for the Multimedia Presentation*** A multimedia presentation combines text, images, and sounds to bring ideas to life in new ways. Choosing from a slate of epic poems, students will write a narrative essay, retelling the story of the epic. Students will write the first draft of the narrative essay, which should be 3-5 pages long. In the next unit, students will turn this narrative essay into a digital slideshow presentation. Responses will draw from textbook readings and internet research. ***Research: Plague Treatments, Then and Now*** Students read *A Journal of the Plague Year*, by Daniel Defoe, then conduct research on the plague of London in 1665.		**Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):** students will respond to questions that will require them to use	Students must receive a score of 70% or better. **Unit 4 Tasks:** ***Narrative Essay for the Multimedia Presentation*** A multimedia presentation combines text, images, and sounds to bring ideas to life in new ways. Choosing from a slate of epic poems, students will write a narrative essay, retelling the story of the epic. Students will write the first draft of the narrative essay, which should be 3-5 pages long. In the next unit, students will turn this narrative essay into a digital slideshow presentation. Responses will draw from textbook readings and internet research. Students must receive a score of 70% or better. ***Research: The Great Fire of London Essay*** Students read *The Diary of Samuel Pepys* and *Charles II's Declaration to*

	progression of experiences or events. **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced	Students will conduct research on health websites, such as the Centers for Disease Control and Prevention, www.cdc.gov/index.html or the U. S. National Library of Medicine, www.nlm.gov/medlineplus.html. In a 1-page graphic organizer, students will research 17th and 21st century prevention techniques and medical treatments for bubonic plague. Responses will draw from textbook readings and internet research. ***Research: The Great Fire of London Essay*** Students read *The Diary of Samuel Pepys* and *Charles II's Declaration to London*. Students will research the Great Fire of London using a combination of primary and secondary sources, including an interactive resource created by the Museum of London and the National Archives at www.fireoflondon.org.uk. Students will compose a brief, 1-2 page essay about the fire, following these directions: ● Begin with a strong lead that grabs readers' attention; ● Analyze the causes of the fire;		higher-level cognitive rigor to write correct responses to questions. Often, students are asked to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (CR) (D)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 2 (CR) (D)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 3 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 4 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key	*London*. Students will research the Great Fire of London using a combination of primary and secondary sources, including an interactive resource created by the Museum of London and the National Archives at www.fireoflondon.org.uk. Students will compose a brief, 1-2 page essay about the fire, following these directions: Begin with a strong lead that grabs readers' attention; Analyze the causes of the fire, Give a detailed sequence of events, Evaluate the most significant consequences of the destruction, Responses will draw from textbook readings and internet research.

	searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. ***Speaking and Listening*** **SL.1.** Initiate and participate effectively in a range of collaborative	● Give a detailed sequence of events; ● Evaluate the most significant consequences of the destruction. Responses will draw from textbook readings and internet research. ***Writing Assignments Based on Textbook Readings:*** Scansion and identification of a sonnet (Milton's sonnets); compare/contrast epic features of *Beowulf* and *Paradise Lost*; compare/contrast Satan to other villains (Paradise Lost); character and setting in *Pilgrim's Progress*; use of allegory in *Pilgrim's Progress*; analysis of the characters in *Pilgrim's Progress*; satire and irony in *Gulliver's Travels*; social commentary in *A Modest Proposal*; characteristics of a mock epic (The Rape of the Lock) ***Writing Assignments Based on Research:*** The Black Plague (Diary of Pepys); the Great Fire of London (Diary of Pepys); medical treatments of the plague, then and now (Diary of Pepys); Ireland in the 18th century (A Modest Proposal); governmental support of the arts (An Essay on Man); drama		ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 5 (CR) (D)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 6 (LA) (D):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 7 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 9 (CR) (D)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 10 (CR) (D):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

	discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL. 4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **SL.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	reading log (Othello)		**Activity 11 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 13 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 14 (CR) (D):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 15 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 16 (CR)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 17 (CR):** Comprehension and Critical Thinking Questions: Answers are graded by use of the	

				Question Rubric. **Activity 18 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 19 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 20 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 21 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 22 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

				Activity 23 (CR): Grammar Exercises: Answers are graded by use of the Question Rubric. **Activity 24 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 25 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers.	

Unit 5: Culminating Activities for Othello

Summary:	Target Achievement 1: Literacy Skills	Target Achievement 2: Writing Skills
Students will complete the reading of Othello and complete a culminating project showcasing all that the students have learned about critical response and analysis.	**Literary:** Critical response, analysis, and evaluation of the drama *Othello*, by William Shakespeare; independent poetry analysis	**Writing:** Vocabulary from *Othello*; proofreading practice; semester vocabulary review; semester concepts review

Literature:

Literature from the Textbook: *Explanatory Text: Multimedia Presentation*

Additional Literature: *Sonnet 18,* by William Shakespeare; *The History and Description of Africa*, by Leo Africanus, 1600; *A Discourse on Marriage and Wiving* by Alexander Niccholes, 1615

Drama Reading: *Othello, Act V*

Unit 5	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key vocabulary words are Tier 2 words, used widely in academic writing across domains and in literary and informational texts outside of the classroom. Students encounter these	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers partner reading • Venn Diagram • vocabulary games	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are	**Unit 5 Task: Unit Assessment** This assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and

	the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RL.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	words throughout the units in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing. ***Objective end-of-unit exams*** 50% of unit grade; these assessments allow teachers to evaluate the accuracy of students' concept acquisition	KWL • internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student	explain central ideas and domain-specific vocabulary . Students must receive a score of 70% or better. **Unit 5 Task:** ***Essential Questions Essay*** Students will analyze *Sonnet 18*, by William Shakespeare. Students will summarize the poem, analyze it according to the three Essential Questions of the semester, and evaluate the poem's style and aesthetic impact. Students must receive a score of 70% or better. **Unit 5 Tasks:** ***Multimedia Presentation*** This is a culminating activity for Semester A. Choosing from a slate of epic poems, students will integrate their previously-written narrative essay into a 20-slide digital presentation. The multimedia presentation combines text, audio, and visual components. Students must receive a

	Reading Informational Text **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. as in words in order to address a question or solve a problem. **RI.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Writing*** **W.2**. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by	and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary. ***Performance Tasks*** ***Essential Questions Essay*** Students will analyze *Sonnet 18*, by William Shakespeare. Students will summarize the poem, analyze it according to the three Essential Questions of the semester, and evaluate the poem's style and aesthetic impact. ***Multimedia Presentation*** This is a culminating activity for Semester A. Choosing from a slate of epic poems, students will integrate their previously-written narrative essay into a 20-slide digital presentation. The multimedia presentation combines text, audio, and visual components and includes a Works Cited page. Students will use PowerPoint, Acrobat, or other electronic software to create this all-digital presentation. ***Writing Assignments Based on Othello and other texts:*** Characters in depth; Othello's tragic flaw; gender roles; plot		into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):** students will respond to questions that will require them to use higher-level cognitive rigor to write correct	score of 70% or better. This project score includes a Works Cited page. Students will use PowerPoint, Acrobat, or other electronic software to create this all-digital presentation.

	selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W.7.** Conduct short as well as more	elements; scansion and analysis of Othello's soliloquy; imagery in Othello's monologue; Iago's persuasive techniques; frequency and use of loaded words, such as villain and monster; appropriate props to represent characters; Iago's punishment; story map (climax, resolution); Othello's jealous heart; mock trial of Iago; scansion and analysis of *Sonnet 18*; paraphrase of *The History and Description of Africa*, by Leo Africanus; paraphrase of *A Discourse on Marriage and Wiving* by Alexander Niccholes ***Writing Assignments Based on Research:*** Setting: Venice vs Cyprus; the effect of hurtful words; Iago as mythological Janus; Othello and Desdemona's marriage compared to *A Discourse on Marriage and Wiving* by Alexander Niccholes, 1615; cultural context from *The History and Description of Africa* by Leo Africanus, 1600; facts about Shakespeare's birthplace; map of Shakespeare's London; fun facts about Shakespeare; words and sayings Shakespeare invented; compare/contrast written scenes with performed scenes		responses to questions. Often, students are asked to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (D) (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 2 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 3 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 5 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric.	

	sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective			**Activity 6 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 8 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 9 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 10 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 11 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 13 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 14 (LA)**: Graphic Organizer: Students should have 70% or	

	choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **L. 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze nuances in the meaning of words with similar denotations. **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ***Speaking and Listening*** **SL.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			more of the key ideas on their organizers. **Activity 15 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 16 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 17 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 18 (LA) (D):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 20 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 21 (LA)**: Graphic Organizer: Students	

				should have 70% or more of the key ideas on their organizers. **Activity 23 (CR):** Poetry Exercise: Answers are graded by use of the Question Rubric. **Activity 24 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 25 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers.	

Unit 6:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will review and practice selected vocabulary from Othello. Students will combine non-fiction research with a poem. Students will create a cloud poem that reflects the correct facts about the type of cloud the student picks. Students will also explore more about primary and secondary sources.	**Literary:** Vocabulary from *Othello*; proofreading practice; semester vocabulary review; semester concepts review	**Writing:** Selection vocabulary; unit vocabulary; proofreading practice; introductory phrases and clauses; subject/verb agreement; pronoun-antecedent agreement; etymology: science, medical, and mathematical terms; Greek and Latin roots

Literature:

Literature from the Textbook: *The Lamb; The Tyger; The Chimney Sweeper; Infant Sorrow; Lines Composed a Few Miles Above Tintern Abbey; Wordsworth's Prelude; The World is Too Much With Us; London, 1802; The Rime of the Ancient Mariner; Kubla Khan; She Walks in Beauty; Childe Harold's Pilgrimage; Jon Juan; Ozymandias; Ode to the West Wind; To a Skylark; On First Looking into Chapman's Homer; When I Have Fears That I May Cease to Be; Ode to a Nightingale; Ode on a Grecian Urn; Speech in Favor of Reform; Speech Against Reform; On the Passing of the Reform Bill; On Making an Agreeable Marriage; A Vindication of the Rights of Woman*

Other Textbook Readings: *Snapshot of the Period; Historical Background; Essential Questions of the Literary Period; Elements of Lyric Poetry*

Novel Reading: *Oliver Twist* (Introduction- Ch. XI)

Unit 6	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key	• Frayer Model • group discussions • Think-Pair-Share • anchor charts	**Formative Assessments:** The following assessments which include lesson activities,	**Unit 6 Task: Unit Assessment** This assessments allow teachers to evaluate the

	well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RL.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.6.** Analyze a case in which	vocabulary words are Tier 2 words, used widely in academic writing across domains and in literary and informational texts outside of the classroom. Students encounter these words throughout the units in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing.	• acting out • graphic organizers partner reading • Venn Diagram • vocabulary games KWL • internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but	accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary . Students must receive a score of 70% or better. **Unit 6 Task: Clouds and Poetry** Students read *The Cloud*, by Percy Bysshe Shelley. Students research four cloud formations—cumulus, cirrus, stratus, and cumulonimbus—to find illustrations and important facts about each type of cloud. Students will compose a four-line poem, imitating Shelley's imagery, rhyme, and diction, for each type of cloud. Responses will draw from textbook readings and internet research. Students must receive a score of 70% or better. **Unit 6 Task: *Primary Source Document***

	grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading Informational Text*** **RI.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a	***Objective end-of-unit exams*** 50% of unit grade; these assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary. ***Performance Tasks*** ***Clouds and Poetry*** Students read *The Cloud*, by Percy Bysshe Shelley. Students research four cloud formations—cumulus, cirrus, stratus, and cumulonimbus—to find illustrations and important facts about each type of cloud. Students will compose a four-line poem, imitating Shelley's imagery, rhyme, and diction, for each type of cloud. Responses will draw from textbook readings and internet research. ***Primary Source Document Evaluation*** In a 5-7 page expository essay, students will analyze *Speech in Favor of Reform*, by Lord John Russell; *Speech Against Reform*, by Sir Robert Peel; *On the Passing of the Reform Bill*, by Thomas Babington Macaulay; *On Making an Agreeable*		a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):**	***Evaluation*** In a 5-7 page expository essay, students will analyze *Speech in Favor of Reform*, by Lord John Russell; *Speech Against Reform*, by Sir Robert Peel; *On the Passing of the Reform Bill*, by Thomas Babington Macaulay; *On Making an Agreeable Marriage*, by Jane Austen; and *A Vindication of the Rights of Woman*, by Mary Wollstonecraft. Students will evaluate the purpose and importance of the documents, find examples of social commentary, analyze persuasive appeals, uncover what they reveal about life in the times and places written, select important quotes, and evaluate the significance of the documents today. Students will conclude with their opinion of these selections. Essays must include properly cited quotations. Students must receive a score of 70% or better.

	key term or terms over the course of a text. **RI.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. as in words in order to address a question or solve a problem. **RI.6**. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ***Writing*** **W.2**. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and	*Marriage*, by Jane Austen; and *A Vindication of the Rights of Woman*, by Mary Wollstonecraft. Students will evaluate the purpose and importance of the documents, find examples of social commentary, analyze persuasive appeals, uncover what they reveal about life in the times and places written, select important quotes, and evaluate the significance of the documents today. Students will conclude with their opinion of these selections. Essays must include properly cited quotations. ***Writing Assignments Based on Textbook Readings:*** Blake's poetry illustrations; Romanticism in Wordsworth's poetry; influences of the historical period (Wordsworth's poetry); compare/contrast *Ode to a Nightingale* and *Ode on a Grecian Urn*; emotional response to Keats' poetry; identify positions in a Parliamentary debate (*Speech in Favor of Reform; Speech Against Reform*); reaction to authors' opinions (*On making an Agreeable Marriage; A Vindication of the Rights of Woman*); novel response: *Oliver Twist*		students will respond to questions that will require them to use higher-level cognitive rigor to write correct responses to questions. Often, students are asked to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 2 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 3 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 4 (CR):** Critical	

	relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under	***Writing Assignments Based on Research:*** Cloud cards (Shelley's poetry); black-figure and red-figure Grecian urn designs (*Ode on a Grecian Urn*)		Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 5 (LA) (SST)**: Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 6 (CR) (D):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 7 (CR) (D):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 8 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 9 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric.	

	investigation. **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			**Activity 10 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 11 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 12 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.. **Activity 14 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 15 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 16 (D) (CR):**	

				Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 17 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 18 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 19 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 20 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 22 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

				Activity 23 (LA) (SST): Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 24 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 25 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

Unit 7:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will evaluate poetry for the author's purpose, style, and communicated message. Students will examine the political nature of literature. Students will also engage in activities to learn the parts of a poem.	**Literary:** Author's assumptions; the speaker in poetry; cause and effect; dramatic monologue; the novel; social criticism; wither's purpose; utilitarianism; political and philosophical assumptions; stanza structure; irony; naturalism; rhythm and meter; author's beliefs; reflective essay	**Writing:** Selection vocabulary; unit vocabulary; proofreading practice; rhetorical devices and logical fallacies; shifts in verb tense; active, not passive voice

Literature:

Literature from the Textbook: *In Memoriam, A. H. H.; The Lady of Shalott; The Princess: Tears, Idle Tears; Ulysses; My Last Duchess; Life in a Love; Porphyria's Lover; Sonnet 43; Hard Times; Jane Eyre; Remembrance; The Darkling Thrush; Ah, Are You Digging on My Grave?; God's Grandeur; Spring and Fall: To a Young Child; To an Athlete Dying Young; When I was One-and-Twenty*

Other Textbook Readings: *Snapshot of the Period; Historical Background; Essential Questions of the Literary Period; Extended Study: Charles Dickens and the Novel; Persuasive Essay*

Novel Reading: *Oliver Twist* (Ch. XII-XXII)

Unit 7	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key vocabulary words are Tier 2 words, used widely in academic	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests,	**Unit 7 Task: Unit Assessment** This assessments allow teachers to evaluate the accuracy of students'

	the text leaves matters uncertain. **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	writing across domains and in literary and informational texts outside of the classroom. Students encounter these words throughout the units in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing. ***Objective end-of-unit exams***	partner reading • Venn Diagram • vocabulary games KWL • internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	critical thinking responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing.	concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary . Students must receive a score of 70% or better. **Unit 7 Task: Analysis of Non-Print Political Ads** Students view a variety of political ads from the 2012 (or most recent) Presidential General Election campaign, using resources such as Stanford University's Political Communication Lab at www.pcl.stanford.edu/campaigns/2012. Students will choose two pro-Barack Obama ads and two pro-Mitt Romney ads to review. In a four-page written assignment, students will analyze each ad's claims by determining if the evidence used to persuade voters is believable and logical. Students will evaluate: intended audience; speaker and message;

	Reading Informational Text **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ***Writing*** **W.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly and	50% of unit grade; these assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary. ***Performance Tasks*** ***Analysis of Non-Print Political Ads*** Students view a variety of political ads from the 2012 (or most recent) Presidential General Election campaign, using resources such as Stanford University's Political Communication Lab at www.pcl.stanford.edu/campaigns/2012. Students will choose two pro-Barack Obama ads and two pro-Mitt Romney ads to review. In a four-page written assignment, students will analyze each ad's claims by determining if the evidence used to persuade voters is believable and logical. Students will evaluate: intended audience; speaker and message; logical, ethical, or emotional appeals used; audio and visual elements (flags, patriotic music, etc.); trustworthy vs. questionable		**Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):** students will respond to questions that will require them to use	logical, ethical, or emotional appeals used; audio and visual elements (flags, patriotic music, etc.); trustworthy vs. questionable elements; positive and negative persuasive techniques; and overall effectiveness. Responses will draw from textbook readings and internet research. Students must receive a score of 70% or better. **Units 7 Task: Analysis of Political Debates** Students view highlights from the three Presidential debates of the 2012 (or most recent) campaign. Students are encouraged to use reputable news sources such as CNN, ABC News, or the New York Times. In a three-page written assignment, students will analyze: propositions argued for or against, such as facts, values, problems, or policies; persuasive techniques used, with quotes; and overall effectiveness of each candidate.

	thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **c.** Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). **d.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the argument presented. **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.9.** Draw evidence from literary	elements; positive and negative persuasive techniques; and overall effectiveness. Responses will draw from textbook readings and internet research. ***Analysis of Political Debates*** Students view highlights from the three Presidential debates of the 2012 (or most recent) campaign. Students are encouraged to use reputable news sources such as CNN, ABC News, or the New York Times. In a three-page written assignment, students will analyze: propositions argued for or against, such as facts, values, problems, or policies; persuasive techniques used, with quotes; and overall effectiveness of each candidate. Responses will draw from textbook readings and internet research. ***Persuasive Essay: First Draft*** Students complete a variety of steps leading to the first draft of a persuasive essay. The topic of the essay is "How to Run a Successful Political Campaign", based on the previous political analyses. Students will take a stance, urging readers to accept their viewpoints and to take		higher-level cognitive rigor to write correct responses to questions. Often, students are asked to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 2 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 3 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 4 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers.	Responses will draw from textbook readings and internet research. Students must receive a score of 70% or better. **Unit 7 Tasks:** ***Persuasive Essay: First Draft*** Students complete a variety of steps leading to the first draft of a persuasive essay. The topic of the essay is "How to Run a Successful Political Campaign", based on the previous political analyses. Students will take a stance, urging readers to accept their viewpoints and to take action. Essays will include: a clear thesis statement or claim; logical, emotional, or ethical appeals; persuasive language that is compelling and convincing a call to action; a concluding statement. Students will need to anticipate and respond to counterclaims, so they will have to develop their claims with research, facts, and opinions. Students will

	or informational texts to support analysis, reflection, and research. **W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries,	action. Essays will include: a clear thesis statement or claim; logical, emotional, or ethical appeals; persuasive language that is compelling and convincing a call to action; a concluding statement. Students will need to anticipate and respond to counterclaims, so they will have to develop their claims with research, facts, and opinions. Students will identify a claim, analyze both sides of the issue, choose an organizational format, create a strong lead, and write a first draft of the persuasive essay, which should be 2-3 pages long. In the next unit, students will edit and revise the essay. Responses will draw from textbook readings and internet research. ***Writing Assignments Based on Textbook Readings:*** Fine art and poetry (Robert Browning's poetry); the novel and social criticism (*Hard Times*); positive and negative aspects of Utilitarianism (*Hard Times*); analysis of political and social assumptions (*Jane Eyre*); stanzas as units of meaning (*The Darkling Thrush*); Naturalism in Hardy's poems; analyze an author's beliefs (poetry of Hopkins and Housman);		**Activity 5 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 6 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 7 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 8 (CR) (D):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 9 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric **Activity 10 (CR):** Critical Thinking Questions: Answers are graded by use of the Question	identify a claim, analyze both sides of the issue, choose an organizational format, create a strong lead, and write a first draft of the persuasive essay, which should be 2-3 pages long. In the next unit, students will edit and revise the essay. Responses will draw from textbook readings and internet research. Students must receive a score of 70% or better.

	glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations. **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ***Speaking and Listening*** **SL.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **d.** Respond thoughtfully to diverse perspectives; synthesize comments,	scansion of the poetry of Hopkins and Housman; novel response: *Oliver Twist* ***Writing Assignments Based on Research:*** Victorian education vs. modern education (Tennyson's poetry); Charles Dickens biography; Industrial Revolution; analyze political ads; analyze political debates		Rubric. **Activity 11 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 12 (CR) (D):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 13 (CR) (D):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 14 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 15 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 16 (D) (CR):** Comprehension Questions: Answers are	

	claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			graded by use of the Question Rubric. **Activity 17 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 18 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 19 (LA) (D):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 20 (LA) (D):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 21 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 22 (CR) (D):** Comprehension	

				Questions: Answers are graded by use of the Question Rubric. **Activity 23 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 24 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 25 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

Unit 8:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will examine symbolism in art and in writing. Students will respond in writing to a piece of art. Students will also complete their persuasive essay.	**Literary:** Symbolism; philosophical assumptions; change vs. changelessness; Modernism; allegory and pastoral	**Writing:** Selection vocabulary; unit vocabulary; proofreading practice; sentence fragments and run-ons; transitional expressions; vocabulary: cognates and borrowed words; Greek and Latin roots

Literature:

Literature from the Textbook: *When You are Old; The Lake Isle of Innisfree; The Wild Swans at Coole; The Second Coming; Sailing to Byzantium; Preludes; Journey of the Magi; The Hollow Men; In Memory of W. B. Yeats; Musée des Beaux Arts; Carrick Revisited; Not Palaces; Do Not Go Gentle Into That Good Night; Fern Hill; The Horses*

Other Textbook Readings: *Snapshot of the Period; Historical Background; Essential Questions of the Literary Period; Extended Study: T. S. Eliot; Persuasive Essay*

Novel Reading: *Oliver Twist* (Ch. XXIII-XXXIII)

Unit 8	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text,	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key vocabulary words are Tier 2 words, used widely in academic writing across domains and in literary and informational texts outside of the classroom. Students encounter these words throughout the units in	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers partner reading • Venn Diagram • vocabulary games KWL	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery.	**Unit 8 Task: Unit Assessment** This assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and

	including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **RL. 4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **RL.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live	many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing. ***Objective end-of-unit exams*** 50% of unit grade; these assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall,	• internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on	domain-specific vocabulary . Students must receive a score of 70% or better. **Unit 8 Task:** ***Research: W. H. Auden's Musée des Beaux Arts*** W. H. Auden's poem, *Musée des Beaux Arts*, was inspired by a painting by Pieter Brueghel the Elder. The world of the painting is innocently indifferent to suffering, and Auden believed that this indifference hold a profound truth about life. Students will research and evaluate landscape paintings of the 15th – 19th centuries and choose one that illustrates Auden's ideas about suffering. Students will explain how the painting illustrates Auden's ideas about suffering, and how it reveals a profound truth about life. Responses will draw from textbook readings and internet research. Students must receive a score of 70% or better.

	production of a play or recorded novel or poetry), evaluating how each version interprets the source text. **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading Informational Text*** **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words	recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary ***Performance Tasks*** ***Research: W. H. Auden's Musée des Beaux Arts*** W. H. Auden's poem, *Musée des Beaux Arts*, was inspired by a painting by Pieter Brueghel the Elder. The world of the painting is innocently indifferent to suffering, and Auden believed that this indifference hold a profound truth about life. Students will research and evaluate landscape paintings of the 15th – 19th centuries and choose one that illustrates Auden's ideas about suffering. Students will explain how the painting illustrates Auden's ideas about suffering, and how it reveals a profound truth about life. Responses will draw from textbook readings and internet research. ***Persuasive Essay*** Students will complete the persuasive essay begun in a previous unit. The topic of the essay is "How to Run a Successful Political Campaign". Essays will include: a clear thesis statement or claim; logical, emotional, or ethical		developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):** students will respond to questions that will require them to use higher-level cognitive rigor to write correct responses to questions. Often, students are asked	**Unit 8 Tasks:** ***Persuasive Essay*** Students will complete the persuasive essay begun in a previous unit. The topic of the essay is "How to Run a Successful Political Campaign". Essays will include: a clear thesis statement or claim; logical, emotional, or ethical appeals; persuasive language that is compelling and convincing; a call to action; and a concluding statement. Students will need to anticipate and respond to counterclaims, so they will have to develop their claims with research, facts, and opinions. Responses will draw from textbook readings and internet research. Students must receive a score of 70% or better.

	in order to address a question or solve a problem. ***Writing*** **W.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **c.** Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). **d.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and	appeals; persuasive language that is compelling and convincing; a call to action; and a concluding statement. Students will need to anticipate and respond to counterclaims, so they will have to develop their claims with research, facts, and opinions. Responses will draw from textbook readings and internet research. ***Writing Assignments Based on Textbook Readings:*** Symbolism and philosophy in Yeats' poetry; analyze Modernism in Eliot's poetry; allegory and pastoral in the poems of Auden, MacNeice, and Spender; style and theme in *Do Not Go Gentle Into That Good Night, Fern Hill,* and *The Horses*; close read of *Fern Hill*; novel response: *Oliver Twist* ***Writing Assignments Based on Research:*** Modernist music and classical music (T. S. Eliot); conservation vs. consumption (poetry of Dylan Thomas and Ted Hughes)		to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 2 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 3 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 4 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 5 (CR):** Critical Thinking Questions:	

	evidence, and between claim(s) and counterclaims. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the argument presented. **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience. **W.9.** Draw evidence from literary or informational texts to support			Answers are graded by use of the Question Rubric. **Activity 5 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 6 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 7 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 8 (LA)** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 9 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 10 (LA) (SST):**	

	analysis, reflection, and research. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation conventions. **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its			Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 11 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 12 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 14 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 15 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 16 (D) (CR):** Critical Thinking	

	etymology, or its standard usage. **L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **b.** Analyze nuances in the meaning of words with similar denotations. ***Speaking and Listening*** **SL.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			Questions: Answers are graded by use of the Question Rubric. **Activity 17 (D) (CCR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 19 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 20 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 22 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 23 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 24 (LA):** Graphic	

				Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 25 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

Unit 9:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will engage in research and writing to analyze the British Colonial Era. Students will write a research paper as well as a drama that reflects the historical aspects of this time period.	**Literary:** Point of view; stream of consciousness; omniscient narrator; plot devices; cause and effect; theme; symbol; predictions; symbols; fate; cultural conflict; irony; Drama of the Absurd; literary elements; argumentative essay; expository critique; personal essay	**Writing:** Selection vocabulary; unit vocabulary; proofreading practice; parallel structure; variety in sentence beginnings

Literature:

Literature from the Textbook: *The Lady in the Looking Glass: A Reflection; Mrs. Dalloway; Shakespeare's Sister; The Lagoon; Araby; The Rocking-Horse Winner; A Shocking Accident; Shooting an Elephant; No Witchcraft for Sale; The Train from Rhodesia; B. Wordsworth; Come and Go; That's All; We'll Never Conquer Space; Songbook: I'm Like a Bird*

Other Textbook Readings: *Extended Study: Virginia Woolf; Extended Study: the Short Story; Historical Investigation Research Report*

Novel Reading: *Oliver Twist* (Ch. XXXIV-XLIII)

Unit 9	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key vocabulary words are Tier 2 words, used widely in academic writing across domains and in	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers partner reading	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking	**Unit 9 Task: Unit Assessment** This assessments allow teachers to evaluate the accuracy of students' concept acquisition and

	RL. 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading Informational Text*** **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another	literary and informational texts outside of the classroom. Students encounter these words throughout the units in many forms: they discover the words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing. ***Objective end-of-unit exams*** 50% of unit grade; these	• Venn Diagram • vocabulary games KWL • internet research video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	responses, and performance tasks are assessments that are used to show mastery. These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing.	their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary . Students must receive a score of 70% or better. Students must receive a score of 70% or better. **Unit 9 Task:** ***Research: British Colonial Era:*** Students read *Shooting an Elephant*, by George Orwell, and *No Witchcraft for Sale*, by Doris Lessing. Students will watch the You Tube video "Colonial History of the British Empire: a Simple Question" by Press TV Global News. Students will also conduct an internet search using www.britishempire.co.uk or other websites to complete a graphic organizer, analyzing five ways the British Empire helped the world and five ways the British Empire hurt the world. Responses will draw from textbook readings and internet research.

	to provide a complex analysis; provide an objective summary of the text. **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ***Writing*** **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details,	assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific vocabulary. ***Performance Tasks*** ***Research: British Colonial Era*** Students read *Shooting an Elephant*, by George Orwell, and *No Witchcraft for Sale*, by Doris Lessing. Students will watch the You Tube video "Colonial History of the British Empire: a Simple Question" by Press TV Global News. Students will also conduct an internet search using www.britishempire.co.uk or other websites to complete a graphic organizer, analyzing five ways the British Empire helped the world and five ways the British Empire hurt the world. Responses will draw from textbook readings and internet research. (Goals 1, 3, 5, 6) ***Research: Countries Under British Rule*** Students read *Shooting an Elephant*, by George Orwell, and *No Witchcraft for Sale*, by Doris Lessing. Students will use the internet to find a map of the		**Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):** students will respond to questions that will require them to use	Students must receive a score of 70% or better. **Unit 9 Task: *Research: Countries Under British Rule:*** Students read *Shooting an Elephant*, by George Orwell, and *No Witchcraft for Sale*, by Doris Lessing. Students will use the internet to find a map of the British Empire in the late 19th or early 20th century ("Imperial Federation Map of the World Showing the Extent of the British Empire in 1886" is available at http://commons.wikimedia.org.). Using the map as a reference, students will shade a blank map of the world to show countries under British rule. Also, students will make a list of 18 countries under British rule during this time period. Responses will draw from internet research. Students must receive a score of 70% or better. **Unit 9 Tasks: *Write a Scene From an Absurd***

	quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	British Empire in the late 19th or early 20th century ("Imperial Federation Map of the World Showing the Extent of the British Empire in 1886" is available at http://commons.wikimedia.org.). Using the map as a reference, students will shade a blank map of the world to show countries under British rule. Also, students will make a list of 18 countries under British rule during this time period. Responses will draw from internet research. (Goals 3, 4, 5, 6) ***Write a Scene From an Absurd Drama*** Students read the Absurd drama *Come and Go*, by Samuel Beckett, then watch a You Tube video of a staged performance of the play. In a one-page written assignment, students will create their own Absurd drama with specific characteristics, such as: a sense of bewilderment; a sense of futility; a hopeless or confused conflict; an everyday setting; and ordinary dialogue with odd periods of silence. Students will create an idea web, an outline, and a theme, and follow formatting conventions for a drama. The play must be		higher-level cognitive rigor to write correct responses to questions. Often, students are asked to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 2 (D) (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 3 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 4 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key	***Drama*** Students read the Absurd drama *Come and Go*, by Samuel Beckett, then watch a You Tube video of a staged performance of the play. In a one-page written assignment, students will create their own Absurd drama with specific characteristics, such as: a sense of bewilderment; a sense of futility; a hopeless or confused conflict; an everyday setting; and ordinary dialogue with odd periods of silence. Students will create an idea web, an outline, and a theme, and follow formatting conventions for a drama. The play must be revised and edited. Responses will draw from textbook readings and internet research. Students must receive a score of 70% or better.

	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	revised and edited. Responses will draw from textbook readings and internet research. (Goals 1, 3, 4, 6) ***Writing Assignments Based on Textbook Readings:*** Use of stream-of-consciousness narration in *The Lady in the Looking Glass* and *Mrs. Dalloway*; change stream-of-consciousness into omniscient narrator perspective (*The Lady in the Looking Glass* and *Mrs. Dalloway*); identify cause-and-effect relationships in *The Lagoon* and *Araby*; analyze fine art that accompanies *The Lagoon* and *Araby*; use of third-person narration in *The Rocking-Horse Winner* and *A Shocking Accident*; how symbols connect to theme (*The Rocking-Horse Winner* and *A Shocking Accident*); cultural conflicts (*Shooting an Elephant* and *No Witchcraft for Sale*); the colonial era (*The Train from Rhodesia* and *B. Wordsworth*); analysis of B. Wordsworth's admiral qualities; drama of the absurd (*Come and Go* and *That's All*); compare/contrast literary elements (*Come and Go* and *That's All*); critique of an argumentative essay (*We'll Never Conquer Space*); analysis of a personal essay (*Songbook:*		ideas on their organizers. **Activity 5 (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 5 (LA) (SST)**: Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 6 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 7 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 8 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 10 (LA) (SST):** Graphic Organizer and Selection Self-Test:	

	W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation conventions. **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or	*I'm Like a Bird*); outline of arguments and strategies in *Songbook: I'm Like a Bird*; novel response: *Oliver Twist* ***Writing Assignments Based on Research:*** History of mirrors (*The Lady in the Looking Glass*); Greek Fates (*The Rocking-Horse Winner*); ways the British Empire helped and hurt the world (Orwell and Lessing); uses and risks of alternative medicine (*No Witchcraft for Sale*); view a performance of *Come and Go*; theories of time travel (*We'll Never Conquer Space*); liner notes for a music CD or music video DVD (*Songbook: I'm Like a Bird*); analysis of favorite song (*Songbook: I'm Like a Bird*)		Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 11 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 12 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 13 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 15 (LA) (SST)**: Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 16 (D) (CR)**: Critical Thinking Questions: Answers are graded by use of the	

	determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ***Speaking and Listening*** **SL.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			Question Rubric. **Activity 17 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 18 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 19 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 20 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question Rubric. **Activity 22 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 23 (D) (CR):** Comprehension Questions: Answers are	

				graded by use of the Question Rubric. **Activity 24 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 25 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

Unit 10:

Summary:	**Target Achievement 1: Literacy Skills**	**Target Achievement 2: Writing Skills**
Students will examine novels in Victorian Britain. Students will complete an analysis essay wherein they will dissect a poem. Students will also complete a culminating activity to close out the second semester. Students will complete a historical investigation report as well as a novel sequel for *Oliver Twist*.	**Literary:** Critical response, analysis, and evaluation of the novel *Oliver Twist*, by Charles Dickens; independent poetry analysis	**Writing:** Novel vocabulary; proofreading practice; semester vocabulary review; semester concepts review

Literature:

Literature from the Textbook: *In the Kitchen,* by Penelope Shuttle; *Historical Investigation Research Report*

Novel Reading: *Oliver Twist* (Ch. XLIV-LIII)

Unit 10	Common Core State Standards	Learning Expectations	Instructional Strategies	Formative Assessments	Summative Assessments
	Reading: Literature **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and	***Vocabulary Word Study*** Before each selection, students review key vocabulary words and their definitions. Key vocabulary words are Tier 2 words, used widely in academic writing across domains and in literary and informational texts outside of the classroom. Students encounter these words throughout the units in many forms: they discover the	• Frayer Model • group discussions • Think-Pair-Share • anchor charts • acting out • graphic organizers partner reading • Venn Diagram • vocabulary games KWL • internet research	**Formative Assessments:** The following assessments which include lesson activities, unit activities, discussions, unit pretests, critical thinking responses, and performance tasks are assessments that are used to show mastery.	**Unit 10 Task: Unit Assessment** This assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify, compare, and explain central ideas and domain-specific

	build on one another to produce a complex account; provide an objective summary of the text. **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). **RL. 4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **RL.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **RL.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded	words' Latin or Greek roots, find synonyms and antonyms, explore the words in context, and learn how to pronounce the words and use them with the proper connotations. After this in-depth study, students show their understanding by inventing their own definitions, using the words in their own sentences, finding related word forms, and creating cartoons or drawings to help them remember the words. ***Proofreading Practice*** In each unit, students analyze a one-page informational article and evaluate it for proper spelling, grammar, and punctuation. Students identify 25 errors and correct them. In this way, students are able to demonstrate improvement in their command of standard English conventions for grammar, mechanics, and usage and are prepared to edit their own writing. ***Objective end-of-unit exams*** 50% of unit grade; these assessments allow teachers to evaluate the accuracy of students' concept acquisition and their ability to recall, recognize, interpret, classify,	video clips • reading circles • choral reading compare and contrast text • Kagan Group Pairings	These are authentic assessments that show evidence of learning throughout the lessons/units. Using multiple data points will give a more accurate evaluation of student strengths and needs. **Authentic Learning Assessments:** These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. Students are expected to meet 100% of the goals for each assignment, but a score of 70% will be considered passing. **Lesson Activities (LA):** immerse the student into one or more in-depth problems that center on	vocabulary . Students must receive a score of 70% or better. **Unit 10 Task: Essential Questions Essay** Students will analyze *In the Kitchen*, by Penelope Shuttle. Students will summarize the poem, analyze it according to the three Essential Questions of the semester, and evaluate the poem's style and aesthetic impact. Students must receive a score of 70% or better. **Unit 10 Tasks: Write a Sequel** Novels in Victorian England were often published in illustrated monthly installments in popular magazines. Students will write the next monthly installment of *Oliver Twist*. In a 2-3 page written assignment, students will imitate Dickens' style and invent new characters. The sequel must be revised and edited. Responses

	novel or poetry), evaluating how each version interprets the source text. **RL.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ***Reading Informational Text*** **RI.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ***Writing*** **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a	compare, and explain central ideas and domain-specific vocabulary. ***Performance Tasks*** ***Write a Sequel*** Novels in Victorian England were often published in illustrated monthly installments in popular magazines. Students will write the next monthly installment of *Oliver Twist*. In a 2-3 page written assignment, students will imitate Dickens' style and invent new characters. The sequel must be revised and edited. Responses will draw from novel readings. ***Essential Questions Essay*** Students will analyze *In the Kitchen*, by Penelope Shuttle. Students will summarize the poem, analyze it according to the three Essential Questions of the semester, and evaluate the poem's style and aesthetic impact. ***Historical Investigation Report*** This is a culminating activity for Semester B. Choosing from a slate of topics, students will integrate their previously-written expository essay into a 20-slide digital presentation.		developing a deep understanding of the learning objective. **Discussions (D):** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. **Unit Pre-tests/Post-tests (SST):** help students and teachers track how well students have mastered the unit's content. The tests are multiple-choice or short answer. Some my be reflective in nature, allowing a students to reflect on their progress. A minimum score of 70% is required. **Critical Response (CR):** students will respond to questions that will require them to use higher-level cognitive rigor to write correct responses to questions. Often, students are asked	will draw from novel readings. Students must receive a score of 70% or better. **Unit 10 Task: Historical Investigation Report** This is a culminating activity for Semester B. Choosing from a slate of topics, students will integrate their previously-written expository essay into a 20-slide digital presentation. The presentation will include text, visual components, and a Works Cited page. Students will use PowerPoint, Acrobat, or other electronic software to create this all-digital presentation. Responses will draw from textbook or novel readings and internet research. Students must receive a score of 70% or better.

	unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-	The presentation will include text, visual components, and a Works Cited page. Students will use PowerPoint, Acrobat, or other electronic software to create this all-digital presentation. Responses will draw from textbook or novel readings and internet research. ***Writing Assignments Based on* Oliver Twist *and other texts:*** Acrostic poem; matching vocabulary words to characters; character charts; Oliver's character: nature vs. nurture?; yourself as a Dickens character; plot diagram; first-person narration; famous quotes; good vs. evil; novel as social commentary; purpose of comic relief; role of fate/coincidence; analysis of kindness; characters in depth; loss of innocence; novel's modern appeal; symbolism in *Oliver Twist*; compare/contrast the book and movie, "Oliver Twist" (2005), directed by Roman Polanski; create a DVD or Blu-Ray cover for the movie; independent poetry analysis; Essential Questions essay; summative semester assessment ***Writing Assignments Based on Research:*** Unwind the plot; life in Victorian society; map of		to cite primary and secondary sources. **Performance Tasks (PT):** engaging in hands-on learning that requires students to absorb the content to create, plan, and produce artifacts. These artifacts are designed for students to show mastery. **Activity 1 (D) (CR):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 2 (D) (CR):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 3 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 4 (CR):** Critical Thinking Questions: Answers are graded by use of the Question Rubric. **Activity 5 (D) (LA):** Graphic Organizer:	

	structured event sequences. **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.6.** Use technology, including the	Oliver's London; Britain's New Poor Law vs. U. S. Welfare Reform Act of 1995; child labor laws—then and now; notes on documentary: *The Children Who Built Victorian Britain, parts I-III*		Students should have 70% or more of the key ideas on their organizers. **Activity 6 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 7 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 8 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 9 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 11 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 12 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

	Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Language*** **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Observe hyphenation			**Activity 13 (D) (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 14 (LA) (D):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 16 (LA)**: Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 17 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 18 (D) (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 20 (LA) (SST):** Graphic Organizer and Selection Self-Test: Students should have 70% or more of the key ideas on their organizers and answers are graded by use of the Question	

	conventions. **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **c.** Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze nuances in the meaning of words with similar denotations. **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase			Rubric. **Activity 21 (LA):** Graphic Organizer: Students should have 70% or more of the key ideas on their organizers. **Activity 24 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric. **Activity 25 (CR):** Comprehension Questions: Answers are graded by use of the Question Rubric.	

	important to comprehension or expression. ***Speaking and Listening*** **SL.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				

OPTIONS FOR YOUTH

PUBLIC CHARTER SCHOOLS

ENGLISH LANGUAGE DEVELOPMENT

MASTER PLAN

Options For Youth
Public Charter Schools
Empowering Minds by Inspiring Hearts

Mission Statement

Options for Youth Public Charter Schools are exemplary models of successful blended learning programs. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are a supportive environment where all stakeholders are successful.

Message from the Presidents

"Every member of the Options for Youth community is committed to helping each student succeed in school and in life. We wholeheartedly believe that student success comes from valuing every student and providing individualized support while they work towards their goals and dreams. Options for Youth values its diverse student population, and this master plan will help us to ensure that students with varying language backgrounds and needs receive the attention, tools, and support they need to be successful."

John and Joan Hall

About Options for Youth

At Options for Youth (OFY), our effectiveness stems from a focus on building close relationships with our students and creating a safe learning environment that allows them to thrive. The following are hallmarks of our program:

Student Commitment: Students attend our schools by choice – they want to be with us. All students sign a contract stating their commitment to earn a high school diploma by voluntarily adhering to our enrollment requirements; attendance, work production, test performance, and graduation.

Guided Individualized Instruction: Our students receive personalized attention from qualified teachers who care about them and their success. We encourage our students to work hard on challenging tasks and help them focus on the idea that their struggle is an opportunity for growth and emphasize growth-mind-set interventions (Paunesku et al., 2015) which focus on the process of learning and not the end result as the reward. This process gives our students a sense of purpose and re-energizes their desire to learn resulting in accomplishing meaningful academic and personal goals.

Small Group Instruction: Students can take advantage of tutorials and small group instruction with a highly-qualified credentialed teacher when a direct instruction format is most appropriate.

Flexible & Self-Paced: Students work independently and at a pace tailored to each individual's ability and learning level, as teachers keep them on track to graduate in an appropriate time period.

Open Enrollment: In our year-round program, students can enroll at any time and have access to their teachers and school 240 days a year.

Continuous Learning: Our schools are open 12 months a year. This means more time spent learning with minimal interruptions. This allows students an opportunity to have greater access to qualified teachers, more time to catch up on credits or work at an accelerated pace, and a safe space for them throughout the year.

Subject Matter Focused: In many cases, students focus on just one or two subjects at a time, helping students be in control and focused, and encouraging them to gain self-confidence.

Accountability: Our students are monitored and assessed on a regular basis to ensure progress in meeting required Common Core State of Standards. All students are required to pass the CAHSEE (California High School Exit Exam) and to participate in all other state-mandated testing.

English Language Development Master Plan

According to the California Department of Education (2015), in the 2013-2014 school calendar year, an approximate 1.413 million English Learners (ELs) studied in California public schools. Of the English Learner data collected in California, 95% of the languages spoken in California were, in descending order: Spanish, Vietnamese, Filipino, Cantonese, Mandarin, Arabic, Hmong, Korean, Punjabi, and Russian. ELs are students who are unable to communicate fluently or learn effectively in English. These students may come from non-English-speaking homes and backgrounds and typically require specialized or modified instruction in both their English language and in their academic courses. Additionally, there is a subgroup of students whose native language is English, but who may need additional support in acquiring academic English literacy (Okoye-Johnson, 2011). In this document, they will be referred to as Standard English Learners (SELs).

Options for Youth (OFY) strives to provide quality and equitable opportunities for academic achievement to all of its students including those who exhibit less than reasonable fluency in academic English literacy. The English Language Development Master Plan (ELDMP) is a practical guide for all staff to use as they provide equitable services to every EL and SEL at OFY. It is to be reviewed every three years for possible modifications.

In order to ensure full implementation of the ELDMP, OFY requires mutual accountability of teaching staff and leadership for ongoing assistance in helping each school develop and implement practices that are consistent with the most current ELDMP and to monitor its implementation.

The OFY Master Plan for ELs and SELs has been developed in accordance with current research and state and federal law for the purpose of accomplishing the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools
- To ensure that our instructional program meets the needs of our EL and SEL population
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English
- To provide on-going professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child
- To define how our EL programs are evaluated annually for efficacy

OFY has developed a broad and innovative range of program options and supports for our ELs and SELs to guarantee them equal access to a quality instruction. Additionally, our instructional efforts are structured with the intent of providing appropriate English Language Development (ELD) to move students toward proficiency in academic English while providing them scaffolded access to core curriculum.

We recognize that our students' race, ethnicity, linguistic background, or socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English academic literacy. Therefore, building on these founts of knowledge is something we support, respect, and wish to build upon.

In addition to helping our ELs and SELs acquire academic literacy, we are preparing them to navigate college and the job market, enhance their citizenship, and become global citizens in the 21st Century. In order to help our students' innovative ideas flourish, our students have opportunities to explore, experiment, imagine, learn, and discover through the various learning opportunities we offer to enhance their intrinsic motivation and passion and give them purpose.

According to Wagner (2008, 2012), in order to be prepared for the 21st Century, students need to possess the following survival skills:

- critical thinking and problem solving
- collaboration and leadership
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- the ability to access and analyze information
- the ability to be able to have and use curiosity and imagination
- play
- passion
- purpose

We understand the obligation to prepare all of our students for the 21st Century. Therefore, we have interpreted and incorporated these survival skills into the curriculum as exemplified in the following table so that all of our students can be prepared for their academic lives and the careers of the future.

21st Century Skills

Learning and Innovation Skills
Critical thinking and problem-solving • reasoning, systems thinking, making judgments and decisions, solving problems Communication and collaboration • articulating ideas, listening, collaborating productively Creativity and innovation • creative thinking, learning from mistakes, implementing innovations
Digital Literacy Skills
Information literacy • accessing, using, managing, and evaluating information; understanding ethical issues about using this information Media literacy • analyzing media's messages, purposes, and potential to influence beliefs and behaviors; creating media products Information and communication technology literacy • using technology as a tool to research, organize, evaluate, and communicate
Career and Life Skills
Flexibility and adaptability • adapting to changing roles and responsibilities; dealing with praise/criticism Initiative and self-direction • managing goals and time; working independently; being self-directed Social and cross-cultural skills • interacting effectively in diverse teams; being open-minded Productivity and accountability • managing projects and time; multitasking; collaborating effectively Leadership and responsibility • guiding and inspiring others; demonstrating integrity; acting responsibly

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OFY Education Advisory Board members are esteemed retired superintendents of schools, business leaders, and leaders in the community. They meet regularly to offer input and counsel with respect to our continuing relationship in our mutual effort to address the needs of at-risk youth, setting them on the road to success.

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Introduction

Committed to providing students with an alternative to one size fits all, traditional learning environments, in 1987 Joan and John Hall established Options for Youth (OFY) Public Charter Schools. When California's Charter School Law passed in 1992, Options for Youth Public Charter School was the first public charter school to open its doors in Victor Valley, California. Today, Options for Youth has 31 flexible alternative resource centers state-wide that are similar to school libraries or study halls and provide a safe, friendly atmosphere for learning. Students work one-on- one with assigned teachers or in small groups. Schools are fully accredited by the Western Association of Schools and Colleges (WASC).

From its inception, OFY's mission has been to recover students who have dropped out of traditional schools or have fallen behind in credits and are at risk of failing. This highly successful program has established a track record of achievement in strengthening student performance. OFY student test scores and graduation rates consistently rank equal to, or above, those of comparable schools.

Options for Youth staff believe that every child has a choice, a dream and can be a leader. We help students succeed by placing a premium on core values such as personal responsibility, academic performance, and accountability.

Our year-round academic program enables at-risk youth to earn a high school diploma by preparing them to return to their home schools, or by permitting them, through independent study, to complete their credits for graduation.

We fully embrace the Lau v. Nichols (1974) Supreme Court decision that states:

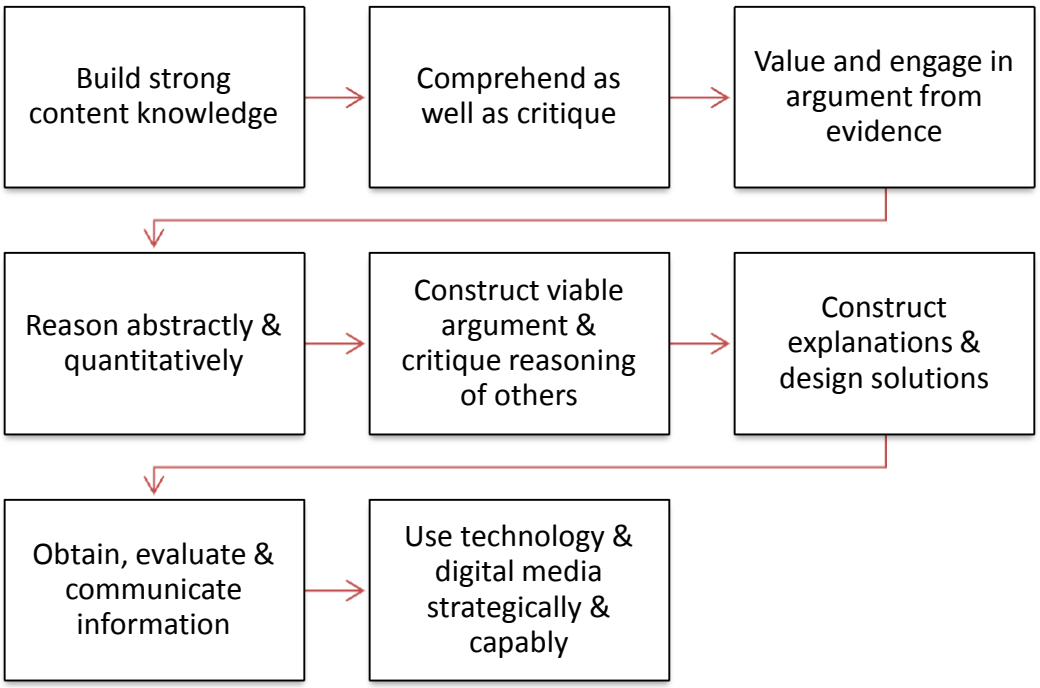
> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education …. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

In order to ensure that our ELs and SELs' linguistic and academic needs are met, we integrate and give them full access to the entire curriculum in a way that makes instruction comprehensible and meaningful.

Guiding Philosophy

Teachers and students are "reflective practitioners". Teachers continuously examine and reflect upon their teaching practice, applying strategies in ways that meet the unique needs of their student populations. Students actively engage and participate in the curriculum and begin to actively plan and assess their own learning.

Specific learning goals for all in all content areas:



Specific teaching goals for all educators (these goals are not limited to the classroom or independent study teachers, but all stakeholders including but not limited to instructional leaders, instructional coaches, and tutoring staff):

- Afford opportunities for students to engage in metalinguistic and metacognitive processes and help students to discover how language works in complex texts.
- Scaffold student ability to engage in sophisticated interactions with text to "develop conceptual, academic, and linguistic skills" and to engage in deliberative discourse.
- Help students use language as a tool for reasoning and understanding.

Guiding Theoretical Principles for Educating English Learners

ELs are different from first language learners as it pertains to academic literacy. Therefore, the following research and pedagogical implications for teaching ELs are considered and interwoven into our curriculum.

One of the main goals of our program is to help our students achieve academic literacy. Research finds that academic literacy is multi-dimensional and should be taught by focusing on three dimensions: linguistic, cognitive, and sociocultural/psychological. The linguistic component focuses on the phonological, lexical, grammatical, sociolinguist, and discourse elements of English. There should also be emphasis on the cognitive dimension which focuses on knowledge, higher order thinking (critical literacy), strategic component (formal/informal), cognitive and metalinguistic awareness (reading, writing, speaking, and listening strategies related to academic contexts), and finally the sociocultural/psychological dimension that focuses on norms, values, beliefs, attitudes, motivations, interests, behaviors, practices, and habits of the language (Scarcella, 2003). These dimensions are considered and incorporated into the curriculum for all students.

When teaching ELs, the following ways to facilitate deep learning of English academic literacy have been found. First, the use of the sociocultural approach promotes the use of cooperative learning which has shown to facilitate higher-level learning. By using this approach, English Learners reach higher academic goals with scaffolding (assistance) than without, and thereafter, students can then take that new knowledge into new roles. Gibbons (2009) lists the three characteristics of scaffolding:

- Scaffolding is temporary.
- It enables the learner to know how to do something to allow them to accomplish similar tasks alone.
- It is future oriented.

Therefore, our curriculum's goal is to incorporate cooperative learning and to scaffold the material being learned more heavily in the beginning and eventually removing the scaffolds as our students become more autonomous.

Gibbons (2009) further states that:

> a high-challenge classroom with low levels of support creates frustration and anxiety and may lead to learners giving up and ultimately opting out of school. Low challenge and low support is likely to lead to boredom, with similar resistance to school. Low challenge and high support allows learners to work in their "comfort zone," but not a lot of learning will take place, and neither will learners develop autonomy and independence in their learning. [However,] the combination of high challenge and high support allows learners to be stretched to reach their potential and to successfully engage with new learning (p. 17).

Taking into consideration support and appropriate levels of challenge, our curriculum incorporates scaffolding of academic literacy at all levels (Menken, 2013). Within these scaffolds, explicit teaching of vocabulary is included in the writing process from the lowest levels of language proficiency (Reid, 2008) to the highest. High level interpretative reading use and direct strategy instruction, modeling of use of writing strategies, and creating opportunities for students to practice and apply through coaching as well as getting necessary feedback are integrated into our curriculum as well (Olson, et al., 2012). These scaffolds are again more heavily used in the beginning with a goal to eventually have our students become independent from them.

Among some effective pedagogical EL themes identified by Peercy (2011) found in our curriculum are the following:

- Teachers keep in mind what their students will be encountering in their higher grade levels pertaining to vocabulary and critical thinking and pay attention to mainstream content.
- Teachers use well-written authentic text which includes rich vocabulary and sentence constructions that support their students' second language acquisition (SLA) with scaffolded discussions on meaning and vocabulary.
- Teachers don't see the students' first language (L1) as a negative, but as a bridge to students' learning.
- Teachers teach explicit reading strategies (context clues, scanning, prediction, text-to-self, text-to-text, text-to-world, text types, inference, asking self-questions, visualizing, exposing to various kinds of text → cause/effect, compare/contrast, problem/solution, descriptive, and fiction).
- Teachers are culturally responsive (sociocultural consciousness) whereby they consider both cognitive and socio-cultural factors on literacy acquisition since vocabulary development may be restricted by students' restricted exposure to the societal language, fewer cultural activities, and resources available (Chen, Geva, & Schwartz, 2012).

The above prepare our students for the demands of mainstream classrooms and are effective for ELs' deep content learning.

The Sheltered Instruction Observation Protocol (SIOP) Model is one that facilitates content comprehensibility for our EL population and which is conducive to the application of the above research findings. Therefore, the SIOP Model is one of the models applied in our instructional programs.

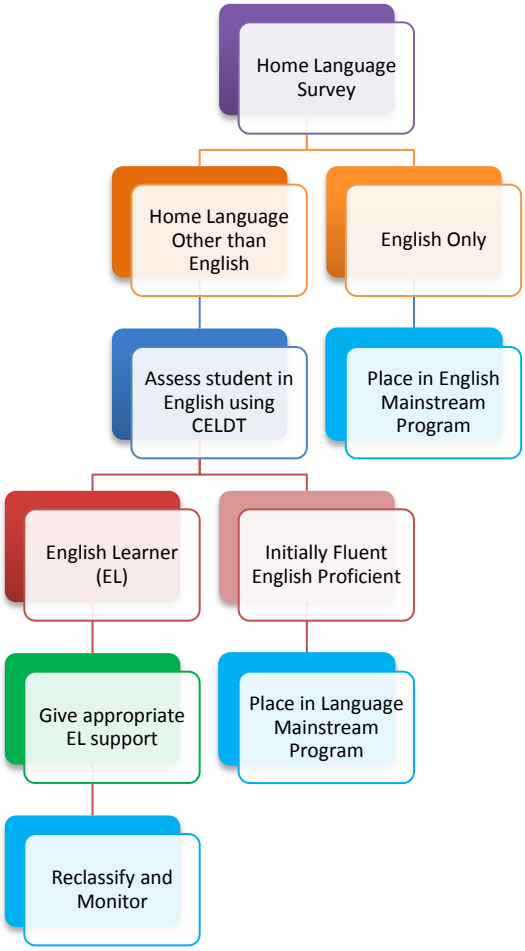
Our aim for all of our students is to reach high-quality intellectual accomplishment that enables them to construct new knowledge. In constructing this knowledge, they are able to express their own ideas with a value that goes beyond school and is relevant, applicable, and real to their own world and their lives beyond school.

Organization of OFY's Master Plan

This Master Plan is presented in five chapters. Chapter One begins with a brief overview of the enrollment process of OFY students and the pathway English Language Learners (ELLs) take after they complete the Home Language Survey. In this chapter, there is an introduction of the Initial Language Assessment that outlines the initial assessment, the EL designations, and the parent notification process of the results as well as program placement of their child. Thereafter, the process of assessment and placement is outlined. In Chapter Two, this Master Plan further outlines OFY's educational structure and assessment programs. The process of EL student identification and placement into their appropriate EL support program is discussed in this chapter. In addition, the reclassification policy of ELs is defined and the reclassification process at OFY is delineated. Special mention is made of the reclassification of ELs with disabilities, and because language learning is on a continuum, there is a brief discussion of our Long Term ELs and the process in place to help them successfully reclassify. Additionally, because we value our students' culture and diversity, we discuss how we can further assist our Standard English Learners in their academic literacy needs. Chapter Three begins with our EL professionals, their credentials, and the EL development options we offer our instructional staff in conjunction with keeping them abreast of current policies of identification, placement, assessment, and reclassification of our ELs. Chapter Four encompasses our additional interaction with parents/guardians and our community. Lastly, Chapter Five reports our program monitoring, evaluation, accountability, and funding.

CHAPTER ONE: THE ENROLLMENT PROCESS

English Learner Assessment for Initial Identification and Program Placement



Home Language Survey

I. As part of the enrollment process, the student's parent and/or legal guardian or the student themselves, if over 18, completes the Home Language Survey (Appendix A). An explanation of purpose and use of the Home Language survey is communicated verbally by the Center Coordinator or other staff member in the parents/guardians'' preferred language.

II. Information from the Home Language Survey is entered into the student information system by assessment.

III. The California English Language Development Test (CELDT) site coordinator administers language assessments to students requiring initial identification.

IV. Language assessment results are entered into the student information system.

Initial Language Assessment

Initial Assessment

Students are administered the CELDT by a trained OFY CELDT Coordinator within (90) calendar days from the date of enrollment. Once the test is completed, the answer document is submitted to the test vendor for scoring by the assessment department. If proficiency status is needed immediately for placement decisions, the assessment department can provide unofficial local scoring results. The answer document is still submitted to the test vendor for official results. Test scores are considered official only after the test vendor returns the results.

Designations

a. If a student's overall CELDT results are scored at **beginning**, **early intermediate**, or **intermediate**, the student is identified as an EL. See Appendix B for Domain Performance Level Descriptors for Grades 6-12 listening, speaking, reading, and writing.
b. If a student's overall CELDT results are scored at **early advanced** or **advanced** and no skill score for any domain (listening/speaking, reading, and writing) is lower than **intermediate**, the student is identified as fluent English proficient (I-FEP).

Parent Notification of Results and Program Placement

a. Parents/guardians are notified of their child's language assessment results and the recommended educational program. Additionally, they are invited to a meeting to discuss the reclassification process. See Appendix C.
b. Parents/guardians are given the opportunity, per 5 *California Code of Regulations* §11309(a), to apply for a waiver if they do not want their child to participate in sheltered English immersion instruction. See Appendix C.
c. Waivers must be filed in person at the school site and must be renewed annually.

Annual assessments continue until the student is redesignated as English proficient.

Student Assessment and Placement

Student Progress Monitoring System (SPSM)/Vantage Math and English (Vantage) Personalized Adaptive Learning Pathways (PALPs) and Computer Adaptive Test (CAT) are assessments administered to students prior to scheduling enrollment at OFY. The goal is to ensure incoming ELs are provided with tools and resources to experience success with Common Core based independent study coursework, small group instruction (SGI), and are provided appropriate level CAHSEE preparatory courses. The process includes identification of proficiency levels in reading, writing, and math. Placement in applicable interventions, with a goal of students attaining designated level of proficiency, is automatically given to students based on their proficiency levels.

Assessment Process:

- The enrollment support team (Center Coordinators (CCs), Temporary on Call Coordinator (TOC CC), or Compliance Coordinators (Co-Co)) administers Vantage-CAT assessment in English and Math. The Vantage-CAT tests are multiple-choice tests.
- Writing assessments can be given during initial assessment. However, they may also be given at other times as long as they occur within the first month of enrollment.
- Upon completion of all pre-enrollment assessments, PALPs are generated automatically based on standards and strands in which students did not meet designated proficiency levels.
- Once enrolled, students complete PALPs generated from their initial CAT assessment (as needed). CAT exams progress from easier to harder depending on the student's results to questions. No two CAT tests are identical; therefore, making it student-centered.

The following is the scoring rubric and the suggested intervention steps from the English and Math Vantage-CAT test:

English				
Group	Score Range	OFY Mandatory Interventions	Suggested Interventions	Expectations to look for in Writing
Green	R: 525-700 W: 4.1-6 (GLE: 9+)	Student is able to be enrolled in an SGI class or Independent Study course.	Enrollment in an SGI class, possibly a candidate for AP English.	• Clear purpose and sequence of ideas. • Use of evidence along with supporting details. • Cohesive and unified structure. • Few or no errors in grammar, punctuation, mechanics, and spelling. • Demonstrates precise language. • Uses effective transitional devices throughout. • Well-structured with varied simple and complex sentences.
Yellow	R: 301-524 W: 2.6-4 (GLE: 6-8)	Student should be enrolled in an SGI class (especially if ≤400).	Additional tutoring, if available; center one-on-one intervention.	• Purpose not that clear. • Lacks focus. • Lack of supporting detail. • Some evidence of organization, but limited order and sequence. • Some varying sentence structure. • Lacks variety of word choice. • Several distracting errors in mechanical conventions.
Red	R: 300 and below W: 1-2.5 (GLE: ≤5)	Student is immediately enrolled in PALP course AND a 30-day writing course until satisfactory completion.	Additional tutoring, if available; center one-on-one intervention; EL support if appropriate.	• Unclear purpose. • Little use of evidence. • No supporting details. • No organizational pattern. • Considerable errors in grammar, punctuation, mechanics, and spelling. • Unclear sequence of ideas.

Math				
Group	Score Range	OFY Mandatory Interventions	Suggested Interventions	Simultaneous math courses?
Green	550-700 (GLE-7-9)			The student may take any math course required for graduation.
Yellow	350-549 (GLE: 5-6)	AR immediately enrolls student in PALP course until satisfactory completion.	AR enrolls student at the next available tutoring appointment, in accordance with available Charter resources. Advise RSP teacher if applicable.	The student may take any math course required for graduation.
Red	100-349 (GLE: 2-4)	AR immediately enrolls student in PALP course until satisfactory completion.	AR enrolls student at the next available tutoring appointment, "pack/power hour" or SGI class for this purpose, in accordance with available Charter resources. Advise RSP teacher if applicable.	The student CANNOT take any other math courses until the OFY MANDATORY INTERVENTIONS are completed (unless the Assistant Principal approves due to graduation timelines).
Responsible for Compliance:				
SGI Coaches: Independent Study teachers: Center Coordinators: EL Support Team:				

PALPS can be used at various times in a student's academic plan for the following:

1) To remediate.
   a. To develop initial Individualized Learning Plan (ILP).
   b. To help transition to grade level subject matter.
   c. To prepare for SGI CAHSEE Prep Course development.

2) To provide ongoing assessment.
3) To track student's progress to increase performance.

CHAPTER TWO: OFY'S EDUCATIONAL STRUCTURE AND ASSESSMENT PROGRAMS

Educational Structure

OFY's educational structure is specifically designed to meet the needs of students enrolled in a blended instruction program which includes instructional strategies supported by instructors in Independent Study (IS), SGI, as well as online, tutors, and EL Support Professionals (ELSPs). Student participation and level of support is determined by CELDT and Vantage assessment upon enrollment and again in the reclassification stage. The blended model involves multiple components: IS, SGI classroom format, Online, and Hybrid instruction.

ELSPs assist in the development of independent study, SGI curriculum and instructional strategies designed to support our unique EL population. This support includes specially designed academic instruction in English (SDAIE) strategies, in speaking, listening, reading, and writing (see Appendix D for a list of some of the various SDAIE strategies used at OFY). These subject area professionals use expertise in second language acquisition (SLA) to improve communications with all stakeholders, ensure the proper administration of CELDT, use of data, and provide professional development to educators to increase effectiveness of instruction, staff/student engagement, and compliance with state EL requirements and ELD standards.

The definition of the ELD standards is the following:

> The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the knowledge, skills, abilities for achieving college and career readiness described in the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development skills. **The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy.** Instead, they amplify the language knowledge skills, and abilities of these standards, which are essential for ELs to succeed in school while they are developing their English. (California Department of Education, 2014, p. 8)

In accordance with the ELD standards, OFY offers a variety of instructional resources/strategies that support the development and acquisition of English language skills and access to core content so that ELs can succeed across all areas of study.

Programs include:

- Independent Study Integration
    - Student Activity Workbooks
- Classroom Instruction
    - SGI
        - English Language Arts
        - Mathematics
        - Science
        - Art
        - Social Science
- PALP Units
- Online Courses
- Hybrid Learning
- Vantage/MyAccess

Independent Study Integration

Instruction facilitated through the independent study model focuses on student development of the following skills:

- Initiative and self-direction
- Flexibility and adaptability
- Leadership and responsibility
- Productivity and accountability

These skills are in alignment with the goals of ELA/ Literacy and ELD Instruction as stated by the California Department of Education ELA/ELD Framework Support Network, Chapter 2, p. 1:

- Develop in the readiness for College, Career, and Civic Life
- Attain the capacities of literate individuals
- Become broadly literate
- Acquire the skills for living and learning in the 21st Century

OFY students are involved in the planning and implementation of their educational program. Students work independently to complete self-guided assignments and work with independent study teachers as well as small-group instructors to complete a variety of formative and summative tasks and receive feedback (see Appendix E). The students' unique one-on-one relationship with instructors allows students to gain knowledge of content, improve communication skills, reflect and assess process, and build on prior knowledge to improve understanding. Independent study requires students to work at least 4-6 hours per day at home and attend appointments as determined by their instructors. While working at home, students engage independently with ELD strategies as prescribed by the instructor, based on the individualized learning plan. Reading and writing are the primary focus of the independent

practice while speaking and listening are emphasized with student/teacher as well as peer interactions while at the resource center.

Math and English curricula, currently using the cross-curricular Common Core State Standards (CCSS) principles (see Appendix F), provide ELs multiple opportunities to employ critical thinking skills, challenge foundational skills, and progress towards advanced language classification.

Student Activity Workbooks (SAWs)

Student's self-guided assignments are completed in student activity workbooks (SAWs). SAWs are given to all students and are available in all subjects. In the developments of the workbooks, curriculum developers ensure that EL/SDAIE strategies are accessible to reach students on all levels (see Appendix D for a list of targeted SDAIE strategies). All SAWs:

- Focus on college and career readiness and learning for life.
- Reflect an understanding of 21st Century Skills, as adopted by California and other states.
- Encourage higher-order thinking skills and depth of knowledge.
- Include scaffolding of foundational skills to close learning gaps.
- Require Internet use for research, skill practice, and exploration.
- Incorporate in-depth vocabulary study.
- Allow frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback.
- Teach narrative, analytical, and expository writing techniques.

Addressing the shifts as stated by the CDE and CCSS, Inquiry-Based teaching and learning have been introduced into SAWs as well. The advantages of Inquiry-Based learning include: versatility, motivation, authenticity, creativity, and rigor (Bruce, 2011).

In using Inquiry-Based Learning (IBL) students apply a method in which students are actively involved in the learning process by focusing on questions, problem solving, and critical thinking activities. This **versatile** process provides opportunities for students to apply knowledge and skills to various aspects of their school and home environments. Application of this method initially occurs individually and expands to cooperative groups. IBL increases student **motivation** through ownership of information. Additionally, student generated questions encourage active participation in learning and in depth reflection on current and previously acquired knowledge. The time and freedom in this method allows the **creative** process to flourish as student's curiosity is ignited with their increased contact and discovery of new information. **Rigor** is an additional component of IBL that supports higher-level thinking, problem solving, self-correcting and challenges students at their learning level.

5 Phases of Inquiry Based Learning

Through IBL the changes to a traditional teaching and learning structure are significant. The focus is on mastery of the standards and skills, not rote memorization. The teacher is regarded as the facilitator of knowledge and not the sage of knowledge. Students are responsible for culling and gathering resources as opposed to being textbook driven. Students are active participants in their learning and the learning is process and product driven, not goal oriented or assessment driven, giving ELs and all of our students an opportunity to incorporate their own background knowledge, interests, and voice into their learning.

Instructional Strategies/Practices

In addition to the Independent Study Integration program and SAWs, OFL provides an opportunity for direct instruction. It is important to note that the practices of simultaneous translation and removing ELs from the classroom for a separate "translation" of the instructional lesson during direct instruction are not supported by research evidence and serve to marginalize ELs. These practices are *not permitted* at OFY. The focus of our instructional strategies and practices is on inclusion of our ELs and SELs.

Small Group Instruction (SGI)

The small group instruction (SGI) program works as a mastery-based environment (1-4 point scale) with a strong focus on students being the leaders of their learning. To this end, a large focus of the SGI program is on both formative and summative assessments. Students in the Math and English SGI program are formatively assessed on a regular basis, and summatively assessed once or more per unit. Formative assessments include many of the normal implements of formative assessment, including exit slips, discussions (both teacher to student and student to student), quizzes, and various aspects of regular student work. Formative assessment also takes place from a student perspective. One of the hallmarks of the SGI program is that students are continually made aware of their own learning through the tracking of learning targets, which are directly linked to CCSS. Hattie's (2009) research suggests that the greatest influence on student learning is when students are able to self-report their own learning, their own grades. The SGI

program strives to engender this belief through student trackers that ask students to report their current level of learning and to identify their gaps in learning so that teacher and student can develop an appropriate intervention to recover that gap. Contrary to popular belief, the best feedback is not from teacher to student, but from student to teacher (Hattie, 2007). The small group instructors will often look toward the voice of the student, their specific feedback, to help them formatively assess and drive their instruction. Additionally, students are administered online interim assessments every few units to ascertain a whole class level of learning so the teacher can easily discover deficiency in the standards, therefore allowing them to better plan their future instructional sessions.

EL students are able to participate in SGI classes while being supported with their language literacy needs. One model being used in SGI classes is the SIOP Model (Echeverría, Vogt, & Short, 2013). The six SIOP principles of instruction are to:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link EL's background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate EL's thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

The above principles are interwoven into the SGI program to be inclusive of our EL and SEL student population.

The SGI program seeks to be driven by data by continually using standards mastery to close gaps in student learning. This process involves all stakeholders including parent, students, teachers, and school leaders. A standards-based gradebook and other student mastery trackers are the foundation of this process. Formative applications of data range from standards-based checks for comprehension, to re-teaching days, to using benchmark data for studying for the finals, to evaluation of programs. Again, this process is especially helpful to create interventions necessary for ELs and SELs. Possible interventions include, but are not limited to:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support classes
- Personalized Adaptive Learning Pathway (PALP)

After completion of initial assessments, students are assigned to an EL support team to provide further evaluation, support, and interventions if necessary.
The EL Support Team may consist of the following members:

- Independent Study Teacher
- Small Group Instructor
- Resource Specialist Program Teacher
- Tutor
- Student Advisor/Counselor
- Assistant Principal
- Principal
- The English Learner Support Professional (ELSP) team:
    - ELD Manager
    - ELD Curriculum Specialist
    - School-level EL Coaches
    - Regional EL Coaches
    - EL Specialists

Personalized Adaptive Learning Pathways (PALPs)

Personalized Adaptive Learning Pathways (PALPs) are mainly used for remediation and consists of a retesting assessment bank connected to Computer Adaptive Tests (CAT). It is an intervention tool that prescribes videos and lessons to students who are not showing proficiency in specific strands or standards. If a student does poorly in a strand, they will be guided to appropriate videos and links specially designed that strand. PALPs help track a student's progress and improve their performance in the following:

- To build vocabulary breadth and depth.
- To support student growth in reading skills to proficiency in their grade level.
- To develop proficiency in English conventions (grammar, spelling, punctuation) especially in areas traditionally difficult for dual language students (prepositions, word order, complex sentence development).
- To develop skills in written English, especially essay writing to support CAHSEE passage.
- To prepare students for college-level writing.

Online Course Learning

Another instructional model available to students is the option to take online courses through our online vendor Apex Learning. Apex Learning online curriculum offers effective solutions for ELs who may perhaps find academic coursework challenging as they work on developing their English proficiency. Apex Learning online curriculum provides extensive scaffolding to increase comprehension as well as to allow for differentiation of instruction based on students' learning needs while teaching to the same content standards as all other courses.

Apex's math and English online curriculum both have adaptive and strategic scaffolds built into the online context which are designed for flexibility to differentiate instruction. Adaptive scaffolds are changes to content or texts that make them more readable either through vocabulary control or the number of ideas presented on each page. In the online learning environment students are able to use adaptive scaffolds as needed in order to access learning.

Adaptive scaffolds that can be found in Apex math and English online curriculum are as follows:

- Construction of accessible texts
    - Depth and coherence makes the texts more accessible as well as supports ELL students' reading. The online text is focused on central issues and ideas while leaving out information that does not pertain to the key ideas being presented.
        - Controlled syntax
        - Chunked text
        - Short page length with limited scrolling
    - Vocabulary control exposes ELL students to new vocabulary numerous times to learn the vocabulary. In addition, comprehensible reading texts are designed with the usage of high-frequency and monosyllabic words that can be easily decoded to determine academic vocabulary meaning.
        - Controlled vocabulary
- Online features that support access to content
    - Text-to-speech voiceovers allow students to listen to text when text is too difficult to read independently.
    - Vocabulary rollovers provide definitions, examples, and pronunciations of unfamiliar vocabulary words which supports academic language proficiency. Students can roll the cursor over the unfamiliar word that they need defined without losing their place in the text.
    - Links and connections are hypertext links and connections between pages and ideas. Connections allow students to jump back to information previously presented. Links helps build connections between ideas.
    - Graphic organizers support reading comprehension and content area learning to provide a visual representation to help students organize learning in their minds.
    - Presentation of information through multiple modes is used to support concept and vocabulary building, as well as to provide a richer, deeper explanation of the ideas. Examples are:
        - Text
        - Sounds
        - Visual images
        - Video
        - Voiceovers
        - Media
        - Interactive self-assessments with immediate feedback
    - Engaging content to motivate students to take part in a particular task or activity
        - Contents shown are related to their own lives
            - Real-world connect to their concerns and interest

Strategic scaffolds support and teach students how to acquire and when to use strategies with the materials as they engage in their own learning. They learn to use these strategies in the immediate context and in future learning situations. Strategic scaffolds include active reading strategies and vocabulary instructions used to increase students' comprehension and learning.

Scaffolds that can be found in Apex math and English online curriculum are as follows:

- Active Reading Strategies
    - Accessing prior knowledge
    - Making and revising predictions
    - Using text features and visual cues
    - Making inferences
    - Asking questions
    - Making mental images
    - Monitoring (and fixing up)
    - Summarizing
- Vocabulary Strategies
    - Academic Vocabulary
    - Compound words and phrases
    - Words in context
    - Morphemes

Hybrid Learning

Another option students have at OFY is a hybrid model wherein they are enrolled in an Apex course AND assigned an SGI or subject-specific instructor. Just like other online students, hybrid students complete exercises in the Apex Learning environment and on study sheets. However, the primary difference between hybrid and standard Apex students is the pacing.

OFY students who take Apex courses work through the material on their own and at their own pace. Students who take hybrid courses typically follow a syllabus created by the SGI or subject-specific instructor. Apex activities are completed at home as usual, and additional instruction and activities may be completed during class meetings. Though traditional online students receive feedback from their facilitator, hybrid students have the opportunity to receive additional clarification and support through direct instruction. This extra support complements the multimedia rich Apex Learning environment, and allows teachers to address a variety of learning styles and special needs.

Vantage/MyAccess

MyAccess.com is a writing software program used by students for writing support. Student's essays are graded based on grammar, syntax, and the writing process. Essays are computer-generated and immediate feedback to the writing exercises is given to the students, followed by suggested activities based on the student's needs.

All of the listed educational structures at OFY are intended to give *all* students differentiation in their learning needs. Having these options allows students to maximize their learning while providing quality and equitable opportunities for their academic success.

Reclassification Policy

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in California Education Code § 60810 and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) in each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Score of Basic or higher on District-adopted standards-based ELA assessments or standards-based common final ELA exam (Grades 6-12)
- A study by the school's ELSPs to compare the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age. This comparison demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. This analysis may include:
    - Evaluation of student's listening and speaking, reading and writing skills using a proficiency rubric
    - California High School Exit Examination (CAHSEE) scores
    - Authentic student work samples, especially writing samples
    - Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent consultation and opinion

Reclassification Process at OFY

Redesignated Fluent English Proficient (RFEP) is the term used when school districts determine ELs have acquired sufficient proficiency in English to perform successfully in core academic subjects without ELD support. However, despite transitioning without specific ELD support, ELs must be monitored for a minimum of two years, as required by state and federal guidelines, to provide additional assistance if needed.

State law requires that ELs participate annually in the administration of the CELDT to assess progress toward acquiring English proficiency in the language domains of listening, speaking, reading, and writing.

When ELs have demonstrated they are able to participate effectively with English speaking peers in a mainstream English program and have met the criteria for reclassification, they are reclassified as RFEP. They will retain this classification for the remainder of their educational career.

The CELDT Coordinator has a nine-step checklist (see Appendix G) to validate the eligibility of a student's reclassification to RFEP. The steps are the following:

- Step 1 – Test Scores – The assessment department sends out a list of eligible students. Students must receive: (a) an overall CELDT score of 4 (early advanced) or 5 (advanced) with sub scores of 3 (intermediate) or higher, or (b) Vantage Computer Adaptive Test (CAS) score of Basic or higher on the most recent Reading CAT score (minimum of 375).
- Step 2 – Gather and review documents. Complete the RFEP Form and teacher/tutor/SGI notes.
- Step 3 – Scan and e-mail documents gathered to the assessment department and wait for approval back from the assessment team.
- Step 4 – Receive notification of eligibility from the assessment team.
- Step 5 – Send parent first notification letter with notification of student eligibility.
- Step 6 – Return parent authorization to the assessment team.
- Step 7 – Have a parent meeting if requested as a result of first letter. During the meeting, review the RFEP process and take notes of meeting, and send transcribed parent meeting notes to the assessment team. If not meeting is requested, then move to step 8.
- Step 8 – Final review and make final decision. Send parent second notification letter of their child's final eligibility status. Return parent authorization to the assessment team once complete.
- Step 9 – Store original documents in student file.

Additionally, the EL Support Team meets to review the following:

- CELDT annual assessment results
- CAHSEE scores
- Vantage CAT Reading rest scores
- Vantage MyAccess writing scores
- The performance of a student in terms of written and oral English language fluency according to the provided rubrics based upon observable student interaction with instructional staff, peers, and support staff
- Current grades and academic disposition

In the evaluation process, parents/guardians are notified in their preferred language of the RFEP procedure and updated of their child's progress (see Appendix H). They are asked to complete approval sections of the letters and are invited to set up a meeting if they choose. The school's open door policy provides flexible opportunities for parents/guardians to meet with members of the EL Support Team. Assistance is provided to parents/guardians if needed in making further decisions about student's academic support and additional support needed at home.

The EL support team is responsible for the assessment and support of ELs. This includes collaboration with the assessment team to ensure a timely administration and evaluation of CELDT and the effective use of assessment data to develop Individualized Learning Plans to

move students effectively and efficiently towards proficiency in academic English and toward high school graduation.

If a student does not meet the criterion for reclassification, the school's EL support team must meet to analyze other student data to help the student reach and maintain grade level academic proficiency and create an action plan on how to make necessary improvements.

The academic progress of RFEP students must be monitored for a minimum of two years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001 (2002), (see Appendix I). If an RFEP student's performance declines or stalls, interventions are provided to ensure that the student reaches and maintains grade level proficiency. The EL support team will need to meet to decide on next steps. In order to stay on top of these necessary support systems, the RFEP students will be monitored at the end of each reporting period.

Reclassifying ELs with Disabilities

The reclassification criteria apply to EL Special Education students being considered for reclassification; however, the Individual Education Plan (IEP) team is consulted when reclassifying an EL student with disabilities. The IEP is a federally mandated individualized document developed by a team including school staff and parents/guardians to specifically design and address a student's unique educational needs. It includes information about the student's present levels of performance (including strengths and weaknesses), annual goals, and the services and supports that are to be provided in order to meet the goals. In order for a student to reclassify, IEP teams will have an IEP meeting to verify that in addition to meeting the criteria for EL reclassification, students with EL goals in their IEPs have mastered those EL goals and objectives before the students are reclassified.

Long-Term ELs

ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs (LTELs). For the purposes of this ELDMP, the following terms have the following meanings according to California Education Code § 313.1:

(a) "Long-term English learner" means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

(b) "English learner at risk of becoming a long-term English learner" means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section

60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Every measure is taken for students to receive instruction until they meet reclassification criteria. However, language development is more than literacy development and moving through the language continuum is a different journey for every student. Therefore, multiple assessments are needed to give maximum support to our LTELs. The student's educational history, the amount and quality of ELD instruction the student has received, the number of years in US schools, as well as socio-economic status are considered by the ELSPs in designing an action plan that best suits that student. A team is then assembled consisting of the student, the parent/legal guardian, a counselor, an EL specialist or faculty member to monitor the language status, disaggregated achievement data by number of years in U.S. schools and by English proficiency levels, goals for meeting grade level standards and reclassification. This team meets at least twice a year to discuss next action steps.

Standard English Learners (SELs)

Despite having been born in the United States and growing up speaking English, Standard English Learners (SELs) may have more in common with ELs than with students who use mainstream academic English more proficiently. This lack of academic English knowledge may affect their basic civil rights in the area of politics, economics, and education. However, their particular English varieties have cultural richness that cannot be disregarded, but valued. For this reason, although not identified as ELs, SELs benefit from the same strategies that ELs receive in instruction. To this end, we do not advocate for diminishing these English varieties, but in helping our SELs add to their multicultural tool kit. A few of the explicit strategies that we apply are recommended by Charity Hudley and Mallinson (2011):

- Consciousness-raising of spoken English versus academic written English
- Extended time for processing of questions and thinking through an answer
- Focused academic vocabulary instruction
- Targeted and focused specific language needs focusing on one or two items at a time
- Discussions on specific classroom discourse norms
- Comparing similarities and differences between home and school language registers without demeaning the language students bring to class
- Direct focus of English language variations throughout the United States
- Exposure to a multiple literacy practices via books, movies, and other media and discussion of the variety of languages used
- Development of sensitivity to rhyme patterns

The ultimate goal in having students value their own cultural heritage is to empower them to use their voice and achieve to their highest academic potential.

CHAPTER THREE: ELD SUPPORT STRUCTURE AND PROFESSIONAL DEVELOPMENT

EL Leadership Organizational Support Structure

Duties and responsibilities of EL Support Professionals (ELSPs):

The Director of CAAD is responsible for the design and implementation of rigorous, standards-aligned and student-friendly curriculum that meets the academic and socio-emotional needs of students. The director is also responsible for the development, evaluation and coordination of the assessment and accountability departments.

The ELD Manager supports the development and implementation of the ELD Master Plan for all schools. The ELD Manager works closely with the CAAD department, assistant superintendents, and the EL support team as well as leadership to implement effective ELD instruction to all enrolled EL learners. The ELD Manager develops and maintains the ELD Master Plan, designs and implements targeted ELD curriculum and instruction, oversees the successful implementation of the CELDT and plan of action following the results, communicates the ELD Master Plan with leadership and teachers, assigns duties, gets feedback, conducts professional development, and communicates with leadership.

The ELD Curriculum Specialist supports the ELD Manager in the ELD Master Plan implementation. This person works closely with the ELD Manager, CAAD department, ELL coaches, ELSPs, and assistant principals and principals to help implement effective ELD curriculum and instruction to all enrolled ELs. The ELD Curriculum Specialist supports the manager in developing new curriculum to support students in improving EL skills to reclassify into the main curriculum.

The CELDT Coordinator is responsible for providing ELD California testing support and data to OFY's leadership, teachers, management, and field personnel. The CELDT Coordinator is responsible for staying informed with California testing mandates for our EL population and training CELDT site examiners and other faculty and staff. Additionally, the CELDT Coordinator provides field support as needed and is responsible for testing security and legal compliance. This person collaborates with local schools to maintain student records and input information into our internal student information system. The CELDT Coordinator is also responsible for making sure that the Reclassification Policy is being followed and is responsible for validating the eligibility of our students' reclassification to RFEP and for their yearly tracking. In addition, the CELDT Coordinator is responsible for ensuring that all ELD testing tasks are completed in a timely manner and performed accurately throughout the year. As California transitions away from using CELDT, the CELDT Coordinator's title will change to the appropriate examination approved and required by California. As of now, the proposed test is CELDT, but it may be changing to English Language Proficiency Assessment (ELPAC).

EL School-Level Coaches, EL Regional Coaches, and EL Specialists are responsible for participating in the development, modification, and coordination of ELD curriculum, as well as assisting with work on WASC reports, charter applications, and presentations regarding curriculum and instruction of our current ELD model. In addition, these coaches and specialists are responsible for ensuring that CELDT testing is accurately and timely performed at the center levels and for reporting assessment data to the principal and CELDT coordinator. They are also accountable for the daily monitoring of our EL population to ensure they are receiving necessary ELD supports.

The English Language Support Professional (ELSP) team supports and implements the ELD program to ensure that ELs meet proficiency goals, as well as ensuring that charter and subgroup academic goals are met.

EL Staffing and EL Professional Development

EL Staffing

OFY actively strives to meet the needs of ELs by recruiting, hiring, and training highly qualified staff that has specialized knowledge required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CCTC) (see Appendix J). OFY requires all teachers, including out-of-classroom teacher positions, to possess an appropriate authorization to teach ELs in order to be eligible to receive an offer of

employment or to continue in an existing EL assignment. An EL authorization allows the teacher to provide instruction (ELD and SDAIE) to ELs.

EL Professional Development

Our goal is to provide each charter with an EL Regional Coach, as well as an EL Specialist at each resource center to support student assessment, resource acquisition and implementation, professional development, and program development. This includes the writing of EL Curriculum to meet CA ELD standards in tandem with the CA CCSS for ELA/Literacy.

Staff is supported by ELSPs whose responsibility is to develop independent study and SGI curriculum and lesson plans that incorporate strategies beneficial to the EL population. The ELSPs also work with all stakeholders including chartering district personnel to communicate changes of state and federal modifications regarding the improvement of EL instruction. In addition, the ELSPs coordinate and facilitate community based opportunities for parents/guardians and students to provide feedback on school programming and utilize resources within the school and the community at-large.

As an additional support to OFY's instructional model, upon hiring, teachers and support staff receive training specific to independent study. Staff completes 5 module training sessions that include instructional support and strategies to influence academic success of our EL population. These modules include specific strategies to address academic and social/emotional needs of students.

The focus of our professional developments consists of the following:

- Current sound and proven theory and practice of second language acquisition (SLA)
- Active teacher learning and collaboration
- Alignment of standards and objectives
- Data driven instructional design
- Ongoing Professional Learning Communities (PLCs)

In our PLCs, teachers are given the opportunity to participate in professional development sessions that focus on meeting the needs of our unique student population, including our EL students. The goal of these sessions is to develop an ongoing and growing Professional Learning Community that focuses on up-to-date research and pedagogy for ELs to receive equitable and accessible support and opportunities to achieve and reach their goals. Sessions include:

- Ongoing monthly professional development
- On-call site visits and professional development based on center's specific needs
- Blended/Hybrid professional development using Blackboard, Adobe Connect, and/or other electronic media
- Instructional institutes

On a charter/center level, the ELSPs' PLCs focus on the needs of the specific demographics of their ELs making the content always learner-centered.

Professional Development on Identification, Placement, Assessment, and Reclassification

Professional development for staff and administrators on initial identification, placement, CELDT, related parental rights/informed consent, and RFEP are done twice a year in the fall and spring semesters by the OFY's Assessment Department consisting of CELDT Coordinators and Specialists. The fall training is done in person. An invitation is sent out to all stakeholders to participate in this orientation. Additionally, an e-mail is sent out to all with the links and attachments discussed during the orientation for those who could not attend. The spring orientation is done online through Blackboard and is recorded for those who cannot attend. During the Blackboard session, participants have an opportunity to participate in the presentation by posting their questions and waiting for the presenters to respond. At the end of the presentation, there is time allotted for further clarification of the process. In addition, the assessment team is readily available via telephone, e-mail, or text message to answer any questions that may arise regarding any of these items.

The assessment team attends regular CELDT Scoring Training of Trainers (STOT) workshops to stay on top of the most up to date information and current legislative changes and/or procedures. The information they learn is disseminated to all staff and included in the upcoming trainings.

CHAPTER FOUR: PARENT COMMUNICATION AND PARTICIPATION

The active involvement of parents/guardians in their child's educational experience and success is highly valued and pursued at OFY. Therefore, parents/guardians are involved in every possible step of their child's educational pathway. The parents'/guardians' involvement starts from the Individualized Learning Plan that English Learners are provided upon enrollment and continue throughout their child's stay in the program. In addition to administering the Home Language Survey with families upon initial enrollment into the school (via enrollment forms), student transcripts and California Longitudinal Pupil Achievement Data System (CALPADS) records are analyzed with the parent/guardian for English Proficiency level and English Learner status. Courses assigned, both those done independently, in the small group instruction classroom, and online, are shared with the parents/guardians and student for feedback. In addition, targets for academic growth, graduation date, and a post-secondary planning are set in collaboration with the student and parents/guardians.

Per California Education Code § 48985 that states:

> (a) If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

OFY provides translation services on an as-needed basis for charter school communication with non-English speaking parents of enrolled students. Biannual Open House appointments are required of all families. During these appointments, teachers discuss with parents/guardians their child's achievement growth (including any growth in English Proficiency), progress towards graduation, and community resources available. Additionally, Financial Aid and College Information sessions are provided to all parents/guardians and students.

Parents/guardians are essential partners in the successful educational development of students. To ensure the full participation of parents/guardians in their child's education, information is disseminated via parent/guardian informational workshops. A minimum of 6 workshops are done throughout a calendar year at each charter, on a date to be determined by the leadership and EL specialists at each center. A sample schedule of parent workshops is listed below:

Sample schedule of parent training are the following for a school year:

Workshop	Possible Meeting Topics
1	Initial Identification and Placement of ELs and Importance of Student Accountability
2	Initial Enrollment, Notification of Initial Assessment
3	Assessment of ELs, including CELDT
4	Development of Needs Assessment
5	Single Plan for Student Achievement; Information on Instructional Programs and options available
6	Reclassification and Monitoring

The emphasis of these workshops is to allow parents/guardians a space where they can come together to learn more about their child's EL placement and EL reclassification goals and benchmarks as well as to interact and familiarize themselves with the EL Support Team.

CHAPTER FIVE: MONITORING, EVALUATION, AND ACCOUNTABILITY

As stated earlier, the purpose of the OFY Master Plan for ELs and SELs is to accomplish the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools.
- To ensure that our instructional program meets the needs of our EL and SEL population.
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English.
- To provide on-going professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child.
- To define how our EL programs are evaluated annually for efficacy.

As such, OFY will monitor its Master Plan yearly and revise it every three years. The evaluation of the ELD program will look at the effectiveness of the following items:

  - Implementation of the ELDMP across the organization
  - Steady EL proficiency, development, and academic growth of ELs and SELs
  - Stronger parent/guardian participation and engagement in students' academic development
  - Increase of ELD Professional Learning Community

EL Program Evaluation Monitoring Questions and Measures

EL Program Goal	Evaluation Questions	Measures/Sources
Implementation of the ELDMP across the organization.	Are Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs and SELs? • To what extent do teachers of ELs and SELs have the qualifications and capacities to address their ELs' and SELs' linguistic and academic needs? • Are all ELs and SELs provided instruction in ELD? • Is ELD instruction that is provided to ELs and SELs of high quality? • Are all EL students provided appropriately differentiated instruction (SDAIE) in all academic content areas? • Are differentiated instructional practices that are provided to ELs and SELs of high-quality? • Are ELs and SELs integrated into the instructional models used?	• ELD observation tools • SDAIE observation tools • Teaching rubrics • *California Education Code* § 44253.3 • BASP/ELAS/R142/R159/R242/R259/S12/ CLAD/BCLAD credential roster and teacher assignment data • Subject matter credential roster • EL tracking data • Other as identified
Steady EL proficiency, development, and academic growth of ELs and SELs.	• Are increasing percentages of ELs and SELs progressing in ELD a minimum of one level per year (see table below)? • Are increasing percentages of ELs attaining English language proficiency? • Are ELs and SELs progressing on benchmark assessments of ELD?	• CELDT • Standards-based gradebook and other student mastery trackers. • Rate at which students meet criteria for reclassification. • Performance meter metrics of at least 5% yearly growth of EL reclassification.
Stronger parent/guardian participation and engagement in students' academic development.	• What types of orientation and training opportunities are parents/guardians offered? • What measures are used to ensure that parents/guardians of ELs and SELs are knowledgeable about EL and SEL students' program placement and their academic progress? • To what extent are parents/guardians participating in and consistently supporting students' academic development?	• Parent orientation/trainings offered and attended regarding ELDMP, EL instructional program options, advanced academic opportunities. • Parent involvement in the activities of the centers. • Attendance at and active participation in parent/teacher conferences and workshops. • Parent survey response rates • "Hits" to Parent Module in EL website
Increase of ELD Professional Learning Community	• Are sufficient professional courses offered during the semester? • Are professional learning opportunities offered throughout the year? • Is there an increase of teachers taking part in continuing PLCs?	• Enrolling and attendance rates of PDs and PLCs. • Teacher entries into website of best practices shared with other teachers.

Minimum expected ELD and academic progress for ELs and SELs:

Timeline	1st year	2nd year	3rd year	4th year	5th year	Reclassification (See 9-Step Checklist – Appendix G)
(Starting point Based on Initial Level at 1st Year)	X	X X	X X X	X X X X	X X X X	(a) Overall score of 4 or 5 with sub-scores of 3 or higher (b) Vantage CAT score of Basic or higher (minimum of 375)
CELDT Annual assessment results						
Beginning						
Early Intermediate						
Intermediate						
Early Adv/Adv – No English Proficient						
English Proficient						

ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Approach to Performance Management

To ensure that the monitoring program implementation and evaluating program effectiveness leads to continuous improvement, the following will be implemented to ensure that ALL schools are meeting their performance targets.

Schools use a table similar to the one below to develop their goals and set targets of at least 5% yearly increase. Each school should have a site specific data summary sheet and performance matrix available to the public.

Performance of English Learners

Baseline (B) Targets (T)	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
A. Percentage of ELs advancing one CELDT level per year	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)
B. Percentage of ELs achieving and/or maintaining English proficiency on the CELDT	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)
C. Percentage of RFEP students scoring Proficient or Advanced in ELA	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)
D. Percentage of RFEP students scoring Proficient or Advanced in Math	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)

Accountability for Implementation of Instruction

In order for our ELD Master Plan to be effective in assisting our EL and SEL population, the following school staff holds themselves accountable for the following duties and responsibilities:

Site Administrators

- Supervise instruction for content and pedagogy to ensure the delivery of ELD Standards and best practices.
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.
- Conduct regular walkthroughs to ensure that ELD and support are being delivered in the manner outlined in the ELDMP.
- Evaluate program objectives and outcomes of all relevant staff.
- Identify, design and ensure appropriate interventions are implemented for ELs when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation.
- Keep records of all walkthroughs and data reflection to use during meetings and conferences pertaining to the ELDMP.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD.

- Conduct monthly/trimester ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data.
- Ensure that ELSP meetings occur for all EL students who do not make adequate progress, and that ELSP recommendations are fully implemented.
- Ensure that interventions are designed and delivered consistent with ELDMP.
- Maintain a current list of translators and interpreters who have received professional development about the EL program and terminology, and ensure that all parents/guardians who require these services have access to them.
- Ensure that at least six parent/guardian workshops are being offered a year.
- Provide a welcoming environment for parents/guardians of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring and other pertinent information related to ELs.

Teachers

- Consistently implement the ELD curriculum as outlined in the ELDMP and any other directives regarding ELD instruction.
- Provide instruction using proven, empirically validated, EL research strategies and methodologies to support and help integrate our EL population.
- Attend all professional development and Professional Learning Community sessions.
- Monitor student progress in ELD toward expected benchmark achievement.
- Refer to the ELSPs for intervention and assistance when students are not making adequate progress; participate in ELSPs process and implement ELSPs recommendations.
- Maintain contact with students' parents/guardians and keep them informed of their child's progress.
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress toward learning language outcomes.
- Participate in maintaining records and in communicating with parents/guardians.

ELSPs

- Provide professional development to all stakeholders, which support the ELDMP program implementation. This may include but are not limited to:
    - Identification and placement of ELs.
    - Effective instruction and intervention services for ELs.
    - Effective ELD core methodologies.
    - Use of ELD assessments.
    - Reclassification criteria process and procedures.
- Collaborate with teachers and administrators to ensure that the professional development plan and intervention services are aligned with the ELDMP and address the linguistic and academic needs of ELs.
- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.

- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTELs.
- Convene and participate in meetings for students not making adequate progress.

Indirect services include, but are not limited to the following:

- Maintain EL program documentation as required by state and federal mandates.
- Assist the administrator with the enrollment process for ELs.
- Assist with identifying the initial ELD/EL level of newly enrolled ELs.
- Coordinate the administration of assessments used to determine EL placement.
- Conduct parent registration and orientation meetings.
- Review EL placement audits with site administrator and/or counselor to correct inconsistencies.

EL Specialists

- Ensure appropriate placement of ELs
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Collaborate with ELSPs, parents/guardians, students and others to monitor ELs' progress toward reclassification and ensure appropriate student programming.
- Collaborate with ELSPs, parents/guardians, students and others to monitor ELs' progress toward meeting graduation and college admission requirements. Student advisors meet frequently with students who are at risk for not graduating
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.

Assistant Superintendents

- Evaluate goals relative to OFY's implementation of the ELDMP, student achievement, professional development, and evaluation and accountability.
- Report progress to OFY's Board and the public.

Appendix K is a Checklist used to quickly identify and hold ourselves accountable for the key EL components of our ELD Master Plan.

Funding

Adequate basic general fund resources are available to provide each EL with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts are purchased with general funds. ELs receive educational materials and services paid for with general funds in at least the same proportion as all the other OFY students.

Glossary of Abbreviations Used in This Master Plan

CAHSEE – California High School Exit Examination
CALPADS – California Longitudinal Pupil Achievement Data System
CAAD – Curriculum, Accountability, and Assessment Department
CAT – Computer Adaptive Test
CC – Center Coordinator
CCSS – Common Core State Standards
CDE – California Department of Education
CELDT – California English Language Development Test
CCTC – California Commission on Teacher Credentialing
Co-Co – Compliance Coordinator
ELs/ELLs – English Language Learners
ELA – English Language Arts
ELD – English language development
ELPAC – English Language Proficiency Assessment
ELDMP – English Language Development Master Plan
ELSP – English Language Support Professional
IBL – Inquiry-Based Learning
I-FEP – Identified as Fluent English Proficient
ILP – Individualized Learning Plan
IS Teacher – Independent study teacher
LTELs – Long-Term English Language Learners
NCLB – No Child Left Behind
OFY – Options for Youth
PALPs – Personalized Adaptive Learning Pathways
PD – Professional development
PLCs – Professional Learning Communities
RFEP - Redesignated Fluent English Proficient
RSP – Resource Service Provider
SDAIE – Specially designed academic instruction in English
SBE – State Board of Education
SAW – Student Activity Workbooks
SEL - Standard English Learners
SGI – Small Group Instruction
SIOP – Sheltered Instruction Observation Protocol
SLA – Second Language Acquisition

SPSM – Student Progress Monitoring System
STOT – Scoring Training of Trainers
TOC – Temporary on call
PALP – Personalized Adaptive Learning Pathways
WASC – Western Association of Schools and Colleges

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Appendix A

Student Demographic Questionnaire

As part of the state's accountability system, the California Department of Education requires the collection of specific demographic information which is for statistical purposes only. The privacy of this information is protected under federal law which prohibits distribution to third parties (i.e. - Immigration, the I.R.S., etc.).

Student Name: _____

For the questions below, please circle one:

1. Does this student have a social worker assigned to him/her?

   Yes No

2. Is the student currently in the placement and care of the Child Welfare Services system (i.e., foster care), including kinship placement?

   Yes No

   - *If yes, please state Foster Youth ID #*_____

3. Does this student have a Probation Officer (P.O.)?

   Yes No

4. Is the student a Ward of the Court?

   Yes No

5. Is the student unaccompanied, or a runaway ?

   Yes No

Student Nighttime Residency: (*Check all that apply*)

☐Temporarily with others	☐At a campsite
☐Transitional housing or Shelter	☐ In a car or RV
☐A foster or group home	☐ Motel/Hotel
☐ A house, apartment, or mobile home	☐ Other _____

Language

1. Which language did your child learn when he/she first began to talk? _____
2. Which language is most often spoken in your home? _____
3. Has this student taken the California English Language Development Test (CELDT)? *(Circle one)* Yes No

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Ethnicity

What is the Student's Ethnicity? (*Please check one*):

❑ Hispanic or Latino ❑ Not Hispanic or Latino

Race

What is the Student's Race? (*Please check as many as are applicable*)

❑ American Indian or Alaskan Native (*Persons having origins in any of the original people of North, Central or South America*)

Asian
- ❑ Chinese
- ❑ Japanese
- ❑ Korean
- ❑ Vietnamese
- ❑ Asian Indian
- ❑ Laotian
- ❑ Cambodian
- ❑ Hmong
- ❑ Other Asian

Pacific Islander
- ❑ Hawaiian
- ❑ Guamanian
- ❑ Samoan
- ❑ Tahitian
- ❑ Other Pacific Islander

❑ Filipino/Filipino American

❑ African American or Black

❑ White (*Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East*)

Household Income

A. How many people live in your home? _____

B. Household Annual Income (*Please Check One*)

- *Up to* $15,171 ❑
- $15,172 *to* $21,590 ❑
- $21,591 *to* $29,101 ❑
- $29,102 *to* $36,612 ❑
- $36,613 *to* $44,123 ❑
- $44,124 *to* $51,634 ❑
- $51,635 *to* $59,145 ❑
- $59,146 *to* $66,656 ❑
- $66,657 *to* $74,167 ❑
- $74,168 *and above* ❑

C. If there are more than 8 people living at your home, please write the annual household income here:

$_____

I affirm that the information provided above is true to the best of my knowledge.

_____ _____

SIGNATURE OF PARENT/GUARDIAN DATE

_____ _____

SIGNATURE OF STUDENT (IF OVER 18) DATE

Updated 3.14.14 JRH

Domain Performance Level Descriptors, Grades 6–8

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension. They understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension. They understand and follow some complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

(continued on the next page)

Domain Performance Level Descriptors, Grades 6–8 *(continued)*

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly. They write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well-organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.
Early Advanced	Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.	Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; and write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.
Intermediate	Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.
Early Intermediate	Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.	Students who perform at this level on the CELDT typically use articles and pronouns correctly; use capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** recognize some sound/symbol correspondences; match commonly used nouns to pictures; and recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** use correct capitalization and punctuation. They attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Domain Performance Level Descriptors, Grades 9–12

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with minor problems in comprehension. They understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically understand a broader range of vocabulary and syntax, with occasional gaps in comprehension. They understand and follow complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

(continued on the next page)

Domain Performance Level Descriptors, Grades 9–12 *(continued)*

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; sequence stated or implied events of a story; recognize summary statements; identify cause and effect, compare and contrast; identify traits of characters, intended purpose, and other features of a variety of texts; and infer meaning by synthesizing information.	Students who perform at this level on the CELDT typically write a sentence in response to a picture prompt. The sentence has some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses. They write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity.
Early Advanced	Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; use inferences to draw conclusions from text; identify the author's purpose in a given text; use details to make predictions; and distinguish fact from opinion in a reading passage.	Students who perform at this level on the CELDT typically use expanded vocabulary with more complex sentences; distinguish among various noun endings; and write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses. They write a composition that contains relevant details and a logical sequencing of events. The sentences may contain few errors in grammar and mechanics.
Intermediate	Students who perform at this level on the CELDT typically draw simple conclusions about a character in a narrative; identify stated and implied themes in literary passages; demonstrate knowledge of antonyms and synonyms; identify the correct meaning of a word in a given context; make logical inferences in narrative passages; infer meaning from commonly used idioms; and use an expanded vocabulary.	Students who perform at this level on the CELDT typically demonstrate basic knowledge of more complex sentence structure, including simple gerunds and infinitives; use appropriate articles, possessives, prepositions, and plural endings; demonstrate basic knowledge of pronouns, adjectives, and auxiliary verb usage; and use correct grammar, such as present tense verbs and subject/verb agreement. They write at least one complete sentence in response to a picture prompt. The response may contain a few errors in vocabulary, grammar, and/or syntax. They write a composition by producing a simple sequence of events or ideas that may be disorganized and use details and repetitive transitional words.
Early Intermediate	Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage; use irregular plurals and words with multiple meanings; identify the number of syllables in a word; identify the sequence of events in a passage; demonstrate simple decoding skills; and demonstrate knowledge of simple synonyms and simple antonyms.	Students who perform at this level on the CELDT typically begin to recognize subject/verb agreement relating to proper tense; use appropriate verb forms when asking a question; and write at least one complete sentence in response to a prompt. The response may contain correct word order, but may include errors that obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** recognize some sound/symbol relationships. They locate information in a simple text.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** use correct capitalization and punctuation; begin to recognize appropriate verb forms when asking a question, and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Appendix C

Date

To the Parents or Guardian of: _____

State and federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your child has either taken the CELDT test at a previous school and was identified as an English Learner or their home language is a language other than English; therefore, he or she will need to be tested for the 20__-__ school year. Please see the attached information sheet regarding the CELDT test.

Your child is scheduled to take this test on _____ at the *school site at 8:30am.*

Please Arrive on Time!

You will be contacted by OFY's Testing Department or your child's teacher regarding your child's score in two to three months after the test has been completed. If you have any question, please feel free to contact your child's teacher or the Assessment Department at (626) 214-1836. Thank you for your continued cooperation.

Sincerely,

Coordinator name
CELDT Test Coordinator
Options For Youth Public Charter Schools

Para los padres o el tutor de la _____

Las leyes federales requieren por parte de todas las escuelas de los distritos escolares de California un examen anual de todos los alumnos cuyo idioma nativo no sea inglés o sea este su segundo idioma. Dicho examen se denomina Californian English Language Development Test (CELDT). El l objetivo principal es analizar la adquisición del inglés a través de las habilidades auditivas, expresivas, lectura y escritura.

Su hijo/a ha tomado la prueba CELDT en una escuela anterior y fue identificado como un nivel de Aprendices del Inglés o fue identificado que su idioma de origen es un idioma que no es inglés, por lo cual él o ella tendrá que ser probado para el año escolar 20__-__. Por favor, revise la información adjunta respecto la prueba CELDT.

Su hijo/a está prevista para esta prueba el dia *__ de _____ a las 8:30 am. en [nombre de la escuela].*

Favor de llegar a tiempo!

Usted será contactado por el OFY del Departamento de Examen o el maestro de su hijo en relación de los resultados de su hijo/a de dos a tres meses después de que el estudiante ha completado su prueba. Si usted tiene alguna pregunta, no dude en comunicarse con el maestro de su hijo/a. Gracias por su apoyo continuo.

Atentamente,

Name
Cordinadora de CELDT

Appendix D

List of some of the instructional strategies/practices used in EL/SDAIE classes:

Anticipatory KWL Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about ...." and "What I would like to find out about ...." After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, and evaluation.

Cooperative Dialogue -

1.Students number off one through four.
2.Each student pairs with another student from a different group who has the same number.
3.Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4.Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart.

Other examples of graphic organizers are listed below:

Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Interval Graphs-Chronological order, bar graphs, parallel events, number value.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria. Fishbone Diagram-Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

Idea Starts -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first_____pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did_____? How does_____relate to your life or experiences? Compare_____to . What if_____? Predict_____) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off I to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously- selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip Create a 6-paneled comic strip of the lesson content.

Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

PQRST Study Strategy - Preview: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Q**uestion: Student identifies questions that the writer is going to answer during the reading. **R**ead: Student reads to obtain answers to the questions and takes notes. **S**ummarize: Student summarizes the information regarding each question posed. **T**est: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship (QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

Right There The answer is located directly in the reading

Think and Search The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.

On My Own The answer is "beyond the lines." The reader must base the answer on his/her own experience.

Quickdrawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style are not important.

Quickwriting -Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Also known as prewriting or INTO strategy.

RAFT -May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs - Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide-

1. Headings Read -Around- Students take turns reading the headings of the reading

2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct.

3. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right--hand side students reflect on the implications of each topic.

Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. SDAIE STRATEGIES GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 index card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they

write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quick-write until they all have been read. Step 1: A interviews B, C interviews D, Step 2: B interviews A, D interviews C, Step 3:A interviews C and D about B, B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

Verbalizing -Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards - Each student selects a difficult vocabulary word fro the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members then exchanged with other groups.

Retrieved from: http://mvh.sweetwaterschools.org/files/2012/06/EL-SDAIE-Strategies.pdf

Appendix E

Activity 9

DRAMA READING LOG

The Crucible, Act II, by Arthur Miller

Directions: Read *The Crucible, Act II*, p. 1161-1181 in your textbook.
Then, **answer** the questions below in complete sentences.

Who are the main characters in this act?

The main characters are: John and Elizabeth Proctor, Mary Warren, Reverend Hale, Giles Corey, Francis Nurse, Ezekiel Cheever, and Marshal Herrick.

Where does the action take place?
(there may be more than one setting)

The action takes place in the Proctors' house.

Summarize the action, including any plot twists:

Elizabeth Proctor says fourteen people have been arrested for witchcraft, based on what Abigail and the other girls said. she urges John to testify that the girls are frauds. They quarrel over his previous affair with Abigail. Mary gives Elizabeth a small doll and says those who confess will not be hanged. Elizabeth says that Abigail will accuse her because she wants her dead. Hale comes to test the Proctors. Elizabeth is arrested.

Examples of noteworthy dialogue or stage directions:

Cheever: Why—*he draws out a long needle from the poppet*—it is a needle! Herrick, Herrick, it is a needle!

Allusions to the Bible:

Hale: Do you know your Commandments, Elizabeth?

How does this part of the drama act as an extended metaphor for McCarthyism?

People are giving false evidence. It is causing a fervor of mistrust and accusations are increasing.

Create an exciting newspaper article about the most important event in this act. Focus on the facts of who, what, where, when, why, and how, but make the news sound shocking so that people want to read it.

Headline:

(Example) THREE ARRESTED FOR WITCHCRAFT

Last night, our own dear Martha Corey, Rebecca Nurse, and Elizabeth Proctor were arrested last night on charges of witchcraft. They were taken away in chains over the protests of their husbands who swore their innocence and demanded justice. Goody Nurse was arrested for the supernatural murders of Goody Putnam's seven babies, who died when they were only one day old. Goody Corey was accused of placing a black curse on Mr. Walcott, which causes all of his pigs to die. And, Goody Proctor's charges are the most shocking of all. She was found in possession of a doll with a needle stuck in its stomach. That very night, young Abigail Williams was stricken with abdominal pain, and a needle was found lodged in her belly. Marshal Herrick and Ezekiel Cheever had no choice but to arrest her as well. The honorable Reverend Hale witnessed the discovery of the needle himself, which is irrefutable evidence. Oh, to think that the Devil has taken control of so many upstanding Christians in our humble town!

SELECTION SELF-TEST

The Crucible, Act III, by Arthur Miller

Directions: Read the questions carefully. **Circle** the best answer.

1. What can the audience infer from Judge Hathorne's questioning of Martha Corey at the beginning of Act III?
   A. The court is determined to uncover the truth at any cost.
   B. Martha Corey's love of reading is the source of the accusations against her.
   C. The court presumes that anyone accused of witchcraft is guilty.
   D. Even the most respected citizens have come under suspicion.

2. What is Proctor's main purpose in bringing Mary Warren to court?
   A. to strengthen her character
   B. to discredit Reverend Parris
   C. to get revenge on Abigail
   D. to save his wife from condemnation

3. Which character uses the logical fallacy ad hominem, making personal attacks on the integrity of witnesses?
   A. Herrick
   B. Parris
   C. Danforth
   D. Hathorne

4. Which type of character is represented by Ezekiel Cheever?
   A. the naive witness who harms others by cooperating in an unjust process
   B. the witness who uses the investigation as an instrument of personal vengeance
   C. the witness who suffers for his refusal to incriminate others
   D. the public figure who misuses the power of office

5. What motivates Hale's attempt to intervene on behalf of Proctor?
   A. Hale's admiration for the Proctors
   B. Hale's commitment to seeking the truth
   C. Hale's questioning of Danforth's integrity
   D. Hale's dislike of Parris

6. What development causes Mary Warren to recant her confession and rejoin Abigail and the other girls?
   A. John Proctor's confession of his relationship with Abigail
   B. Judge Danforth's persistent questions
   C. the confusion about Elizabeth Proctor's "poppets"
   D. Abigail's pretending to be attacked by Mary's spirit

7. Why is the phrase "out of her infinite charity" in the following passage an example of verbal irony?

> Mary Warren, *screaming at him*: No I love God; I go your way no more. I love God, I bless God. *Sobbing, she rushes to Abigail.* Abby, Abby I'll never hurt you more! *They all watch, as Abigail, out of her infinite charity, reaches out and draws the sobbing Mary to her, and then looks up to Danforth.*

A. It contradicts the audience's knowledge about Abigail's true nature.
B. It presents a piece of information of which the audience is not aware.
C. It emphasizes Abigail's ability to be forgiving under stress.
D. It reveals Abigail's weakening condition.

8. Which of the following pairs of categories would be the least useful way of classifying the characters in *The Crucible*?

A. Christian and non-Christians
B. accusers and accused
C. believers in witchcraft and nonbelievers in witchcraft
D. liars and truth-tellers

9. A *contentious* person is someone who is prone to:

A. helpfulness
B. disagreements
C. laziness
D. accidents

10. Which of the following would be most typical of an author who craves *anonymity*?

A. He appears frequently on television talk shows.
B. His picture appears on the back cover of his books.
C. He delivers numerous public lectures throughout the year.
D. He writes under a pseudonym (false name).

Activity 21

PERFORMANCE TASK #1:

Drama Reading Log for *The Crucible*, by Arthur Miller

You have completed drama reading log pages covering Acts I-IV of *The Crucible*. Now it is time to select your **best pages from two acts** to give to your teacher as an Alternative Assessment. Choose the pages that are the most complete, where you answered each section thoroughly. Look at each page as if you are the teacher, following the grading rubric your teacher will use below. Teachers will grant points based on the reading log's completeness and level of effort.

1. Main Characters: Did you list the first and last names of the main characters in the act?
2. Setting: Did you list where the action takes place?
3. Summary: Did you tell the main plot points of the act, including any plot twists?
4. Noteworthy Dialogue or Stage Directions: Did you cite the most important dialogue, description, or actions in the act?
5. Biblical Allusions: Did you point out a Bible story or verse mentioned in the act?
6. McCarthyism: Did you find connections between the plot and the HUAC/McCarthy hearings?
7. Newspaper Article: Did you dramatize the most important events in a newspaper article?

Teacher's Grading Rubric **Did the student . . .**	**Points Earned**	**Meets expectations or Redo?**
...accurately identify **main characters** and **settings**?	/3	
...provide brief but detailed **summaries** of key events?	/3	
...cite noteworthy **dialogue or stage directions**, discover **Biblical allusions**, and find connections to **McCarthyism**?	/3	
...create exciting **newspaper articles** that focus on important facts and events?	/3	
...use **formal language, spelling, and grammar conventions**, as appropriate to task?	/3	
	Total Points:	**_____/15**

8 Cross-Curricular Common Core Principles	How the Curriculum Department Uses the Principles in New Courses
Build strong content knowledge	Content is delivered through engaging learning experiences, using instructional strategies such as: graphic organizers, sequential instruction, big ideas, scaffolding, modeling, vocabulary study, independent research, and note-taking.
Comprehend as well as critique	Students learn to: cite textual evidence to support analysis of primary and secondary sources; determine the central ideas in a text and provide a clear and accurate summary; analyze a series of events and determine their cause; and relate the events to theories, research, or historical knowledge.
Value and engage in argument from evidence	The curriculum emphasizes rigorous thinking and analysis, not answer-hunting. Students are given numerous opportunities to present their own theories to answer open-ended questions. However, students must support their ideas and arguments with evidence from the texts or from their own research.
Reason abstractly and quantitatively	Students are asked to both interpret and produce abstract and quantitative media, including fine art, patterns, charts, graphs, timelines, poetry, and symbols.

Construct viable arguments and critique reasoning of others	Students learn to evaluate an author's or a speaker's point of view, reasoning, and use of evidence and rhetoric, including positive persuasive techniques and logical fallacies. They must present information, findings, and supporting evidence in oral and written forms. Writing conferences allow teachers to give feedback so that students can learn to strengthen their arguments and critiques.
Construct explanations and design solutions	The curriculum encourages students to develop original analyses and to create unique responses to what they are learning. Logic and problem-solving skills are cultivated through engaging, realistic performance tasks and relevant, challenging, research opportunities. Activities, questions, and projects are designed to tap into higher-order thinking skills (Bloom's Taxonomy) and depth of knowledge (Webb's DOK).
Obtain, evaluate, and communicate information	Students learn to present information, findings, and supporting evidence such that listeners can follow their line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. Students make strategic use of digital media and visual displays of data to express information and enhance understanding. They adapt speech or writing to a variety of contexts and communicative tasks.
Use technology and digital media strategically and capably	The curriculum emphasizes: accessing, using, managing, and evaluating information; understanding ethical issues and avoiding plagiarism; analyzing media's messages, purposes, and potential to influence beliefs and behaviors; and using technology as a tool to research, organize, evaluate, and communicate effectively.

Appendix G

Student Name: _____ **Student ISIS ID #:** _____ **DOB:**_____

Reclassification Submission Packet (RSP) – Cover Page

Center/Charter_____
CELDT Coordinator_____
Date_____

STEP 1- Eligiblility

- CELDT Testing Coordinators will send out eligibility excel sheet
- CELDT Coordinator will need to fill out Vantage scores column & return to kramirez@emsofl.com Assessment Clerks will notify the Center Coordinators of the next steps in the Reclassification process

STEP 2- Gather & Review Documents

- English Learner Reclassification Form **completely filled out**
- Teacher/ Tutor/ SGI/ notes (additional pages may be submitted)

STEP 3-Sending documents to Assessment

- Scan/Email all above documents to kramirez@emsofl.com

Wait for Assessment approval, we may request additional information

STEP 4- Eligibility

- You will be notified if the student is eligible or ineligible: If the student is approved, you will receive **Parent Letter #1** (also located in Resources)

STEP 5- Parent Letter #1

- Once the **Parent Letter #1** has been filled out and given to the parent(s), send to kramirez@emsofl.com

STEP 6- Return detached signed portion of Parent Letter #1

- Send detached portion to kramirez@emsofl.com

STEP 7- Parent Meeting (if requested)

- During parent meeting review the Reclassification Process (what it means for the student, examples of why the student is eligible for reclassification)
- Teacher must transcribe detailed notes during the meeting
- Send transcribed notes to kramirez@emsofl.com

STEP 8- Final Review & Parent Letter #2

- The CELDT Testing Coordinator will do a final review and decide if this student is truly eligible for Reclassification
- If the student is approved for Reclassification, you will need to send **Parent Letter #2** home
- Return student **Parent Letter #2** to kramirez@emsofl.com

STEP 9- Storing Documents

- Keep **ORIGINAL** copies of documents on file in the **students individual file**
  - English Learner Reclassification Form
  - Vantage Scores
  - Parent Letter #1 & 2 (both parts)
  - Transcribed notes

CELDT Coordinator Check List (FIELD)

- ☐ Date filled out and returned Vantage scores column to Assessment_____
- ☐ Parent Letter #1 (date detached portion sent to Assessment) _____
- ☐ Parent meeting date_____
- ☐ Transcribed notes date sent to Assessment_____
- ☐ Parent Letter #2 date returned to Assessment_____

Parent Communication Log:

(At least 3 attempts to contact parent must be documented in the event there is no response from parent participation).

Attempt #1: Date_____
Type of communication: _____

Attempt #2: Date_____
Type of communication: _____

Attempt #3: Date_____
Type of communication: _____

After STEPS 1-9 have been completed please initial and date the bottom section and send a copy of this document to Assessment. Assessment will send back the entire student PDF of Reclassification documents which you will then print out and place in the student's file. These will be the final documents including CELDT Testing Coordinator's signature.

CELDT Coordinator Initials: _____ Date :_____

Appendix H

Sample Parent/Guardian Notification Letter for Annual Assessment Results - English Learners Being Considered for Reclassification

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the CELDT for the current school year. Based on your child's performance on this test, **(student name)** may be reclassified as fluent English proficient (RFEP). In addition to the CELDT results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion as the parents or guardians about his/her proficiency in English, and your child's performance on the Vantage CAT Reading Exam.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your child. Please contact the school office at **(center number)** to schedule a meeting with your child's teacher, **(teacher name)**. Any questions about the CELDT or your child's results should also be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your child's learning.

Sincerely,

_____ _____

Superintendent/Principal Date

******Please fill out the bottom portion of this letter and return it to the center your child attends.******

----------Detach-----Here----------

Student Name: <type info>
ISIS Number: <type info>
Date of Birth: <type info>

Scheduled Appointment Date: _____ Time: _____

Agree with meeting:	Yes_____	No_____
Agree without meeting:	Yes_____	No_____
Refuse meeting:	Yes_____	No_____

_____ _____

Parent Signature Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results - English Learners Being Considered for Reclassification

Estimados padres de familia o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen cada año una prueba estatal de dominio del inglés a todos los estudiantes identificados como estudiantes de inglés como segunda lengua (conocidos en inglés como *English learners*). En California esta prueba se llama la Prueba para Medir el Desarrollo del Inglés en California (conocida, por sus siglas en inglés, como la prueba CELDT). Los resultados de la prueba CELDT ayudan a medir el progreso de cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

Su hijo/a ha participado en la prueba CELDT correspondiente al presente año escolar. De acuerdo con el rendimiento que **(student name)** demostró en esta prueba, podrá ser reclasificado como estudiante con dominio competente del inglés (conocido en inglés como *reclassified fluent English proficient* o, por sus siglas en inglés, como RFEP). Además de los resultados de la prueba CELDT, los criterios usados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo/a realizada por el maestro, el rendimiento de su hijo/a en la Prueba de Lectura Vantage CAT Reading test y su opinión, como padre de familia o tutor, sobre la competencia de su hijo/a en inglés.

Le invitamos a una junta especial en la escuela para discutir el proceso de reclasificación y el programa recomendado para su hijo/a el **[put date in Spanish here]** a las **[put time in Spanish here]** en **[put location in Spanish here].** Llame a la oficina de la escuela al **[put phone number here]** para indicar si podrá asistir. Si tiene alguna pregunta sobre la prueba CELDT o los resultados de su hijo/a, llame al mismo numero.

Esperamos que pueda atender esta junta y que continúe participando activamente en el aprendizaje de su hijo/a.

Atentamente,

_____ _____

Director Fecha

****** Por favor llene la parte de abajo y devolverla al centro de su hijo(a).******

----------Detach-----Here----------

Nombre del Estudiante: <type info>
Número ISIS: <type info>
Fecha de Nacimiento: <type info>
Fecha de su cita: _____ Tiempo: _____
De acuerdo CON una cita: Si_____ No_____
De acuerdo SIN una cita: Si_____ No_____
Rechazar una cita: Si_____ No_____

_____ _____

Firma del Padre Fecha

Appendix I

English Learner Reclassification Form

Student Information (Assessment)	
Student Name:	Teacher Name:
Date of Birth:	School: **Options for Youth Public Charter School**
Grade:	Charter/Center:
Parent/Guardian Name:	Initial EL Identification Date:
Home Phone #:	Primary Language:
Home Address:	State ID#:
City/State/Zip:	Student ID#:

Criterion #1 (Assessment)

Assessment of English Language Proficiency (Attach copy of score report)						**Comparison of Performance in Reading Skills** (Attach copy of score report)	
Req: Overall proficiency level must be 4 (Early Advanced) or 5 (Advanced) with sub scores of 3 (Intermediate) or higher.						*Req: A score of Basic or higher on the most recent Vantage Cat Reading Exam*	
Date of CELDT:						Date of CAT:	
CELDT Scale Scores:		(Circle level below)				Reading CAT Test:	(Circle the level below)
Overall Level _____	B	EI	I	EA	A	Overall Reading CAT Test Score:	Advanced (600-700)
Listening _____	B	EI	I	EA	A		Proficient (500-599)
Speaking _____	B	EI	I	EA	A		Basic (375-499)
Reading _____	B	EI	I	EA	A		Below Basic (< 375)
Writing _____	B	EI	I	EA	A		

OPTIONAL CRITERION (Cannot be used in place of CELDT or Reading CAT Test)
California High School Exit Exam (Tenth, Eleventh and Twelfth Graders)
Req: Student must pass both ELA & Math with a score of 350 or higher.

Date of CAHSEE:

English Language Arts (ELA)	Passing Score:
Math	Passing Score:

Criterion #2 (Teacher)

Language Analysis Team Evaluation

Student Also Receives Following Supports: ☐ SGI Classes ☐ RSP Services ☐ Tutoring

Demonstrated Oral/Written Proficiency Level (Please refer to 'Skills and Behaviors at Three Proficiency Levels Rubric)
Beginner Intermediate Advanced
**Must be at least Intermediate to be considered for reclassification*

Level of Classes
Sheltered Regular Advanced
**Majority of classes must be at least Regular for reclassification*

	(Circle level below)		
Demonstrated Oral/Written/Reading Proficiency Level	BEG	INT	ADV
Level of Classes:	S	R	A

Language Analysis Team Evaluation Notes:

**If mutual agreement cannot be met, please contact the ELL coach*

School Administration Authorization

Redesignation to R-FEP is Recommended for this student: Yes ☐ No ☐

Signatures

Teacher Signature: _____ Date: _____

Assistant Principal Approval Signature: _____ Date: _____

Testing Coordinator Approval Signature: _____ Date: _____

Parent Notification #1: _____ (Date Mailed) Parent Notification #2 _____ (Date Mailed)

Progress Report (Teacher)

**School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001.*

Follow-up of student's progress after Redesignation (within 12 months)

Satisfactory ☐ Unsatisfactory* ☐ Date: _____

Teacher Signature: _____ Assistant Principal Approval: _____

Follow-up of student's progress after Redesignation (within 24 months)

Satisfactory ☐ Unsatisfactory* ☐ Date: _____

Teacher Signature: _____ Assistant Principal Approval: _____

*If progress is not satisfactory, refer to the ELL Coach team for recommendations.

Additional Comments:

Appendix J

State of California
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213
Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

SERVING ENGLISH LEARNERS

This leaflet provides a summary of the documents issued by the Commission that authorize instruction to English learners (EL). Complete information about the authorizations and requirements for these documents can be obtained from the Commission's website.

Requirements for Teaching English Learners

A teacher who is assigned to provide any of the following services must hold an appropriate authorization to provide the instruction to students.

- Instruction for English language development (ELD)
- Specially designed academic instruction delivered in English (SDAIE)
- Content instruction delivered in the primary language
- Instruction for Primary Language Development

Table 1 (p. 3) lists the documents issued by the Commission that authorize one or more of these types of instruction to English learners.

Documents Currently Issued by the Commission that Authorize Instruction to English Learners

Teaching Credentials with English Learner or Bilingual Authorization

All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential. Individuals interested in obtaining a bilingual authorization in conjunction with their credential program should contact a college or university with a Commission-approved bilingual authorization program. Individuals trained outside of California must meet the requirements for an English learner or bilingual authorization as outlined below.

English Learner Authorization/CLAD Certificates and Bilingual Authorizations

Requirements for the English learner authorization or Crosscultural, Language and Academic Development (CLAD) Certificate may be satisfied by course work completed through a Commission-approved California Teachers of English Learners (CTEL) program, passing the appropriate Commission-approved examinations, or through a combination of exams and course work. The Bilingual authorization may be earned by passage of the appropriate Commission-approved examinations, completion of a Commission-approved bilingual program, or a combination of exams and course work. Individuals must have a valid prerequisite credential on file at the time of issuance for either of these authorizations. Information regarding specific requirements may be found on the English Learner Authorization/CLAD Certificate leaflet, CL-628C, Bilingual Authorization leaflet, CL-628B, and Coded Correspondence 10-07.

Bilingual Crosscultural Specialist Credentials

The requirements for a Bilingual Crosscultural Specialist Credential are possession of a valid prerequisite credential and completion of a Commission-approved Bilingual Crosscultural Specialist Program. Authorizes ELD and to teach departmentalized and self-contained classes to English learners in the target language listed or in English language development programs. Individuals trained outside of California must seek advisement and be recommended by a California college or university with a Commission-approved program.

University Intern Credentials with English Learner or Bilingual Authorization
Interested individuals should contact a college or university with a Commission-approved intern program for the Multiple Subject, Single Subject, or Education Specialist Teaching Credential with English learner authorization for admission requirements. Those seeking a bilingual authorization should contact the Commission-approved program sponsor for specific requirements. After completing an intern program, the applicant must secure the formal recommendation of the institution for full certification. A list of colleges and universities with Commission-approved intern programs may be found on the University Internship Credentials leaflet, CL-402A.

District Intern Credentials with English Learner or Bilingual Authorization
The District Intern Credential is an alternative route to earning a teaching credential. Within the program, an individual will earn either an English learner or bilingual authorization. Specific requirements and contact information may be found on the District Intern Credential leaflet, CL-707B.

Emergency CLAD/Bilingual Authorization Permits
Emergency Crosscultural, Language and Academic Development (CLAD) and Bilingual Authorization (BL) Permits are available only at the request of the employing agency. If you wish to seek employment based upon an emergency permit, please contact your prospective employer for more information. The holder must have a valid prerequisite credential on file at the time of issuance. Emergency permits may be reissued to an applicant two times authorizing a maximum of three years of service to the complete requirements for the English Learner/CLAD Certificate or Bilingual Authorization. Information regarding specific requirements may be found on the Emergency Permits— Crosscultural, Language and Academic Development (CLAD) and Bilingual Permits leaflet, CL-533O-CLAD-BL.

Provisional Internship Permits
Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Provisional Internship Permit leaflet, CL-856.

Short-Term Staff Permits
Multiple Subject, Single Subject, and Education Specialist Short-Term Staff Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Short-Term Staff Permit leaflet, CL-858.

Certificates of Completion of Staff Development
The Certificate of Completion of Staff Development authorizes the holder to teach Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners (EL) within the subject matter content and grade level of the holder's prerequisite credential. The holder must have a valid prerequisite credential on file at the time of issuance. Information regarding current requirements may be found on the Certificate of Completion of Staff Development leaflet, CL-824.

Reference: California Education Code, Sections 44203 and 44253.2 through 44253.10; and Title 5, California Code of Regulations, Sections 80015 through 80016, 80021 and 80021.1, 80024.1 through 80024.2.1, 80024.7, and 80024.8

Table 1
Credentials, Certificates, Permits, and Supplementary Authorizations Issued by the Commission that Authorize Instruction to English Learners[1]

Document	*Types of Instruction Authorized* ELD[2]	SDAIE[2]	Primary Language Instruction[2]
Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis	■	■	
Multiple or Single Subject Teaching Credential with a Bilingual authorization or BCLAD Emphasis	■	■	■
Education Specialist Instruction Credential with English Learner Authorization	■	■	
Bilingual Crosscultural Specialist Credential	■	■	■
CLAD Certificate	■	■	
Bilingual Authorization	■	■	■
Language Development Specialist (LDS) Certificate[3]	■	■	
BCLAD Certificate[3]	■	■	■
Bilingual Certificate of Competence (BCC)[3]	■	■	■
General Teaching Credential[3]	■		
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL[3]	■		
University Intern Credential with English Learner Authorization or CLAD Emphasis	■	■	
University Intern Credential with a Bilingual Authorization or BCLAD Emphasis	■	■	■
District Intern Credential with English Learner Authorization	■	■	
District Intern Credential with a Bilingual Authorization or BCLAD Emphasis	■	■	■
Clear Designated Subjects Career Technical Education Credential[7]		■	
Emergency CLAD Permit	■	■	
Emergency BL Permit	■	■	■
Provisional Internship Permit/Short TermStaff Permit with English Learner Authorization	■	■	
Provisional Internship Permit/Short-Term Staff Permit with Bilingual Authorization[8]	■	■	■
Certificate of Completion of Staff Development[4]	■	■	
Certificate of Completion of Staff Development (SB 1969)[4,6]	■	■	

1 Some of the authorizations have restrictions related to grade level and subject. See the appropriate leaflet or call the Commission for complete information about a document's authorization.

2 ELD..... *Instruction for English language development*
SDAIE ..... *Specially designed academic instruction delivered in English*
Primary Language Instruction ..... *Instruction for primary language development and content instruction delivered in the primary language*

3 No longer initially issued but may be renewed. Although the holder may legally be assigned to teach ELD, the Commission does not recommend this assignment unless the holder possesses skills or training in ELD teaching.

4 Option authorizing ELD within the grade, setting, and content area of the credential applies only for teachers holding Multiple Subject, Single Subject or Education Specialist credentials. This option had a sunset date of January 1, 2008. See Coded Correspondence 07-16. Some of the authorizations have restrictions based on the methods used to qualify for the certificate. Authorizes SDAIE only for holders of the Designated Subjects Career Technical Education and Special Subjects Teaching Credentials and Services Credentials with a Special Class Authorization.

5 No longer issued but holders of valid documents may continue to serve on these documents.

6 Never resulted in the issuance of a certificate. The Commission served as repository of program completion information only.

7 Only applies to the clear CTE credential. The five year preliminary CTE credential program does not contain SDAIE embedded coursework or provide a SDAIE authorization.

8 May be issued with the bilingual authorization when accompanied by proof of target language proficiency

Click Here for Commission-Approved Professional Preparation Programs, or visit the Commission's website at ***www.ctc.ca.gov***

Key EL Program Components	Key Implementation Questions – Do we have a system in place to ensure that:
Initial Identification and Assessment	Yes No ☐☐A Home Language Survey is completed for all students? ☐☐Initial CELDT and L1 proficiency assessments are completed within guidelines? ☐☐Parent Notification of assessments results and program selection are on file? Note: Placement for Special Education ELs is determined by IEP team. No parent letter is required.
English Language Development	Yes No ☐☐All ELs receive ELD instruction appropriate for their level of English proficiency using standards-based ELD curriculum? ☐☐Teachers monitor ongoing ELD progress? ☐☐ELD instruction is organized according to District recommendation? ☐☐Progress data indicates ____% of all ELs at CELDT levels are advancing 1 level annually? ☐☐There is an ELD Catch-Up Plan in place to help ELs accelerate their ELD progress? Note: ELD goals for EL students receiving Special Education services must be delineated on the IEP.
Access to Core Curriculum	Yes No ☐☐ALL ELs receive appropriate Master Plan program services (L1 Instruction, SDAIE and/or L1 support) to ensure access to standards-based grade-level instruction? ☐☐Achievement data indicates that ELs are learning grade-level academic content? ☐☐All sub skills areas for ELs with CELDT levels **EA-A** are at least at Intermediate level? ☐☐There is a Catch-Up Plan in place to help ELs recoup any academic deficits?
Staffing	Yes No ☐☐All teachers delivering ELD/SDAIE instruction to ELs have BCLAD/BCC, CLAD/LDS, SB1969/SB395 or are enrolled in courses leading to the appropriate authorization? ☐☐All teachers delivering core curriculum have a BCLAD/BCC or are enrolled in courses leading to the appropriate authorization?
Parent Participation	Yes No ☐☐There are a minimum of six parent/guardian informative workshops offered throughout the year? ☐☐Do parent/guardian workshops focus on programs and services for ELs?

Lupine PROPERTIES

May 5, 2016

De La Torre Properties, LLC
6941 Monterey Road
Gilroy, California 950202

Re: Options for Youth Lease

Dear Mr. Munoz,

This letter shall constitute a non-binding offer from Options for Youth to the Lessee of the above referenced property regarding the terms and conditions of a lease of the above referenced Premises. The parties acknowledge and agree that any and all terms and conditions set forth herein shall not create a binding agreement and no party hereto shall have any obligations hereunder until such time when a Lease Agreement is fully executed by the parties:

1.	**Lessor:**	De La Torre Properties, LLC
2.	**Lessee:**	Options For Youth – San Juan, Inc., a California 501(c)3 nonprofit public benefit corporation DBA Options for Youth
3.	**Premises Address / Suite / Space:**	6941 Monterey Road, Suite 3A, Gilroy, California, CA
4.	**Premises Area:**	A ground floor space of approximately four thousand five hundred (4,500) rentable square feet (the "Premises"). Lessee shall have the right to independently verify all square footage calculations. Premises are part of a larger property (the "Property").
5.	**Lease Term and Commencement Date:**	The term of the Lease shall be Five (5) years ("Lease Term") ("Lease Commencement Date"). The expiration date of the Lease Term shall be the last day of the sixtieth (60th) full calendar month after the Lease Commencement Date.
6.	**Rent Abatement:**	Lessee to receive Thirty (120) days of rental abatement that will commence upon the Lease Commencement Date.
7.	**Rental Commencement Date:**	Lessee will remit payment after the one hundred twenty (120) days contingency period plus the rental abatement period.
8.	**Options:**	Lessee shall have one (1) option to extend the lease term for an additional Five (5) year period ("Option Term").
9.	**Due Diligence:**	Lessor shall allow access to the Premises to Lessee upon full execution of the Lease by the parties. Said access to be coordinated by the Landlord and Tenant. Lessee's physical due diligence to begin upon mutual execution of the Letter of Intent.
10.	**Monthly Lease Rate:**	$1.00 per rentable square foot base monthly rent NNN.

NNN] for the first year of the Lease Term shall not exceed $0.35 per square foot monthly, including, but not limited to, real property taxes and insurance. [NNN] after the first year shall not increase by more than three percent (3%) annually, , real property taxes and insurance which shall have a cap of 3%. Prior to Lease execution, Lessor shall provide Lessee with a list of all additional rent charges and fees including, but not limited to, Common Area Maintenance charges. Lessee shall have the right to examine and audit Lessor's books of account and records with respect to CAM charges and Lessor shall refund any overpayments discovered as a result of the audit to Lessee.

11. Rental Adjustments

The Base Rent shall increase no more than three percent (3%) annually throughout the term of the Lease. The monthly Base Rent during the Option Term shall be a flat three percent (3%) above the monthly Base Rent for the final month of the original Lease term and shall thereafter remain fixed during the Option Term.

12. Use Covenant:

The Premises shall be used for the operation of a school that provides education services including, but not limited to, an independent study learning center, one-to-one tutoring, small group instruction, and academic counseling. Landlord warrants and represents that said use does not conflict with any existing tenant's CC&R's prohibitive uses or use restrictions of the shopping center. Landlord agrees to not lease another space within the center of property to another school or tutoring center without the written approval of the Tenant.

12. Hours of Operation:

Monday – Saturday, 7am – 9pm, year round, excluding national and school holidays.

14. Security Deposit:

Lessee shall provide a security deposit equal to one (1) month's Base Rent. Any portion of the security deposit not used or applied by Lessor shall be returned to Lessee within 30 days after expiration or termination of the Lease.

15. Condition of Premises on Delivery & Lessor's Warranties

Lessor warrants the HVAC, electrical and plumbing systems and roof to be in good working order for first One (1) year of the Lease term and will be responsible for any and all repairs and maintenance to those systems for that period at Lessor's sole cost and expense. Lessor's warranty shall not apply to any repair or maintenance arising from Lessee's gross negligence, willful misconduct or breach of the Lease or to any HVAC, electrical or plumbing system installed or modified by Lessee in connection with the Lessee improvements.

16. Termination Clause:

Lessee shall have the right to terminate the Lease with 120 days written notice in the event of one of the following with reasonable evidence: (1) the charter to operate the school is revoked or terminated, (2) the charter to operate the school is not renewed at

the end of the charter term, (3) there is a change in law that disrupts or prevents the operation of an educational facility in the Premises.

Following the 36th month of the Lease Term, Lessee shall have the right to terminate by providing Lessor with 120 days' prior written notice and by paying an early termination fee of 2 months current base rent.

17. Parking: Lessee shall have the exclusive right to use the parking spaces located at the Property.

18. Maintenance: Throughout the Lease Term (and as extended), Landlord shall repair at its sole cost and expense any improvements, alterations, or other work required by any warranties and also to the structural elements of Premises including, but not limited to, the roof, foundation, and bearing walls.

19. Signage: Lessee shall have the right to install eyebrow signage immediately above the front of the Premises and shall also have the right (but not the obligation to) install window wrap signage on the storefront windows, advertising Lessee's business, to the extent allowed by the local city government agencies. Lessee shall also have the right to place inside the Premises any and all signs approved by local governmental authorities, including but not limited to promotional advertising related to Lessee's operations. Lessee's right to signage is included in the Lease and will not be at an additional cost.

20. Lease Form: The parties agree to use AIR Multi Tenant Lessee Lease with addendums based on terms listed in the Offer, subject to such modifications as may be mutually agreed on by the parties.

21. Tenant Improvements: Lessee to receive ten dollars ($10) for tenant improvement allowance.

22. Hazardous Materials: Lessor shall be responsible for the removal of hazardous material that may exist in or under the Premises at the time Lessor delivers possession of the Premises to Lessee. Lessor shall disclose any knowledge of hazardous materials to Lessee at the acceptance of LOI, and any further knowledge of hazardous materials that it may become aware of, as such information is discovered. Lessor's removal of hazardous materials, if any, which exist in or under the Premises shall be to the extent required by applicable law. Any removal required as a result of Lessee's improvements or acts or omissions shall be at Lessee's cost and expense.

23. Compliance-With-Laws Work: Lessor shall be responsible, at its sole cost and expense, for any accommodations or alterations required by any federal, state or local law, including but not limited to the Americans with Disabilities Act, to the entire property. Notwithstanding the foregoing, Lessee shall be responsible for compliance work

required to be performed within the Premises as a result of Lessee's specific proposed use.

24. Non-Disturbance: Lessor shall use its reasonable efforts to obtain a SNDA from its Lender within Ninety (90) days of the execution of a Lease between Lessor and Lessee on a form reasonably satisfactory to Lessee.

25. Contingency: The Lease shall be contingent upon Lessee obtaining a Conditional Use Permit ("CUP") from the city of **Gilroy** for its intended use within 120 days from the Lease Commencement Date.

26. Co-Tenancy: Lessor agrees that it shall not enter into any lease with establishments which (i) provide adult entertainment including, but not limited to, nude or partially nude bars or nightclubs or adult books or video stores, (ii) sell liquor, alcohol, cigarettes, or smoking products as its main business, with the exception of first class beverage chain-retailers, such as Bev-Mo! or Total Wines & More, or (iii) sell marijuana products. Lessor acknowledges and agrees that due to the nature of the aforementioned businesses, their establishment in close proximity to the Premises would be detrimental to Lessee's business and may also be prohibited by law. Therefore, should Lessor enter into any lease with such prohibited businesses after the effective date of the Lease, Tenant shall have the right to terminate the Lease with 30 days' notice and without penalty.

27. Holdover Clause: In the event Lessee holds over the Premises beyond the expiration or earlier termination of this Lease, the holding over will not constitute a renewal or extension of this Lease. In such event, Lessee's occupancy will be considered a month-to-month tenancy terminable on thirty (30) days written notice by either party and subject to all of the terms and conditions in the Lease, except that Base Rent will be equal to 100% of the Base Rent that was payable by Lessee for the final month immediately preceding the expiration or earlier termination of this Lease.

28. Service Hours/Utilities: Lessee shall pay for all wet and dry utilities and associated meter cost used at the Premises. In the event common meters are used, Lessee may elect to have its own utility meter installed.

29. Right of First Refusal: Lessee shall be entitled to the right of first refusal to purchase the Property should Lessor desire to sell the Property during the original Lease Term or any Option Term ("First Right of Refusal").

30. Notice to Lessee: Lessee's notice address shall be as follows:

Attn: Property Management
Options For Youth
c/o Lupine Properties
320 N. Halstead St. Suite 150
Pasadena, CA 91107

A copy of any Notice shall also be sent to Lessee by email at notice@lupineproperties.com.

31. Security and Surveillance: Lessee shall have the right to install security and surveillance cameras and equipment inside and around the Premises as reasonably required for the safety and protection of its students.

32. Insurance Any insurance coverage obtained by Lessee shall be subject to policy exclusions, terms and conditions. Lessee's property insurance coverage will exclude risks of physical loss or damage caused by flood or earthquake. Lessee's indemnification of Lessor shall not include claims or damages caused by flood or earthquake. Lessee's insurance deductible is $5,000. Lessor shall be provided with 10 days' notice of cancellation for nonpayment of insurance premiums by Lessee and 30 days' notice of cancellation for any other reason.

33. Broker Commission Landlord agrees to pay Tenant's Broker Joe Munoz a commission equal to Four percent (4.0%) on the base rent of the initial lease term.

This document has been submitted solely for the purpose of facilitating negotiations between our respective parties. A binding agreement will not exist between the parties until a lease has been executed and delivered by both parties. This document does not contain all of the essential terms of a Lease that Options for Youth – San Juan, Inc. would be willing to sign and all such additional essential terms will be the subject of further negotiation. Neither party may claim any legal rights against the other by reason of actions taken in reliance on this non-binding letter of intent including any partial performance of the transactions contemplated in it such as preparation of space plans, etc. and/or the expenditure of either party of time and/or money during the course of any negotiations. All monies expended by either party prior to lease execution are at their sole risk.

We look forward to your response.

Sincerely yours,

Omid Montafej,
Real Estate Manager
Lupine Properties on behalf of Options for Youth Public Charter Schools

Accepted:

Landlord Name: _____

Sign: _____

Print: _____

Title: _____

Deborah Flores, Superintendent
Gilroy Unified School District
7810 Arroyo Circle
Gilroy, CA 95020

May 4, 2016

Dear Dr. Deborah Flores,

Per my email of April 26, 2016, Options For Youth Public Charter School (OFY), is submitting a charter petition to Santa Clara County Office of Education for a county-wide charter. It is our intent to open a learning resource center in Gilroy. Our facilities division in conjunction with a local broker has identified the following location as the potential site: 6951 Monterey Rd., Gilroy, CA 95020.

OFY Charter School is a personalized independent study program for at-risk and disengaged youth, serving grades 7-12. OFY is WASC accredited and has successfully operated learning resource centers throughout California for nearly twenty-nine years. OFY utilizes a blended learning model, allowing us to design Individual Learning Plans (ILPs) for each student based on their learning style, credit level, dreams and goals and commitments outside of school. We are proud to say that Options For Youth was awarded among the best schools nationwide by U.S. News & World Report.

As I stated in my phone message, I would very much like the opportunity to speak with you and your staff regarding our educational programs and what Options For Youth can provide to students and their families.

Respectfully,

Gloria Mercado-Fortine

Gloria Mercado-Fortine
Director, Charter Development
Options For Youth Public Charter Schools

C: Aseneth Rodriguez-Quaid, SCCOE
David Wong, SCCOE

Adrian Mcbride

From: Mandeep Kaur <mkaur@emsofl.com>
Sent: Friday, May 06, 2016 10:24 AM
To: Gloria Mercado-Fortine
Subject: FW: FedEx Shipment 776274625799 Delivered

FYI

Thank you,
Mona Kaur
Project Coordinator
Charter Development
Office: 626-921-8200 x8322
mkaur@emsofl.com

From: trackingupdates@fedex.com [mailto:trackingupdates@fedex.com]
Sent: Friday, May 06, 2016 10:23 AM
To: Mandeep Kaur
Subject: FedEx Shipment 776274625799 Delivered

Your package has been delivered

Tracking # 776274625799

Ship date:
Thu, 5/5/2016

Gloria Mercado-Fortine
Options For Youth
PASADENA, CA 91107
US

Delivered

Delivery date:
Fri, 5/6/2016 10:11 am

Deborah Flores
Gilroy Unified School District
7810 Arroyo Circle
GILROY, CA 95020
US

Shipment Facts

Our records indicate that the following package has been delivered.

Tracking number:	776274625799
Status:	Delivered: 05/06/2016 10:11 AM Signed for By: C.CINDY
Signed for by:	C.CINDY
Delivery location:	GILROY, CA

Delivered to:	Receptionist/Front Desk
Service type:	FedEx Priority Overnight
Packaging type:	FedEx Envelope
Number of pieces:	1
Weight:	0.50 lb.
Special handling/Services:	Adult Signature Required
	Deliver Weekday

Please do not respond to this message. This email was sent from an unattended mailbox. This report was generated at approximately 12:17 PM CDT on 05/06/2016.

To learn more about FedEx Express, please go to fedex.com.

All weights are estimated.

To track the latest status of your shipment, click on the tracking number above, or go to fedex.com.

This tracking update has been sent to you by FedEx at your request. FedEx does not validate the authenticity of the requestor and does not validate, guarantee or warrant the authenticity of the request, the requestor's message, or the accuracy of this tracking update. For tracking results and terms of use, go to fedex.com.

Thank you for your business.

Steven Betando, Superintendent
Morgan Hill Unified School District
15600 Concord Circle
Morgan Hill, CA 95037

May 17, 2016

Dear Steve,

I was informed by the Santa Clara Office of Education that I needed to officially inform you of Options For Youth Public Charter School's (OFY) intent to submit a charter petition to Santa Clara County Office of Education for a county-wide charter. It is our intent to open a learning resource center in Gilroy. Gilroy USD has been informed. Our facilities division in conjunction with a local broker has identified the following location as the potential site: 6951 Monterey Rd., Gilroy, CA 95020.

Per our meeting on May 10, 2016. OFY Charter School is a unique personalized independent study program for at-risk and disengaged youth, serving grades 7-12. OFY is WASC accredited and has successfully operated learning resource centers throughout California for nearly twenty-nine years. OFY utilizes a blended learning model, allowing us to design Individual Learning Plans (ILPs) for each student based on their learning style, credit level, dreams and goals and commitments outside of school. We are proud to say that Options For Youth was awarded among the best schools nationwide by U.S. News & World Report.

Thanks again for the the opportunity to speak with you and your staff regarding our educational programs and what Options For Youth can provide to students and their families.

Respectfully,

Gloria Mercado-Fortine

Gloria Mercado-Fortine
Director, Charter Development
Options For Youth Public Charter Schools

C: Aseneth Rodriguez-Quaid, SCCOE
David Wong, SCCOE

Adrian Mcbride

From: Gloria Mercado-Fortine <gmercadofortine@emsofl.com>
Sent: Friday, May 27, 2016 11:10 AM
To: Adrian Mcbride
Subject: FedEx Shipment 783111387598 Delivered

From: Mandeep Kaur
Sent: Wednesday, May 18, 2016 9:54 AM
To: Gloria Mercado-Fortine
Subject: FW: FedEx Shipment 783111387598 Delivered

Gloria,

Below is the delivery confirmation for the letter. It was signed by C. Corey at front desk.

From: trackingupdates@fedex.com [mailto:trackingupdates@fedex.com]
Sent: Wednesday, May 18, 2016 9:49 AM
To: Mandeep Kaur
Subject: FedEx Shipment 783111387598 Delivered

Your package has been delivered

Tracking # 783111387598

Ship date:
Tue, 5/17/2016

Gloria Mercado-Fortine
Options for Youth
PASADENA, CA 91107
US

Delivered

Delivery date:
Wed, 5/18/2016 9:44 am

Steven Betando
Morgan Hill Unified School District
15600 Concord Circle
MORGAN HILL, CA 95037
US

Shipment Facts

Our records indicate that the following package has been delivered.

Tracking number:	783111387598
Status:	Delivered: 05/18/2016 09:44 AM Signed for By: C.COREY

Signed for by:	C.COREY
Delivery location:	MORGAN HILL, CA
Delivered to:	Receptionist/Front Desk
Service type:	FedEx Priority Overnight
Packaging type:	FedEx Envelope
Number of pieces:	1
Weight:	0.50 lb.
Special handling/Services:	Adult Signature Required
	Deliver Weekday

Please do not respond to this message. This email was sent from an unattended mailbox. This report was generated at approximately 11:49 AM CDT on 05/18/2016.

To learn more about FedEx Express, please go to fedex.com.

All weights are estimated.

To track the latest status of your shipment, click on the tracking number above, or go to fedex.com.

This tracking update has been sent to you by FedEx at your request. FedEx does not validate the authenticity of the requestor and does not validate, guarantee or warrant the authenticity of the request, the requestor's message, or the accuracy of this tracking update. For tracking results and terms of use, go to fedex.com.

Thank you for your business.

In addition to the formal notifications provided to Gilroy Unified School District and Morgan Hill Unified School District, OFY-Santa Clara County provided informal notifications to:

East Side High School District
Evergreen Elementary School District, and
San Jose Unified School District

The White Board

Materials Needed

- *Prentice Hall Literature: Grade 9 - Common Core Ed.*, Pearson Education, 2012
- *The Hunger Games*, Suzanne Collins
- Student Activity Workbook
- Computer with Internet Access

Key Assignments

- Theme Analysis Pages (Lesson 18, Activity 12)
- First Draft: Research Report (Lesson 20, Activity 22)

Assessment

Performance Task #1 (Lesson 18, Activity 12)	1-20	_____
Performance Task #2 (Lesson 20, Activity 22)	1-30	_____
Unit 9 Test (must pass with 70% or better)	1-25 x 2	_____
Total	**1-100**	_____

English 9B CP Unit 9

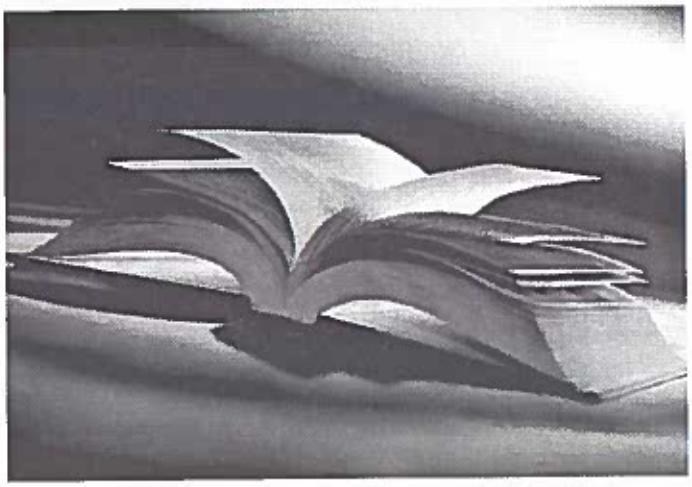
Student Activity Workbook

Name: _____

Teacher: _____

Grading Scale

97-100%	=	A+
93-96%	=	A
90-92%	=	A-
87-89%	=	B+
83-86%	=	B
80-82%	=	B-
77-79%	=	C+
73-76%	=	C
70-72%	=	C-
69% or below	=	INC



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Information and materials from or reference to:

Prentice Hall. *Prentice Hall Literature: Grade 9 - Common Core Ed.* Upper Saddle River: Pearson Education, 2012. Print.

This workbook is intended to be used in conjunction with the textbook listed above as supplementary material only.

COURSE CONTRACT

(Grades 7-12)

Student:	Course:	ENGLISH 9B CP
Teacher:	Course number:	HS1078
Grade:	Credits to be earned upon completion:	5.0

The student will complete the course as outlined in the approved course description and activity guide for each unit of study and/or the appropriate State content standards. Monthly assignments with due dates will be made at student-teacher meetings and recorded on the Regular Work Assignments or the Learning Record.

Major objectives:

This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

Method of Study (assigned activities)

Reading comprehension questions, writing assignments, writing workshops, student self-tests, peer edits, teacher conferences, vocabulary assignments, reading workshops, grammar workshops.

Method of evaluation:

1. Writing Assignments
2. Performance Tasks
3. Unit Tests

Materials and / or Resources needed for completion:

Textbook: Prentice Hall Literature, Grade 9 Common Core Edition (2012)
Novel: The Hunger Games by Suzanne Collins
Student Activity Workbooks (Units 6-10)

We have read the terms of this contract and agree to all the conditions set forth. Any violation of this contract may result in renegotiation and/or an evaluation to determine the student's ability to continue in Independent Study.

Student signature:_____

Teacher signature:_____

Course Description

GRADE	9
CREDITS	5.0
PREREQUISITE	None

This course will expose students to fictional stories and nonfiction texts, both print and digital. This course will enhance students' ability to comprehend, develop, and analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. Grammar skills will be introduced and practiced, and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. In each unit, students will have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

ASSIGNMENT GUIDE

Unit Nine		
Lesson 16	Activity 1	Unit Introduction
	Activity 2	Theme and the Oral Tradition
	Activity 3	Point of View and Cultural Experience
	Activity 4	Greek Mythology and Customs
	Activity 5	The Epic Form
Lesson 17	Activity 6	Pre-Reading Activities
	Activity 7	Theme Analysis
	Activity 8	After You Read
	Activity 9	Key Vocabulary Graphic Organizers
	Activity 10	Selection Self-Test
Lesson 18	Activity 11	Pre-Reading Activities
	Activity 12	Literary Analysis - Performance Task #1
	Activity 13	Integrated Language Skills
	Activity 14	Key Vocabulary Graphic Organizers
	Activity 15	Selection Self-Test
Lesson 19	Activity 16	Pre-Reading Activities
	Activity 17	Literary Analysis
	Activity 18	Integrated Language Skills
	Activity 19	Key Vocabulary Graphic Organizers
	Activity 20	Selection Self-Test

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Lesson 20	Activity 21	Greek Mythology Research Report
	Activity 22	Performance Task #2
	Activity 23	Proofreading Practice
	Activity 24	Novel Reading Check
	Activity 25	Unit Review

STUDENT DIRECTIONS

1. There are five units in this course, containing 5-10 lessons each.

2. Each unit contains reading and writing activities that will be included in your final grade.

3. Carefully read and follow the directions for each unit. You will be asked to read selections from the SAW and text, then complete the assigned activities based on your reading.

ASSESSMENT GUIDELINES

Students will be evaluated on:

- key assignments in the from the student workbook;
- unit tests

Your grade for these units will be based on work done at home and participation in class. Make sure that you talk to your teacher if you have a hard time speaking in front of people.

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Common Core Standards

RL **Reading Standards for Literature**

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grade 9 Students	Units
Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6, 7, 8, 9, 10
	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6, 7, 8, 9, 10
	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	8, 9, 10
Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA	6, 7, 9
	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	7, 8, 9, 10
	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	8, 9
Integration of Knowledge and Ideas	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	7, 8, 9, 10
	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9
Range of Reading and Level of Text Complexity	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7, 8, 9, 10

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RI Reading Standards for Information Text

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grade 9 Students:	Units
Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8, 9
	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	7, 9, 10
	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	7, 10
Craft and Structure	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA	9
	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	9, 10
Range of Reading and Level of Text Complexit	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	6

W Writing Standards

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grade 9 Students:	Units
Text Types and Purposes	2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	7, 8, 9, 10

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	Grade 9 Students:	Units
Text Types and Purposes (Continued)	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	9
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6, 7, 8, 9, 10
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	7, 8, 9, 10
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	8
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	6, 7, 8, 9, 10
	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA	6, 7, 9, 10
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	6, 7, 8, 9, 10
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	8, 9

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SL

Speaking and Listening Standards

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grade 9 Students	Units
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	7
	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	7, 8, 9

L

Language Standards

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grade 9 Students:	Units
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	6, 7, 8, 9, 10
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	7, 8, 9, 10
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	6, 7, 8, 9, 10

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	Grade 9 Students:	Units
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	6, 7, 8, 9, 10
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	6, 7, 8, 9, 10
	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6, 7, 8, 9, 10

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UNIT 9

LESSON 16

ASSIGNMENTS

Extended Study: *The Odyssey*

ACTIVITY 1: UNIT INTRODUCTION

Big Question: Do Heroes Have Responsibilities?

Writing: Production and Distribution of Writing 4

ACTIVITY 2: THEME AND THE ORAL TRADITION

Narrative Forms

Reading for Literature: Key Ideas and Details 2; Craft and Structure 6

Reading for Informational Text 1

ACTIVITY 3: POINT OF VIEW AND CULTURAL EXPERIENCE

Reading for Literature: Craft and Structure 6; Integration of Knowledge and Ideas 9

ACTIVITY 4: GREEK MYTHOLOGY AND CUSTOMS

Reading for Informational Text: Key Ideas and Details 1, 2; Craft and Structure 6

ACTIVITY 5: THE EPIC FORM

Reading for Literature: Craft and Structure 5, 6

Activity 1: Unit Introduction

Introducing the Big Question: Do Heroes Have Responsibilities?

Heroes are all around us. We find them in literature and in the real world. Heroes sometimes show strength of character and an unusual depth of wisdom. They make important choices and selflessly get involved when others might stand back. Heroes may serve others and fight for justice. Often, they exhibit outstanding courage, honesty, and leadership, but sometimes they do not have any of these qualities. They can be ordinary people who somehow stand up in a crisis and act in heroic ways. Think about heroes and what makes them take action. Is it character, or a sense of responsibility?

DIRECTIONS: **Think** about heroes you know personally, heroes you have read about, and heroes you have seen on TV or in movies. **Describe** heroic people from each of these categories. **Explain** what makes them heroic.

1. People whose courageous acts save or protect those who are in danger: _____

_____

2. People who choose honesty or integrity over self-interest: _____

_____

_____

3. Leaders who guide others to success: _____

_____

_____

4. People who sacrifice themselves to help others: _____

_____

5. People who help others without a desire for reward or recognition: _____

_____

_____

6. In the examples above, do you believe that a sense of responsibility motivates these people? Explain.

_____

_____

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ACTIVITY 1: UNIT INTRODUCTION

Before there was written literature, stories and poems were passed down by ***oral tradition***—from generation to generation by word of mouth. Many tales express basic human emotions and explore ***universal themes***, or insights into life that are true for many different times and cultures. Among such themes are the importance of heroism, the power of love, the strength of loyalty, the responsibility of leadership, the struggle between good and evil, and the dangers of greed. The reader uses clues from the writer's choice of details, as well as from the style and tone of the work, to infer the theme.

Storytellers explore such themes by means of ***archetypes***. An archetype is a situation, a character, an image, or a symbol that appears in the tales of various cultures. The ***historical context*** (the social and cultural background of a particular tale) influences the presentation of archetypes. In this unit, the author uses the archetype of the ***hero's quest.*** In the hero's quest, a clever or brave person undergoes a series of tests or hardships while on a search for something of great importance. The hero is known as the ***protagonist*** and the opposing force is his ***antagonist***. Often, the opposing force is nature's fury or a ***monster***, a nonhuman creature that menaces society and must be destroyed.

DIRECTIONS: **Circle** the letter of the answer that best matches each numbered item.

1. universal theme	A. adult vs. child	B. husband vs. wife	C. hero vs. villain
2. historical context	A. individual opinion	B. animal description	C. religious beliefs
3. protagonist	A. brave person	B. observer	C. monster
4. hero's quest	A. looking for a pencil	B. rescuing a maiden	C. avoiding a fight
5. archetype	A. story element in many cultures	B. main character	C. scary monster

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Activity 2: Theme and the Oral Tradition

Narrative Forms

Across cultures, storytellers in the oral tradition developed specific narrative forms. These forms express the values, ideals, and behaviors held important by the culture from which they came. They also reflect the oral nature of the tradition. For example, some narratives included *epithets*, which are descriptive phrases that are repeated when a character is named. These epithets made the narratives easier to memorize and helped listeners recognize and remember the characters.

Narrative Form	Characteristics
Myth	• Describes the actions of gods or heroes, or explains the origins of nature; • Present in every ancient culture; ancient Greek and Roman myths are known as classical mythology
Folk Tale	• Follows a simple formula; • Themes of heroics, adventure, magic, or romance; • Often contains animal characters with human traits; • Includes fables and fairy tales
Legend	• Recounts the adventures of a hero who was a real person from the past (or was thought to be real at one time); • Relates events that may or may not be true; • Includes tall tales, which feature exaggeration
Epic	• A long narrative poem; • Describes the deeds of a larger-than-life hero; • Depicts a hero's quest model of an archetypal plot; • Hero is helped or hindered by supernatural creatures or gods; • Gives details about the culture it is from

DIRECTIONS: Circle the letter of the answer that best matches each numbered item.

1. tall tale	A. epic	B. exaggerated folk tale	C. story featuring monsters
2. epic	A. factual narrative	B. legend	C. long narrative poem
3. epithet	A. repeated phrase	B. universal theme	C. legend
4. quest	A. hero's journey	B. story that explains nature	C. opposing force
5. main character in a legend	A. historical figure	B. hero	C. god or goddess

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Activity 3: Point of View & Cultural Experience

An author's *point of view* consists of his or her attitudes or beliefs concerning a subject. Point of view is influenced by the author's *cultural experiences*—the basic history, beliefs, and values that shape life in society. Literature in the oral tradition usually expresses a cultural point of view. Its purpose is to teach people about their culture so that they try to conform to it. Storytellers of the past felt responsible for preserving the identity of their culture. Through oral storytelling, they reminded people of their *history*, communicated *values* to young people, and shared religious beliefs. They were more than just entertainers; they served as historians, teachers, and advisors. By contrast, works of modern fiction usually express an author's unique and individual point of view. This modern point of view may be critical of the author's own culture or society, as in satire. Modern writers seek to entertain readers with their stories, but may include information meant to inform, explain, or persuade readers as well.

As stories in the oral tradition were not written down, they changed in each retelling as they were passed among generations and shared with other cultures. Over the years, details changed to reflect changing values and attitudes. The chart below is an example of these changing points of view.

DIRECTIONS: **Complete** the chart below.

Cinderella After Cinderella's mother dies, her father remarries, then dies. Cinderella is treated cruelly by her stepmother and two mean stepsisters. Cinderella attends the king's ball in disguise and meets the prince. At midnight, she runs away, leaving behind a slipper. The prince falls in love with Cinderella and finds her by trying her lost slipper on every girl in the land. He finds her and rescues her from her evil family. They marry and live happily ever after.		
Culture:	**Ending:**	**Cultural Viewpoint:**
German folk tale retold by the Brothers Grimm in 1812	The stepsisters cut off their heels and toes to fit into the slipper. After the wedding, doves from heaven peck out the eyes of the stepsisters, and they are never seen again.	Medieval view: Violence, cruelty, and revenge are a part of life, so it is okay for children to hear about it.
American folk tale based on a French folk tale, retold by Charles Perrault in 1697		

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Activity 4: Greek Mythology & Customs

Ancient Greek religion was based on a belief in many gods. Zeus was king of the gods, and Hera was his beautiful and powerful wife. Other gods and goddesses were associated with different aspects of nature or human behavior. The most important ones were said to dwell on Mount Olympus, the tallest mountain in Greece. These Olympians, however, were not the first gods.

Read about Greek mythology and religious customs on p. 1040C and 1040D. Pay special attention to the phonetic spellings that help you learn proper pronunciation of these Greek names. For additional explanation, consult the internet for the ancient Greek creation story, the battle between the Olympians and the Titans, and to learn a bit more about the Greek gods and goddesses and ancient religious practices. One good site is *www.historylink101.com* (click on the Greece tab at the top, then Ancient Greek Mythology, then choose from Stories at the bottom of the page). You can also use Wikipedia or other sites.

DIRECTIONS: Use your research and the information on p. 1040D to fill in the chart. There may be more than one answer in each box.

Question	Greek God or Goddess
To whom would you pray if you were going on an ocean voyage?	
Who were Zeus' parents?	
To whom would you pray for courage before going to war?	
Which god is usually shown with wings on his sandals?	
To whom would you pray for a full moon for better hunting?	
Name 3 goddesses who may have been the favorites of women.	
Which gods represented the 4 elements: earth, air, fire, and water?	
For which Titan did we name a book of maps?	

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Activity 5: The Epic Form

Homer, the epic poet: Homer is the legendary blind poet credited with writing *The Iliad* and *The Odyssey*. These epics, known for their sweeping scope, gripping stories, and vivid style, have captured the audience's attention for almost 3,000 years. No one can prove Homer's existence with any certainty because no authentic record of his life exists. Whatever the truth about Homer may be, no one disputes the quality of the two epics with which he is credited. The ancient Greeks revered the poems, reciting them at festivals and memorizing them in school.

The epic: An ***epic*** is a long narrative poem that relates important events in the history or folklore of a culture. Its central character, known as the ***epic hero***, is a larger-than-life figure who embodies traits that the culture values. Typical characteristics of an epic hero are physical strength, bravery, intelligence, high birth/nobility, fame, effective leadership skills, and fighting skill in battle.

The epic form: *The Iliad* and *The Odyssey* influenced nearly all of the great European epics that followed them. Literary devices in Homer's epics are often imitated in these later works, including:

- Opening invocation to the Muse: The speaker of the poem asks the Muse for inspiration.
- Starting the story "in medias res", which means in the middle of things: Beginning with action instead of background information captures the audience's attention.
- Lofty style: Elegant language shows that the subject matter is important.
- Objective tone: By keeping an emotional distance, the poet focuses attention on the story.
- Rhythm: A regular rhythmic pattern helps the poet remember the lines and creates a fast pace.
- Epithet: A characterizing phrase for a person, place, or thing. Recurring epithets, such as "rosy-fingered dawn" and "Odysseus, son of Laertes" are easy to remember.
- Epic simile: A long comparison over many lines. Such similes were another way to aid memory.

DIRECTIONS: **Read** each passage from an epic poem. Then, **label** the literary device used.

Thus, while the mute creation downward bend
Their sight, and to their earthly mother tend,
Man looks aloft; and with erected eyes
Behold his own hereditary skies. ~ *Metamorphoses*, by Ovid

lofty style or epic simile? _____

Tell me, O muse,
of that ingenious hero
who traveled far and wide
after he had sacked the famous town of Troy. ~ *The Odyssey*, by Homer

opening invocation or epithet? _____

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LESSON 17

ASSIGNMENTS

The Odyssey, Part 1, by Homer

ACTIVITY 6: PRE-READING ACTIVITIES

Before You Read: Connect to the Big Question
Vocabulary: Vocabulary Warm-Ups, Vocabulary Builder
Writing: Production and Distribution of Writing 4
Language: Vocabulary and Acquisition Use 4

ACTIVITY 7: THEME ANALYSIS

p. 1044-1082, The Odyssey, Part 1
Theme Analysis Pages Introduced
Theme Analysis Pages:

- Sailing from Troy
- The Lotus Eaters
- The Cyclops
- The Land of the Dead
- The Sirens
- Scylla and Charybdis
- The Cattle of the Sun God

Reading for Literature: Key Ideas and Details 1-3; Craft and Structure 5, 6; Integration of Knowledge and Ideas 7
Writing: Research to Build and Present Knowledge 7; Range of Writing 10

ACTIVITY 8: AFTER YOU READ

Critical Thinking
Research Skills: Geography
Integrated Language Skills: Simple and Compound Sentences
Reading for Informational Text: Craft and Structure 5a
Writing: Research to Build and Present Knowledge 9
Language: Conventions of Standard English 1; Knowledge of Language 3

ACTIVITY 9: KEY VOCABULARY GRAPHIC ORGANIZERS

Language: Vocabulary and Acquisition Use 4

ACTIVITY 10: SELECTION SELF-TEST

Reading for Literature: Key Ideas and Details 2
Language: Vocabulary Acquisition and Use 6

Activity 6: Pre-Reading Activities

The Odyssey, Part 1, by Homer

The Trojan War

Paris, a Trojan prince, was chosen to judge whether Hera, Athena, or Aphrodite were the most beautiful of the goddesses. Paris chose Aphrodite as the winner, and she agreed to help him kidnap Helen, the most beautiful mortal woman in the world, who happened to be married to Menelaus, the king of Sparta. Menelaus sent 1,000 Greek ships to bring Helen home, setting in motion the Trojan War, which lasted 10 years. The Trojans would have won the war, except Odysseus came up with a brilliant plan. The Greeks built a giant wooden horse and hid warriors inside. They wheeled the horse to the gates of Troy and said the horse was an offering to Athena, the protector of Troy. Not wanting to offend Athena, the Trojans brought the wooden horse inside the gates. During the night, the Greek warriors came out and opened the city gates, letting the rest of the army in. They won the war, but angered Poseidon, the god of the sea. Of the original 1,000 ships, only a few made it home because of Poseidon's fury. The most famous of these journeys home was that of Odysseus. His trip should have taken 10 days, but it ended up taking 10 more years. Read more about the Trojan War at ***www.historylink101.com.***

The Odyssey

The Odyssey is a classic adventure story. It combines realistic elements of historical events with wildly-imagined scenes of fantastic places and creatures. The ***epic*** also includes many interesting characters. Odysseus, for example, represents the model ***epic hero***. A leader of courage, daring, and wit, he pursues his goal—to return home to his loving wife Penelope—without losing hope in the face of many setbacks. *The Odyssey* begins "in medias res", which means that major events occur before the poem begins and are told in ***flashback*** (interrupting a scene to tell about earlier events). As you read, consider how these structural elements add excitement and tension to the story.

Writing About the Big Question

In Part 1 of *The Odyssey*, Homer describes Odysseus' long and dangerous journey home. As you read, look for the influence of historical and cultural context (events, beliefs, and customs) in the story. Also look for ways that Odysseus behaves like an epic hero and ways he fails to be heroic. Think about the Big Question: Do heroes have responsibilities?

1. Odysseus helped the Greeks win the war by tricking the Trojans. Is this a fair way to win? Explain your answer.

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Activity 6: Pre-Reading Activities

Vocabulary Warm-Up Word Lists

DIRECTIONS: **Study** these words from the selection. Then, **complete** the Vocabulary Warm-ups and Vocabulary Builder activities.

Word List A

1. ***assuage*** [uh SWAYJ] v. calm; soothe; pacify
   Gentle words may ***assuage*** his anger.
2. ***bereft*** [bee REFT] adj. deprived; lacking
   Bereft of sleep, she struggled to stay awake during the meeting.
3. ***compelled*** [kum PELD] adj. forced; persuaded
   The fierce storm ***compelled*** us to turn back and seek shelter.
4. ***dispatched*** [dih SPACHT] v. finished quickly; got out of the way
   The homework assignment was so easy that he ***dispatched*** it in less than an hour.
5. ***entreat*** [in TREET] v. beg and plead
   I ***entreat*** you to give me another chance.
6. ***immortal*** [i MORE tull] adj. living or lasting forever
   People who risk their lives for a thrill must think they are ***immortal***.
7. ***plucked*** [PLUHKT] v. pulled something off or out quickly
   The child ***plucked*** the petals from a daisy.
8. ***plundered*** [PLUN derd] v. took goods by force; looted; stole
   The pirates ***plundered*** the merchant ship they captured.

Word List B

1. ***anguish*** [AIN gwish] n. great suffering caused by pain or worry
   He suffered great ***anguish*** after causing the car accident.
2. ***ardor*** [AR der] n. passion; enthusiasm
   The crowds cheered their favorite athletes with ***ardor***.
3. ***cavern*** [KAV ern] n. a large, deep cave
   Bushes hid the entrance to the ***cavern***.
4. ***formidable*** [FOR mih duh bull] adj. causing fear or dread; very powerful
   The boxer was not afraid, despite the ***formidable*** size of his opponent.
5. ***indifferent*** [in DIF er ent] adj. not caring; unconcerned or not interested
   The cold-hearted man was ***indifferent*** to the beggar at his feet.
6. ***insidious*** [in SID ee us] adj. characterized by craftiness and evil
   The traitor's ***insidious*** actions led to the city's downfall.
7. ***realm*** [RELM] adj. a region or area ruled by nobility; a kingdom
   David stood on his balcony, looking out over his ***realm***.
8. ***tranquil*** [TRAIN kwul] adj. calm, quiet, and peaceful
   We sat on the porch, enjoying the ***tranquil*** evening.

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Activity 6: Pre-Reading Activities

Vocabulary Warm-Ups

DIRECTIONS: **Fill in** the blanks in the following paragraph with an appropriate word from Word List A.

"I have **[1]** _____ my last retirement account," declared Otis passionately to his fellow workers at the bank. "I feel **[2]** _____ to quit this job right now, as soon as I have **[3]** _____ my last eviction notice." Otis' co-workers tried to **[4]** _____ his temper. Estelle asked Otis to reconsider his decision. "I **[5]** _____ you to think twice about this. If you quit, you will not be rehired, and your family will be **[6]** _____ of healthcare benefits for a long time." "I do not care," said Otis. "This job is so stressful that I have **[7]** _____ out all of my eyebrows. Life is short, and I am not **[8]** _____. I must do what makes me happy." Without another word, Otis left the bank for good.

DIRECTIONS: **Choose** a synonym for each word. **Use** each word in sentence that makes its meaning clear. **Refer** to a thesaurus, if needed.

1. **anguish** synonym: _____

   Sentence: _____

2. **cavern** synonym: _____

   Sentence: _____

3. **formidable** synonym: _____

   Sentence: _____

4. **indifferent** synonym: _____

   Sentence: _____

5. **realm** synonym: _____

   Sentence: _____

6. **insidious** synonym: _____

   Sentence: _____

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Activity 6: Pre-Reading Activities

Vocabulary Builder: Using the Word List

ardor	assuage	bereft
dispatched	insidious	plundered

DIRECTIONS: **Think** about the meaning of the italicized words, then **answer** in complete sentences.

1. If you regard someone as *insidious*, do you like or dislike that person? Explain.

_____

2. Historically, when do people tend to *plunder*, during wartime or peacetime? Explain.

_____

3. If she *dispatched* her assignment, did it take her a long or short time to finish? Explain.

_____

4. Would you use gentle words or threatening words to *assuage* someone's anger? Why?

_____

5. If you were *bereft* of sleep, would you feel tired or well-rested? Why?

_____

6. Would you feel *ardor* for something you ignore or care about? Explain.

_____

DIRECTIONS: The Old English prefix *be-* means "around", "make", or "covered with". It can be added to a noun or an adjective to create a transitive verb. **Match** each word in column A with its meaning in column B. Use a dictionary, if needed, such as ***dictionary.com.***

_____	1. bemoan	A. be on one's guard
_____	2. bewilder	B. lament
_____	3. beware	C. look at
_____	4. behold	D. confuse
_____	5. bereft	E. deprived

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ACTIVITY 7: THEME ANALYSIS

Theme Analysis Pages (Part 1): *The Odyssey*, Part 1, by Homer

Theme Analysis Pages

Throughout this unit you will complete theme analysis pages for each section of *The Odyssey*. These pages will help you understand and analyze this difficult selection. After you complete the second set of Theme Analysis pages in Activity 12, you will select your ***best two theme analysis pages*** to give to your teacher as a Performance Task ***worth 10 points each***. Follow these directions to complete *each page:*

1. Illustration: Find a painting or sculpture that illustrates this section of *The Odyssey*. Print the illustration (make sure it is large enough to see, but small enough to fit in the box). Write the title of the artwork, the artist, and any other details you would like, such as the date the art was made, what materials were used, or where the art is currently displayed.
2. Summary: Explain the key events of this section, using the transition words given.
3. Theme: Explain the main idea of the section, or the lessons the characters learned.
4. History and culture: Examples would be worship of multiple gods or believing in prophecy.
5. Storytelling elements: Examples include suspenseful sounds or dark, ominous locations.
6. Traits of an epic hero: Circle which traits Odysseus shows in the section, then select a quote that shows his heroic behavior.

DIRECTIONS: **Read** *The Odyssey*, Part 1, p. 1044-1082. Do not skip the Opening Invocation on p. 1045 or the list of characters on p. 1046. Also read the side notes for additional information that will help you understand the reading. As you read, **complete** the theme analysis pages for each section:

1. Sailing from Troy, p. 1047-1048
2. The Lotus Eaters, p. 1048-1049
3. The Cyclops, p. 1050-1063
4. The Land of the Dead, p. 1064-1069
5. The Sirens, p. 1071-1073
6. Scylla and Charybdis, p. 1073-1076
7. The Cattle of the Sun God, p. 1076-1082

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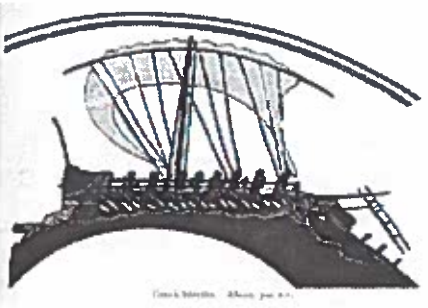
ACTIVITY 7: THEME ANALYSIS

SAILING FROM TROY	
Illustration: 	**Title, artist, other details:**

SUMMARY OF THE READING
First,
Then,
Later,
Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)
Theme of the reading (lessons learned):
Behavior and attitudes that show the **history and culture** of ancient Greece:
Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:
Which traits of an **epic hero** does Odysseus show in this reading? Circle your choices then **add a quote** from the reading. physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 7: THEME ANALYSIS

THE LOTUS EATERS

Illustration:

Title, artist, other details:

SUMMARY OF THE READING

First,

Then,

Later,

Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)

Theme of the reading (lessons learned):

Behavior and attitudes that show the **history and culture** of ancient Greece:

Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:

Which traits of an **epic hero** does Odysseus show in this reading?
Circle your choices then **add a quote** from the reading.

physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 7: THEME ANALYSIS

THE CYCLOPS	
Illustration:	**Title, artist, other details:**

SUMMARY OF THE READING
First,
Then,
Later,
Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)
Theme of the reading (lessons learned):
Behavior and attitudes that show the **history and culture** of ancient Greece:
Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:
Which traits of an **epic hero** does Odysseus show in this reading? Circle your choices then **add a quote** from the reading. physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 7: THEME ANALYSIS

THE LAND OF THE DEAD

Illustration:

Title, artist, other details:

SUMMARY OF THE READING

First,

Then,

Later,

Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)

Theme of the reading (lessons learned):

Behavior and attitudes that show the **history and culture** of ancient Greece:

Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:

Which traits of an **epic hero** does Odysseus show in this reading?
Circle your choices then **add a quote** from the reading.

physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 7: THEME ANALYSIS

THE SIRENS	
Illustration:	**Title, artist, other details:**
SUMMARY OF THE READING	
First,	
Then,	
Later,	
Last,	
ANALYSIS (ANSWER IN COMPLETE SENTENCES)	
Theme of the reading (lessons learned):	
Behavior and attitudes that show the **history and culture** of ancient Greece:	
Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:	
Which traits of an **epic hero** does Odysseus show in this reading? Circle your choices then **add a quote** from the reading. physical strength bravery intelligence battle skills high birth fame leadership	

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ACTIVITY 7: THEME ANALYSIS

SCYLLA AND CHARYBDIS

Illustration:

Title, artist, other details:

SUMMARY OF THE READING

First,

Then,

Later,

Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)

Theme of the reading (lessons learned):

Behavior and attitudes that show the **history and culture** of ancient Greece:

Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:

Which traits of an **epic hero** does Odysseus show in this reading?
Circle your choices then **add a quote** from the reading.

physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 7: THEME ANALYSIS

THE CATTLE OF THE SUN GOD	
Illustration:	**Title, artist, other details:**

SUMMARY OF THE READING
First,
Then,
Later,
Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)
Theme of the reading (lessons learned):
Behavior and attitudes that show the **history and culture** of ancient Greece:
Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:
Which traits of an **epic hero** does Odysseus show in this reading? Circle your choices then **add a quote** from the reading. physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 8: AFTER YOU READ

Critical Thinking
The Odyssey, Part 1, by Homer

DIRECTIONS: Answer the questions below using complete sentences.

1. What customs does Odysseus expect the Cyclops to honor? How does the Cyclops disregard these customs?

2. What character traits does Odysseus display in the Land of the Dead that he did not reveal earlier? Explain.

3. What role did the gods play in the fact that Odysseus slept while his men killed the cattle? Explain.

4. Did Odysseus' epic hero traits help him get home safely, or were other traits more important? Explain.

5. *The Odyssey* has entertained people for thousands of years. Why do you think it has remained such an enduring work of literature? Explain.

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ACTIVITY 8: AFTER YOU READ

Enrichment: *Geography*
The Odyssey, Part 1, by Homer

The term *odyssey*, meaning a long voyage or wandering, comes from the name Odysseus. Zeus' winds send Odysseus and his men to the farthest reaches of the Mediterranean Sea. Scholars have traced many of the places in this epic to actual places around the Mediterranean.

DIRECTIONS: **Use** details from the map above and the map on p. 1078 of the textbook to **answer** the questions below.

1. Odysseus encounters the Cyclops between the time that he drags his men away from the Ciconian Lands and the time that he reaches Aeolia. Where might the land of the Cyclopes have been located?

_____

_____

2. According to the textbook map, where did Odysseus find the Land of the Dead?

_____

_____

3. On the map, use a blue pen to trace the path that Odysseus wanted to take from Troy to Ithaca. Use a red pen to trace the path that Odysseus actually took in Part 1 of *The Odyssey*.

_____

_____

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Activity 8: After you Read

Integrated Language Skills: *Grammar*
The Odyssey, Part 1, by Homer

Simple and Compound Sentences

A ***simple sentence*** consists of a single independent clause. Although a simple sentence has one subject and one verb, the subject and/or verb can be compound. A simple sentence may have modifying phrases but it cannot have a subordinate clause.

A ***compound sentence*** consists of two or more independent clauses. The clauses can be joined by a comma and a coordinating conjunction or by a semicolon. (***Coordinating conjunctions*** are *and, but, or, nor, for, yet,* and *so.*)

Examples

Simple sentence	The **man** remembered an old story.
Simple sentence with compound subject	The **man** and his **wife** remembered an old story.
Simple sentence with compound verb	**They** laughed and remembered an old story.
Compound sentence (two sentences put together)	**They** laughed together, and **they** remembered an old story.

DIRECTIONS: Underline the subject and verb in each sentence. **Identify** each sentence as *simple* or *compound.*

_____ 1. In his monumental epic, *The Odyssey,* Homer recounts the wanderings of Odysseus on his journey home to Ithaca after the Trojan War.

_____ 2. Odysseus and his men enjoy the favor of Athena, but their safe return is jeopardized by the hostility of Poseidon.

_____ 3. Odysseus foolishly leads his men into the cave of the Cyclops; there, several of them meet a ghastly fate.

_____ 4. Odysseus tricks the Cyclops by telling him a false name: "Nohbdy."

_____ 5. At the end of this adventure, however, Odysseus boastfully reveals his true name and makes himself vulnerable to the Cyclops' curse.

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Activity 8: After you Read

DIRECTIONS: **Combine** each pair of simple sentences to form a compound sentence, following the rules on the previous page.

1. The Sirens sang. The ship sailed on.

_____

_____

2. Scylla swooped down. She grabbed six men.

_____

_____

3. They screamed for help. Odysseus could only watch helplessly.

_____

_____

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ACTIVITY 9: KEY VOCABULARY

DIRECTIONS: **Locate** these key vocabulary words and definitions on p. 1042. **Analyze** them, following the four steps below. **Study** these words for the unit test.

Formal Definition:	Your Own Definition (words or picture):

ASSUAGE

Examples/Synonyms:	Non-Examples/Antonyms:

Formal Definition:	Your Own Definition (words or picture):

INSIDIOUS

Examples/Synonyms:	Non-Examples/Antonyms:

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ACTIVITY 10: SELECTION SELF-TEST

The Odyssey, Part 1, by Homer

DIRECTIONS: Read the questions carefully. Circle the best answer.

1. Which of the following is the best definition of epic?

   A. a long, narrative poem based on actual historical events
   B. a long, narrative poem about important events in the history or folklore of a culture
   C. a dramatic poem that includes fantastic and supernatural elements
   D. a prose narrative in which the hero embarks on a long journey in search of something

2. What danger do the Lotus-Eaters pose?

   A. Eating the lotus will make the men forget about returning home.
   B. The Lotus-Eaters are dangerous because they are cannibals.
   C. The Lotus-Eaters may deliberately mislead the crew about the route home.
   D. The Lotus-Eaters may cause the winds to subside.

3. What Greek cultural value is Odysseus emphasizing in the passage below?

   In the next land we found were Cyclopes,
   Giants, louts, without a law to bless them.

   A. physical strength
   B. mental intelligence
   C. civilized life in a law-abiding society
   D. the benefits of travel

4. Why does Odysseus blind the Cyclops rather than kill him when the giant is asleep?

   A. His men convince him that they will all be cursed if they kill the Cyclops.
   B. Odysseus is moved by compassion for the Cyclops.
   C. Odysseus needs the Cyclops to roll aside the huge stone blocking the cave's entrance.
   D. Odysseus and his men lack the physical strength to kill the giant.

5. In which of these episodes does Odysseus lose ALL of his men?

   A. the Cyclops
   B. the Lotus-Eaters
   C. the Cattle of the Sun God
   D. the Sirens

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ACTIVITY 10: SELECTION SELF-TEST

6. Which of the following correctly defines flashback?

   A. a scene that interrupts the sequence of events in a narrative to relate earlier events
   B. a sudden realization on the part of the hero
   C. a scene that foreshadows an epic hero's destiny
   D. an extended comparison between the present and the past

7. What does the Cyclops do that has an important impact on future events?

   A. He destroys Odysseus' ship.
   B. He prophesies that Odysseus will visit Hades.
   C. He begs his father Poseidon to curse Odysseus.
   D. He tells Odysseus that he will return safely home to Ithaca.

8. Which of the following statements about a simple sentence is correct?

   A. It always has a compound subject.
   B. It always has a compound verb.
   C. It contains a coordinating conjunction.
   D. It consists of a single independent clause.

9. Which of the following is the best synonym for assuage?

   A. to influence
   B. to calm
   C. to antagonize
   D. to imitate

10. Which of the following means the opposite of insidious?

    A. enormous
    B. deceitful
    C. honest
    D. harmful

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LESSON 18

ASSIGNMENTS

The Odyssey, Part 2, by Homer

ACTIVITY 11: PRE-READING ACTIVITIES

Before You Read: Connect to the Big Question
Vocabulary: Vocabulary Warm-Ups, Vocabulary Builder
Writing: Production and Distribution of Writing 4
Language: Vocabulary Acquisition and Use 4

ACTIVITY 12: LITERARY ANALYSIS

p. 1089-1114, *The Odyssey*, Part 2
Epic Smile
Theme Analysis Pages:

- Twenty Years Gone, and I am Back Again ...
- Argus
- The Suitors
- Penelope
- The Challenge
- Odysseus' Revenge
- Penelope's Test

After You Read: Critical Thinking
Performance Task #1: Theme Analysis Pages: Rubric **(20 points)**
Reading for Literature: Key Ideas and Details 1-3; Craft and Structure 4-6; Integration of Knowledge and Ideas 7
Writing: Production and Distribution of Writing 4; Research to Build and Present Knowledge 7; Range of Writing 10
Language: Vocabulary Acquisition and Use 5

ACTIVITY 13: INTEGRATED LANGUAGE SKILLS

Grammar: Complex and Compound-Complex Sentences
Language: Conventions of Standard English 1; Knowledge of Language 3

ACTIVITY 14: KEY VOCABULARY GRAPHIC ORGANIZERS

Language: Vocabulary Acquisition and Use 4

ACTIVITY 15: SELECTION SELF-TEST

Reading for Literature: Key Ideas and Details 2
Language: Vocabulary Acquisition and Use 6

ACTIVITY 11: PRE-READING ACTIVITIES

The Odyssey, Part 2, by Homer

Meanwhile, Back in Ithaca

Odysseus, king of Ithaca, was away from home for ten years fighting in the Trojan War. Then it takes him another ten years to get home from Troy, including the seven years he spends on the island of Ogygia as the lover of the sea nymph Calypso. So Odysseus has not seen his wife Penelope or his son Telemachus in twenty years. What is going on at home while he is gone?

Penelope never loses hope that her husband will one day return, but everyone else in Ithaca assumes that Odysseus is long dead. Ithaca will remain kingless until Odysseus returns, or until Telemachus grows up, because women are not allowed to rule. Wanting to inherit Odysseus' kingship and lands, a large group of men come to the palace each day, hoping to be chosen as Penelope's new husband. The Greek custom of hospitality forces Penelope to give these men food, drink, and lodging as guests, which greatly depletes her family's wealth after twenty years.

As time goes on, the men become more and more impatient. They pressure Penelope to choose a new husband. First, she tells them that she will choose as soon as she finishes weaving a tapestry. She weaves all day, then secretly takes out the stitches at night. This fools them for years, but then the men get impatient again and begin to plot Telemachus' death as he gets nearer to adulthood. Knowing she can delay no longer, Penelope agrees to marry the man who can win a nearly-impossible contest.

Epic Simile: An ***epic simile*** is an elaborate comparison that may extend for several lines and that may use the words *like, as, just as,* or *so*. Unlike a normal simile, which draws a comparison to a single image, an epic simile might recall an entire place or story. As you read, notice how Homer uses epic similes (sometimes called ***Homeric similes***) to add vivid descriptions.

Theme Analysis Pages

You will continue to complete theme analysis pages for each section of *The Odyssey*. These pages will help you understand and analyze this difficult selection. At the end of the unit, you will select your **best two theme analysis pages** to give to your teacher for the Performance Task. **They are worth 10 points each, and will be incorporated into your final unit grade**.

Writing About the Big Question: In this selection, Odysseus must confront the men who want to marry his wife, murder his son, and steal his lands. As you read, think about how the story connects to the ***BIG QUESTION: DO HEROES HAVE RESPONSIBILITIES?***

1. How do the people in your family fulfill their responsibilities? Explain.

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Activity 11: Pre-Reading Activities

Vocabulary Warm-Up Word Lists

DIRECTIONS: **Study** these words from the selection. Then, **complete** the Vocabulary Warm-ups and Vocabulary Builder activities.

Word List A

1. ***bemusing*** [bee MYOOZ ing] v. confusing or muddling
   After ***bemusing*** the audience, the speaker received little applause.
2. ***dissemble*** [dih SEM bull] v. conceal under a false appearance; disguise
   The bank robber was able to ***dissemble*** and seem like an ordinary bank customer.
3. ***incredulity*** [in kreh DYOO lih tee] n. unwillingness or inability to believe
   During the magic show, they were silent with ***incredulity,*** in awe of the magician's skill.
4. ***intend*** [in TEND] v. to have in mind as a purpose; plan
   What do you ***intend*** to do about this problem?
5. ***marvel*** [MAR vull] v. to feel surprise or admiration
   I ***marvel*** at how anyone can survive when lost in the wilderness.
6. ***serene*** [ser REEN] adj. peaceful or very calm
   She gave us a ***serene*** smile, indicating that all was well.
7. ***throngs*** [THRONGZ] n. crowds; large number of people
   Throngs of men, women, and children came to the new stadium.
8. ***vessel*** [VESS ull] n. a ship or large boat
   The ***vessel*** we bought was a large sailboat.

Word List B

1. ***contempt*** [kun TEMPT] n. disdain or scorn; hatred
   A sore loser shows ***contempt*** for the team who won the tournament.
2. ***equity*** [EK wit ee] n. fairness; justice
   Laws are supposed to treat everyone with ***equity***.
3. ***guise*** [GUYZ] n. outward appearance
   The ***guise*** of bravery often masks fear.
4. ***handiwork*** [HAN dee werk] n. something made by hand
   She displayed her ***handiwork*** at the fair, and her quilt won first prize.
5. ***maudlin*** [MOD lin] adj. tearfully and foolishly sentimental; crying easily
   The scene with the injured dog evoked ***maudlin*** responses from the audience.
6. ***outrage*** [OUT rayj] n. extreme anger, or an act that is violent
   He displayed his ***outrage*** by stamping his foot.
7. ***shield*** [SHEELD] n. a broad piece of armor used by warriors to protect themselves
   Athena is usually pictured with a ***shield*** and an owl.
8. ***wrath*** [RATH] n. extreme anger; rage
   She controlled her ***wrath*** by counting to ten.

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Activity 11: Pre-Reading Activities

Vocabulary Warm-Ups

DIRECTIONS: **Fill in** each blank in the following paragraph with an appropriate word from Word List A. **Use** each word only once.

"Where do you [1] _____ to go for your vacation this year?" asked Jason.

"We might go to Paris again," said Amanda. "It is so [2] _____ by the little lake in the park near our favorite hotel. We can take a cruise down the Seine in a river [3] _____ or go to an art museum."

Jason stared at her with [4] _____, surprised by Amanda's calm voice. "Don't you worry about the [5] _____ of pickpockets in Paris? They are able to [6] _____, pretending to read a map, distracting tourists and stealing their wallets."

"You are [7] _____ me with your exaggeration of the problem," chuckled Amanda, "It's not really that bad if you just keep your wallet hidden."

"I [8] _____ at your bravery," Jason replied. "You would not catch me anywhere near Paris!"

DIRECTIONS: **Analyze** each of the following statements. **Rewrite** the sentence so that it makes sense. Do not change the vocabulary word.

1. Because she was using a <u>shield</u>, she was hit by several arrows.

_____

2. In the <u>guise</u> of an old woman, Rick did not fool any of his friends.

_____

3. The company treated its employees with <u>equity</u> by paying men more than women.

_____

4. John's <u>contempt</u> for Janet led him to thank her for her helpful comments.

_____

5. Brett's wonderful <u>handiwork</u> could not be accomplished without expensive machinery.

_____

6. The movie's happy ending put her in a <u>maudlin</u> mood.

_____

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ACTIVITY 11: PRE-READING ACTIVITIES

Vocabulary Builder: Using the Word List

bemusing	contempt	dissemble
equity	incredulity	maudlin

DIRECTIONS: For each of the following items, **analyze** the meaning of the italicized word and then answer the question.

1. Would you expect equity from a *judge* or a *thief*? Explain.

2. Would you treat someone you admire with contempt or *respect*?

3. Does being maudlin involve your *intelligence* or your *emotions*?

4. Are the intentions of people who dissemble more likely to be *good* or *bad*?

5. What type of news article would inspire incredulity in you?

6. Would you feel *enthusiasm* or *annoyance* at a long, bemusing lecture?

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Activity 11: Pre-Reading Activities

Word Study

The Latin prefix *dis-* means "away", "apart", or "not". Use this list of words (and a dictionary, if needed) to **answer** each question in a complete sentence.

displace	disentangle	dissimilar
dispute	discourage	

1. What would cause one football team to *displace* another in league rankings?

2. How could you *disentangle* your shoelace if it got caught in your bike chain?

3. If two books are *dissimilar,* are they alike or different?

4. What might be the subject of a *dispute* at a soccer game?

5. Should you *discourage* a friend who wants to go to college?

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ACTIVITY 12: LITERARY ANALYSIS

Epic Simile
The Odyssey, Part 2, by Homer

An ***epic simile*** is an elaborate comparison that may extend for several lines. Epic similes may use the words like, as, just as, or so to make the comparison. Unlike a normal simile, which draws a comparison to a single, distinct image, an epic simile is longer and more involved. It might recall an entire place or story. Epic similes are sometimes called ***Homeric similes.***

DIRECTIONS: **Read** *The Odyssey*, Part 2, p. 1089-1114. Then, **read** the epic similes that follow. **Circle** the letter of the answer that best completes each sentence.

1. In this epic simile, Homer compares an archer's relationship with his bow to:

> *But the man skilled in all ways of contending,*
> *Satisfied by the great bow's look and heft,*
> *Like a musician, like a harper, when*
> *With quiet hand upon his instrument*
> *He draws between his thumb and forefinger*
> *A sweet new string upon a peg: so effortlessly*
> *Odysseus in one motion strung the bow.*

A. a composer's relationship with his music
B. a peg's relationship with its string
C. a musician's relationship with his harp
D. a hand's relationship with its forefinger

2. In this epic simile, Homer compares Odysseus and the suitors to:

> *Think of a catch that fishermen haul in to a half-moon bay*
> *In a fine-meshed net from the whitecaps of the sea:*
> *How all are poured out on the sand, in throes for the salt sea,*
> *Twitching their cold lives away in Helios' fiery air:*
> *So lay the suitors heaped on one another.*

A. big fish and little fish
B. hunter and prey
C. husband and enemies
D. fisherman and fish

3. The comparison suggests that:

A. Odysseus was a good fisherman.
B. The suitors had as much chance of survival as fish caught in a net.
C. Something fishy was going on in Ithaca, and Odysseus had to correct it.
D. The setting is in the Greek isles, where fishing is an important industry.

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ACTIVITY 12: LITERARY ANALYSIS

Theme Analysis Pages (Part 2): *The Odyssey*, Part 2, by Homer

Theme Analysis Pages

In this section you will continue with the theme analysis pages for this section of *The Odyssey*. These pages will help you understand and analyze this difficult selection. After you complete this set of Theme Analysis pages, you will select your **best two theme analysis pages** to give to your teacher as a Performance Task **worth 10 points each**. Follow these directions to complete each page:

1. Illustration: Find a painting or sculpture that illustrates this section of *The Odyssey*. Print the illustration (make sure it is large enough to see, but small enough to fit in the box). Write the title of the artwork, the artist, and any other details you would like, such as the date the art was made, what materials were used, or where the art is currently displayed.
2. Summary: Explain the key events of this section, using the transition words given.
3. Theme: Explain the main idea of the section, or the lessons the characters learned.
4. History and culture: Examples would be worship of multiple gods or believing in prophecy.
5. Storytelling elements: Examples include suspenseful sounds or dark, ominous locations.
6. Traits of an epic hero: Circle which traits Odysseus shows in the section, then select a quote that shows his heroic behavior.

DIRECTIONS: **Read** *The Odyssey*, Part 2. Also read the **side notes** for additional information that will help you understand the reading. As you read, **complete** the theme analysis pages for each section:

1. Twenty Years Gone, and I am Back Again
2. Argus
3. The Suitors
4. Penelope
5. The Challenge
6. Odysseus' Revenge
7. Penelope's Test

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ACTIVITY 12: LITERARY ANALYSIS

TWENTY YEARS GONE, AND I AM BACK AGAIN	
Illustration:	**Title, artist, other details:**

SUMMARY OF THE READING
First,
Then,
Later,
Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)
Theme of the reading (lessons learned):
Behavior and attitudes that show the **history and culture** of ancient Greece:
Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:
Which traits of an **epic hero** does Odysseus show in this reading? Circle your choices then **add a quote** from the reading. physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 12: LITERARY ANALYSIS

ARGUS

Illustration:

Title, artist, other details:

SUMMARY OF THE READING

First,

Then,

Later,

Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)

Theme of the reading (lessons learned):

Behavior and attitudes that show the **history and culture** of ancient Greece:

Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:

Which traits of an **epic hero** does Odysseus show in this reading?
Circle your choices then **add a quote** from the reading.

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ACTIVITY 12: LITERARY ANALYSIS

THE SUITORS	
Illustration:	**Title, artist, other details:**

SUMMARY OF THE READING
First,
Then,
Later,
Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)
Theme of the reading (lessons learned):
Behavior and attitudes that show the **history and culture** of ancient Greece:
Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:
Which traits of an **epic hero** does Odysseus show in this reading? Circle your choices then **add a quote** from the reading. physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 12: LITERARY ANALYSIS

PENELOPE	
Illustration:	**Title, artist, other details:**

SUMMARY OF THE READING
First,
Then,
Later,
Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)
Theme of the reading (lessons learned):
Behavior and attitudes that show the **history and culture** of ancient Greece:
Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:
Which traits of an **epic hero** does Odysseus show in this reading? Circle your choices then **add a quote** from the reading. physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 12: LITERARY ANALYSIS

THE CHALLENGE

Illustration:

Title, artist, other details:

SUMMARY OF THE READING

First,

Then,

Later,

Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)

Theme of the reading (lessons learned):

Behavior and attitudes that show the **history and culture** of ancient Greece:

Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:

Which traits of an **epic hero** does Odysseus show in this reading?
Circle your choices then **add a quote** from the reading.

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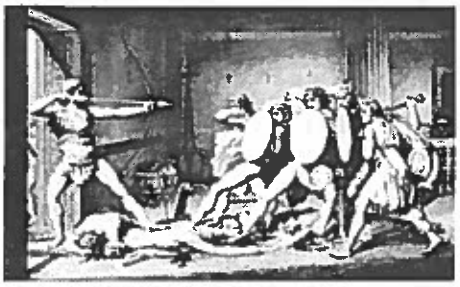
ACTIVITY 12: LITERARY ANALYSIS

ODYSSEUS' REVENGE

Illustration:



Title, artist, other details:

SUMMARY OF THE READING

First,

Then,

Later,

Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)

Theme of the reading (lessons learned):

Behavior and attitudes that show the **history and culture** of ancient Greece:

Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:

Which traits of an **epic hero** does Odysseus show in this reading?
Circle your choices then **add a quote** from the reading.

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ACTIVITY 12: LITERARY ANALYSIS

PENELOPE'S TEST	
Illustration:	**Title, artist, other details:**

SUMMARY OF THE READING
First,
Then,
Later,
Last,

ANALYSIS (ANSWER IN COMPLETE SENTENCES)
Theme of the reading (lessons learned):
Behavior and attitudes that show the **history and culture** of ancient Greece:
Storytelling elements (characters, settings, sensory language, etc.) that add to the excitement of the reading:
Which traits of an **epic hero** does Odysseus show in this reading? Circle your choices then **add a quote** from the reading. physical strength bravery intelligence battle skills high birth fame leadership

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ACTIVITY 12: LITERARY ANALYSIS

Performance Task #1 Rubric: Theme Analysis Pages
The Odyssey, by Homer

You have completed theme analysis pages covering each selection from *The Odyssey*. Now it is time to select your **best two theme analysis** pages to give to your teacher as a Performance Task. Choose the pages that are the most complete, where you answered each section thoroughly. Look at each page as if you are the teacher, following the grading rubric your teacher will use:

1. Illustration: Find a painting or sculpture that illustrates this section of *The Odyssey*. Print the illustration (make sure it is large enough to see, but small enough to fit in the box). Write the title of the artwork, the artist, and any other details you would like, such as the date the art was made, what materials were used, or where the art is currently displayed.
2. Summary: Explain the key events of this section, using the transition words given.
3. Theme: Explain the main idea of the section, or the lessons the characters learned.
4. History and culture: Examples would be worship of multiple gods or believing in prophecy.
5. Storytelling elements: Examples include suspenseful sounds or dark, ominous locations.
6. Traits of an epic hero: Circle which traits Odysseus shows in the section, then select a quote that shows his heroic behavior.

TEACHER'S GRADING RUBRIC	THEME PAGE#1	THEME PAGE#2	MEETS EXPECTATIONS OR REDO?
DID THE STUDENT . . .			
...include relevant artwork to illustrate this section of *The Odyssey*, with title and artist?	/2	/2	
...provide a simple but accurate summary of key events?	/2	/2	
...properly analyze the theme, historical/cultural context, and storytelling elements?	/2	/2	
...evaluate the epic hero traits shown and add a relevant quotation from the reading?	/2	/2	
...use formal language, spelling, and grammar conventions, as appropriate to task?	/2	/2	

Total Points _____ /20

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ACTIVITY 12: LITERARY ANALYSIS

After You Read: Critical Thinking
The Odyssey, Part 2, by Homer

DIRECTIONS: Answer the questions below using complete sentences.

1. How does the way Odysseus treat people of a lower social status differ from the way Antinous treats them? What does this suggest about the character of Odysseus?

2. What planning does Odysseus do to prepare for battle with the suitors? How does this planning help him to defeat his opponents?

3. Odysseus has not been as faithful to Penelope as she was to him during his long absence. What does this tell us about the cultural context of the story?

4. Do you think that Odysseus' revenge against the suitors is justified? Why or why not?

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Activity 13: Integrated Language Skills

Grammar

Complex and Compound-Complex Sentences

As you learned in Activity 8 of this unit, a ***simple sentence*** consists of a single independent clause, which can stand by itself as a sentence. A ***compound sentence*** consists of two or more independent clauses. The clauses can be joined by a comma and a coordinating conjunction or by a semicolon. (***Coordinating conjunctions*** are *and, but, or, nor, for, yet,* and *so.*)

A ***complex sentence*** consists of an independent clause, which can stand by itself as a sentence, and at least one subordinate clause, which cannot stand by itself. A ***compound-complex sentence*** has two or more independent clauses and at least one subordinate clause.

Simple:	He saw the audience.
Compound: (two complete sentences)	He saw the audience, and he waved to his parents.
Complex: (complete sentence + subordinate clause)	When the lights came on, he saw the audience.
Compound-complex: (two complete sentences + subordinate clause)	When the lights came on, he saw the audience, and he waved to his parents.

DIRECTIONS: **Underline** the independent clauses in each sentence. **Identify** each sentence as complex or compound-complex.

_____ 1. Because Odysseus was disguised, Penelope did not recognize her husband.

_____ 2. When Odysseus strung the bow, the suitors were amazed, and they stopped laughing.

_____ 3. Telemachus grabbed a sword, and he stood by his father while they fought the suitors.

_____ 4. Although there were many suitors, Odysseus killed every one of them.

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ACTIVITY 14: KEY VOCABULARY

DIRECTIONS: **Locate** these key vocabulary words and definitions on p. 912. **Analyze** them, following the four steps below. **Study** these words for the unit test.

Formal Definition:	Your Own Definition (words or picture):

EQUITY

Examples/Synonyms:	Non-Examples/Antonyms:

Formal Definition:	Your Own Definition (words or picture):

CONTEMPT

Examples/Synonyms:	Non-Examples/Antonyms:

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ACTIVITY 15: SELECTION SELF-TEST

The Odyssey, Part 2, by Homer

DIRECTIONS: Read the questions carefully. Circle the best answer.

1. How does Telemachus help Odysseus get revenge on the suitors?

   A. He removes their weapons from the hall.
   B. He reveals Odysseus' identity to Penelope.
   C. He tricks the suitors into drinking drugged wine.
   D. He helps him string the great bow.

2. The brief episode involving Argus the dog ends with which of the following?

   A. Eumaeus removes Argus from the hall.
   B. Odysseus fails to recognize Argus.
   C. After Argus recognizes Odysseus, the dog dies.
   D. The suitors object to Argus' presence in the hall.

3. Which of the following strategies is NOT helpful for understanding the historical and cultural context of a literary work?

   A. Write a short summary that covers the main characters and important events.
   B. Compare and contrast your reactions to ideas or situations with the characters' reactions.
   C. Read the end of the story first, then go back and start at the beginning.
   D. State the theme of the work—its message or insight about life and people.

4. Which of the following is an example of an epic simile?

   A. In one motion, Odysseus strung the bow.
   B. Odysseus stood watching the unruly suitors like a ship captain surveying a rough sea.
   C. The suitors, both strong and weak, tried and failed to string the bow.
   D. The setting of Odysseus' final challenge is his native island of Ithaca.

5. Which of Odysseus' heroic traits allows him to triumph in the bow-and-arrow challenge?

   A. bravery
   B. intelligence
   C. fame
   D. fighting skills

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ACTIVITY 15: SELECTION SELF-TEST

6. Why does Penelope test Odysseus?

   A. She wants to see if he is still as intelligent as he was in his youth.
   B. She wants him to demonstrate to the people that he is really their king.
   C. She wants to know if he has been faithful to her.
   D. She wants to know if he is really her husband.

7. Which of the following statements about a subordinate clause is correct?

   A. There must be a subordinate clause in every compound sentence.
   B. A subordinate clause cannot stand by itself as a complete sentence.
   C. A subordinate clause can only have one subject and one verb.
   D. A sentence cannot contain two subordinate clauses.

8. Which item correctly identifies this sentence:

   After Odysseus returned to Ithaca, Athena disguised him as a beggar.

   A. It is a simple sentence.
   B. It is a compound sentence.
   C. It is a complex sentence.
   D. It is a compound-complex sentence.

9. Which of the following is the best synonym for contempt?

   A. scorn
   B. complaint
   C. dislike
   D. permission

10. Which word is opposite in meaning to equity?

    A. equality
    B. unfairness
    C. violence
    D. caution

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LESSON 19

Contemporary Interpretations

ASSIGNMENTS

"An Ancient Gesture" & "Siren Song"

ACTIVITY 16: PRE-READING ACTIVITIES

Before You Read: Connect to the Big Question
Vocabulary: Vocabulary Warm-Ups, Vocabulary Builder
Writing: Production and Distribution of Writing 4
Language: Vocabulary Acquisition and Use 4

ACTIVITY 17: LITERARY ANALYSIS

p. 1128-1129 "Ancient Gesture" and p. 1130-1131 "Siren Song"
Allusion
Reading: Compare Literary Works
After You Read: Critical Thinking
Reading for Literature: Key Ideas and Details 1-3;
Integration of Knowledge and Ideas 9
Writing: Research to Build and Present Knowledge 9

ACTIVITY 18: INTEGRATED LANGUAGE SKILLS

Grammar: Revising Fragments and Run-On Sentences
Language: Conventions of Standard English 1; Knowledge of Language 3

ACTIVITY 19: KEY VOCABULARY GRAPHIC ORGANIZERS

Language: Vocabulary Acquisition and Use 4

ACTIVITY 20: SELECTION SELF-TEST

Reading for Literature: Key Ideas and Details 2
Language: Vocabulary Acquisition and Use 6

ACTIVITY 16: PRE-READING ACTIVITIES

"An Ancient Gesture" and "Siren Song"

Comparing Contemporary Interpretations

A *contemporary interpretation* of a literary work is a new writing based on an older writing. The new writer's cultural and historical background, attitude, and beliefs profoundly affects his or her perception of the older work. Modern writers draw from classic, traditional, or well-known source materials for a variety of reasons, including:

- Timeless or universal themes that are relevant to modern-day life
- Recognizable characters, settings, and conflicts
- Established meaning and importance
- Quick introduction of complex ideas
- Chances to re-interpret and add new layers of meaning

The characters and events of Homer's Odyssey are timeless and universal in their appeal. They have inspired many contemporary interpretations, including the poems you are about to read. By reinventing and transforming Homer's tales, modern-day writers can shed new light on Homer's ancient words.

Contemporary interpretations of literature from ages past can be viewed as extended allusions to the ancient texts. An ***allusion*** is a reference to a well-known person, place, event, or work of literature or art. As you read pay attention to the extended allusions each poet makes. Then, think about the ways in which the allusion helps each poet express a new, modern meaning.

Writing About the Big Question:

In these selections, the characters live up to their responsibilities in different ways. As you read, think about how they connect to ***THE BIG QUESTION: DO HEROES HAVE RESPONSIBILITIES?***

1. In your own life, what is one thing that you are responsible for? What is the consequence of not living up to this obligation? What is a positive result of making the choice to be responsible?

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Activity 16: Pre-Reading Activities

Vocabulary Warm-Up Word Lists

DIRECTIONS: **Study** these words from the selections. Then, **complete** the Vocabulary Warm-ups and Vocabulary Builder activities.

Word List A

1. ***ancient*** [AYN shent] adj. happening far back in history; very old
   This work of art dates back to ***ancient*** Egypt.
2. ***authentic*** [ah THIN tik] adj. genuine; real
   This old painting is not a copy; it is ***authentic***.
3. ***defrauded*** [dee FROD ed] v. cheated; tricked out of money
   The fake "African prince" e-mail scheme ***defrauded*** many people.
4. ***merchandise*** [MER chen dyss] n. things that are for sale
   The store sold fine ***merchandise*** crafted in Italy and Spain.
5. ***picturesque*** [pik cher ESK] adj. attractive and interesting-looking
   The view from the top of the hill was ***picturesque*** and peaceful.
6. ***shuttle*** [SHUT ull] n. a device used to make cloth that pulls a thread back and forth
   The invention of the ***shuttle*** was a great aid to those who made cloth by hand.
7. ***valuable*** [VAL yuh bull] adj. worth a great deal
   His most ***valuable*** possession is his laptop computer.
8. ***weaving*** [WEEV ing] n. the making of cloth or baskets
   Native Americans spent hours each day ***weaving*** baskets.

Word List B

1. ***fierce*** [FEERSS] adj. violent or angry and ready to attack
   The wolves' ***fierce*** battle determined which one would lead the pack.
2. ***gesture*** [JESS cher] n. a motion that shows or communicates feelings
   The host's ***gesture*** indicated that we should be seated.
3. ***irresistible*** [ear ree ZIS tih bull] adj. unstoppable; cannot be resisted
   Her ***irresistible*** charm had us all under her spell.
4. ***lofty*** [LOF tee] adj. very high; noble
   He had ***lofty*** goals of being an Olympic athlete and winning a gold medal.
5. ***mythical*** [MITH ih kull] adj. existing only in myths or legends
   The Sirens are ***mythical*** creatures who lure sailors to their deaths.
6. ***siege*** [SEEJ] n. the act of surrounding with an army for a long time
   The ***siege*** of Troy lasted nearly ten years.
7. ***squadrons*** [SKWOD runz] n. military units of troops or planes
   Four squadrons of ***soldiers*** left the base and headed for battle.
8. ***tradition*** [truh DISH un] n. a long-established way of thinking or acting from the past
   It is a ***tradition*** to display the American flag on July 4.

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Activity 16: Pre-Reading Activities

Vocabulary Warm-Ups

Exercise A

DIRECTIONS: **Fill in** each blank in the following paragraph with an appropriate word from Word List A. **Use** each word only once.

Jake thought attending the Renaissance fair was an experience not to be missed. He felt that it gave him a **[1]** _____ understanding of **[2]** _____ history. One of the craftspeople at the fair was busy **[3]** _____ a beautiful rug. Watching her and the other costumed participants created a **[4]** _____ scene. Jake stopped to admire her skill as she quickly moved the **[5]** _____ across the loom. He could see that some of the **[6]** _____ the weaver had created was for sale. He did not worry about being **[7]** _____ because he could see that all of her weavings were **[8]** _____. The rug he wanted was expensive but, considering the amount of work that went into it, Jake thought he got a bargain.

Exercise B

DIRECTIONS: **Analyze** each question. **Answer** the question in a complete sentence, using the underlined word.

1. Would you be scared of a <u>fierce</u> dog?

_____

_____

2. What kind of a <u>gesture</u> might you make toward a person you just met?

_____

_____

3. If a temptation is <u>irresistible</u>, will you be able to walk away from it?

_____

_____

4. Would you be afraid of a <u>mythical</u> creature in a movie?

_____

_____

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ACTIVITY 16: PRE-READIING ACTIVITIES

5. Would you want to be inside a walled city during a siege?

6. If several squadrons of soldiers were protecting your city, would you feel safe?

7. What is a common lofty goal that most high school graduates seek?

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ACTIVITY 16: PRE-READIING ACTIVITIES

Vocabulary Builder: Using the Word List

authentic	defrauded	lofty	picturesque	siege

DIRECTIONS: **Analyze** each sentence. **Rewrite** the sentence so that it makes sense. Do not change the vocabulary word.

1. They refuse to buy the old silver coin because they believe it is authentic.

2. Because the landscape was so picturesque, we did not take photographs.

3. The siege of the city was successful, so the soldiers outside the walls retreated.

4. Because he is a person with lofty ideals, we criticize him harshly.

5. As a businessman with great integrity, he always defrauds his customers.

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Activity 16: Pre-Reading Activities

Word Study

DIRECTIONS: **Write** the letter of the choice that is the best synonym for each numbered word.

_____ 1. defrauded
- A. rejected
- B. praised
- C. cheated
- D. promoted

_____ 2. lofty
- A. false
- B. small
- C. drafty
- D. noble

_____ 3. authentic
- A. genuine
- B. antique
- C. practical
- D. soft

_____ 4. siege
- A. strong grip
- B. surrounded by army
- C. military aid
- D. disaster relief

_____ 5. picturesque
- A. grotesque
- B. logical
- C. important
- D. charming

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ACTIVITY 17: LITERARY ANALYSIS

Allusion
"An Ancient Gesture" and "Siren Song"

An *allusion* is a reference to a well-known person, place, event, literary work, or work of art. By making allusions to Homer's tales, modern writers shed new light on his ancient words. Contemporary interpretations may allude to any aspects of Homer's epic, including plot, characters, settings, imagery, language, and theme.

In "An Ancient Gesture", Edna St. Vincent Millay uses Odysseus and Penelope to reveal the type of heroism that comes from suffering. While Odysseus is celebrated for his courage, adventurous spirit, and cunning, Penelope is most notable for her loyalty and patience, and also for her cleverness in tricking the suitors.

In "Siren Song", Margaret Atwood gives us an idea of why the Sirens had such a strong effect on sailors. These creatures were half-bird and half-woman, and lured heroes to their deaths with irresistibly sweet singing.

DIRECTIONS: **Read** "An Ancient Gesture", p. 1128-1129 and "Siren Song", p. 1130-1131. After reading, **answer** the questions below.

1. What is the "ancient gesture"? What does Millay mean when she says Penelope's gesture was authentic, but Ulysses (Odysseus) did it only as a gesture to a crowd of listeners? Explain.

2. Who did Millay think was the real hero—Odysseus or Penelope? Why?

3. In "Siren Song", the Siren says her song "is a boring song but it works every time." Why is her song so effective? What techniques does she use to lure men to her island? Explain.

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ACTIVITY 17: LITERARY ANALYSIS

Reading: Contemporary Interpretations "An Ancient Gesture" and "Siren Song"

A ***contemporary interpretation*** of a literary work is a new writing based on an older writing. The new writer's cultural and historical background, attitude, and beliefs profoundly affect his or her perception of the older work.

DIRECTIONS: Compare "An Ancient Gesture" and "Siren Song" to *The Odyssey*. **Use** complete sentences.

1. How is "An Ancient Gesture" similar to *The Odyssey*?

2. How is "An Ancient Gesture" different from *The Odyssey*?

3. What is the lesson Millay tries to teach with her poem?

4. How is "Siren Song" similar to *The Odyssey*?

5. How is "Siren Song" different from *The Odyssey*?

6. What is the lesson Atwood tries to teach with her poem?

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ACTIVITY 17: LITERARY ANALYSIS

After You Read: Critical Thinking
"An Ancient Gesture" and "Siren Song"

DIRECTIONS: **Conduct** an internet search for the Sirens of Greek mythology. **Answer** the questions below using complete sentences.

1. What did Sirens look like? Find at least three different descriptions of their appearance.

2. What happened to the sailors who followed the Sirens' voices? Find at least three different explanations.

3. Why do we use the word "siren" for an emergency alarm?

4. List the webpages you visited in conducting your research:

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Activity 18: Integrated Language Skills

Grammar
"An Ancient Gesture" and "Siren Song"

Revising to Combine Sentences and Run-On Sentences

A *fragment* is a group of words that does not express a complete thought. It is punctuated as if it were a sentence, but it is only part of a sentence. Often, it is missing a subject, a verb, or both. To correct a fragment, build a sentence that has a subject and a verb and that expresses a complete thought.

A *run-on sentence* is two or more complete thoughts that are not properly joined or separated. They may have no punctuation between them, or they may have the wrong punctuation. To correct a run-on sentence, use the proper punctuation, and add a conjunction or a conjunctive adverb if necessary.

Fragment	The sun and the moon.
Corrected	The sun set and the moon came out.
Run-on with no punctuation (fused run-on)	The sun set the moon came out.
Run-on with wrong punctuation (comma splice)	The sun set, the moon came out.
Corrected (two sentences)	The sun set. The moon came out.
Corrected (coordinating conjunction)	The sun set, and the moon came out.
Corrected (semicolon)	The sun set; the moon came out.
Corrected (semicolon and conjunctive adverb)	The sun set; however,the moon came out.

Identifying Phrases

DIRECTIONS: **Identify** each sentence as a fragment, fused run-on, comma splice, or complete.

_____ 1. In summer, I always run early in the morning.

_____ 2. My alarm goes off, I grab my running shoes.

_____ 3. Too hot to go later.

_____ 4. My mom often runs with me, my dad usually goes in the evening.

_____ 5. We look out for cars they are dangerous.

_____ 6. My brother runs with us if he is awake; otherwise, he runs with dad.

_____ 7. What a healthy family!

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ACTIVITY 19: KEY VOCABULARY

DIRECTIONS: **Locate** these key vocabulary words and definitions on p. 1129 and 1131. **Analyze** them, following the four steps below. **Study** these words for the unit test.

Formal Definition:	Your Own Definition (words or picture):

AUTHENTIC

Examples/Synonyms:	Non-Examples/ Antonyms:

Formal Definition:	Your Own Definition (words or picture):

PICTURESQUE

Examples/Synonyms:	Non-Examples/ Antonyms:

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ACTIVITY 20: SELECTION SELF-TEST

"An Ancient Gesture" and "Siren Song"

DIRECTIONS: **Read** the questions carefully. **Circle** the best answer.

1. In "An Ancient Gesture", what part of Penelope's life does the poet describe?

   A. her early years of marriage
   B. the years she spent weaving
   C. her reunion with Odysseus
   D. the last two years before her death

2. What is the "ancient gesture" to which the title refers?

   A. singing
   B. tying an apron
   C. weaving with a shuttle
   D. wiping tears

3. What is the difference between the gesture made by Penelope and the gesture made by Ulysses (Odysseus)?

   A. Penelope has an apron but Odysseus does not.
   B. Penelope's gesture is authentic, but Odysseus' gesture is planned.
   C. Penelope represents all women and Odysseus represents all men.
   D. Penelope's gesture is ancient and Odysseus' gesture is modern.

4. Who is the speaker in "Siren Song" singing to?

   A. Odysseus
   B. Homer
   C. one of the other sirens
   D. one of the men in a nearby ship

5. How is the speaker in "Siren Song" different from the Sirens in *The Odyssey*?

   A. She is destructive.
   B. She sings sweetly.
   C. She pretends to be a friend.
   D. She claims to be in a bird costume.

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ACTIVITY 20: SELECTION SELF-TEST

6. Why would everyone want to learn the Siren's song?

   A. It is beautiful and entertaining.
   B. It is powerful and irresistible.
   C. It is mythical and magical.
   D. It is long and complex.

7. What is the main idea of "Siren Song"?

   A. People can learn valuable lessons from birds.
   B. Love at first sight is the only true love.
   C. Women who stand up for themselves are the most attractive to men.
   D. Men cannot resist women who seem helpless.

8. Which of these is a sentence fragment?

   A. I am taking a class in summer school, so is Joanna.
   B. Learning some recent advances in computers.
   C. I would rather be outside, the warm weather is so inviting.
   D. The class starts at ten o'clock.

9. Which of the following might be appropriately described as picturesque?

   A. a seaside village
   B. a hospital emergency room
   C. a blank piece of paper
   D. a little girl

10. Which of the following is the best synonym for authentic?

    A. cautious
    B. angry
    C. genuine
    D. silent

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LESSON 20

Unit Review

ASSIGNMENTS

Novel: *The Hunger Games*

ACTIVITY 21: GREEK MYTHOLOGY RESEARCH REPORT

Quick Facts: Major Gods and Goddesses
Develop a Thesis Statement
Performance Task #2 (Part 1 of 2): Create an Outline
Research Your Topic and Take Notes
Evaluate Internet Sources
Design a Myth Storyboard
Reading Literature: Key Ideas and Details 1-3
Writing: Text Types and Purposes 2, 3; Research to Build and Present Knowledge 7-9
Speaking and Listening: Comprehension and Collaboration 2

ACTIVITY 22: PERFORMANCE TASK #2

First Draft Checklist
Teacher Conference/Feedback Form
Performance Task #2 (Part 2 of 2): Grading Rubric **(30 points)**
Writing: Text Types and Purposes 2; Production and Distribution of Writing 5

ACTIVITY 23: PROOFREADING PRACTICE

Language: Conventions of Standard English 1, 2; Knowledge of Language 3

ACTIVITY 24: NOVEL READING CHECK

Reading for Literature: Range of Reading and Level of Text Complexity 10
Writing: Research to Build and Present Knowledge 7, 9

ACTIVITY 25: UNIT REVIEW

Unit Vocabulary Review
Unit Selection Review, Connect to the Big Question
Language: Vocabulary Acquisition and Use 6
Writing: Research to Build and Present Knowledge 9

ACTIVITY 21: RESEARCH PROJECT

A research report presents and interprets information gathered through the extensive study of a subject. You might use elements of a research report in the future to write lab reports, history reports, and expository essays. As a culminating activity for Semester B, you will ***write a research report on a Greek god or goddess*** that includes:

- An Essay of Facts (created in this unit), including an outline and Works Cited page;
- A Myth Storyboard (created in this unit);
- An Annotated Portrait of your god or goddess (created in Unit 10);
- An Advertisement for Travel to a mythology-related site (created in Unit 10).

The Essay of Facts will take the form of a 2-3 page, typed essay. The other sections of the report include typed text incorporated into visual media. ***All four sections of the finished report are due at the end of Unit 10.*** In this unit, you will complete a variety of pre-writing activities, an outline and rough draft for your essay, and the first steps of a myth storyboard. You will also have an opportunity to meet with your teacher or SGI for feedback.

QUICK FACTS: Find out about these gods and goddesses to help you choose one for your research report. Some are listed on p. 1046 in your textbook.	
ZEUS	King of the gods
POSEIDON	
HADES	
ATHENA	
APOLLO	
HERA	
APHRODITE	
ARES	
HEPHAESTUS	
ARTEMIS	
DEMETER	
Which god or goddess did you choose for your report, and why?	

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ACTIVITY 21: RESEARCH PROJECT

1. Develop a Thesis Statement

Your research report should revolve around a ***thesis statement*** or controlling idea. Your thesis statement is a sentence that states what you want your entire report to say. Since the structure of this report is fairly simple, your thesis statement will be simple and easily proven.

- Example #1: Athena was a goddess who liked to help people.
- Example #2: Poseidon was the most dangerous Greek god.
-

Ask yourself: What do you want your reader to understand about your god or goddess?

My thesis statement is:

_____

_____

_____

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2. Create an Outline (Total Score 5 points)
Performance Task #2 (Part 1 of 2)

Follow this format to create an outline of your essay. **Use** blank lined paper if you need more space.

Greek Name and title of god or goddess:
Roman Name:
Protector of:
Powers and Weaknesses:
Physical Characteristics:
How was he/she born or created?
Associated with animals/objects:
Helpful or harmful to people?
How was he/she worshipped?
What is his/her connection to astronomy?
Which modern words came from his/her name?

Total Score: _____ / 5

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ACTIVITY 21: RESEARCH PROJECT

3. Research Your Topic and Take Notes

Start doing research by using books (including your textbook) and websites to gather facts. As you research your topic, you need to take notes on what you read. There is more than one way to take good notes. You can use the computer, write on lined paper, or use index cards (ask your teacher for paper or index cards, if needed). Whichever option you choose, organize your notes with clear headings for each paragraph, and cite your source. This will make it much easier to go back to that source if you decide you want to read it again. *Examples of how to list facts and sources in note format can be found on p. 1004 in your textbook.*

Other tips:

- Skim over the whole page of material before deciding if you like it;
- Take notes by paraphrasing, not writing word for word, unless it is a quote;
- Put quotation marks around any direct quotes, and state that person's name.
- Use highlighters in different colors to help find key words and organize your research (Your teacher has highlighters for your use.)

Which note-taking method(s) will you use? Why?

4. Evaluate Internet Sources

The internet is a vast source of information about a variety of topics, but not all websites are reliable or accurate. You want to use only reliable sources that give you factual information for your report, so how can you tell which sites are good for research?

- What comes after the dot? If the web address ends with .edu, .org, or .gov, it is generally a reliable source of facts. If the web address ends with .com or .biz, you will have to be careful and check further.
- Who is the author or publisher? Reliable sites are proud of their status, and state these details clearly. Try to use sites from well-known experts, colleges or universities, professional organizations (like the American Library Association), government agencies (like the Smithsonian Institute), or well-known publishers (such as Encyclopedia Brittanica).
- Where did the facts come from? If facts are truly accurate, the website will have a bibliography, works cited list, or list of hyperlinked pages to quality sources with clear reliability.
- Avoid user postings and wiki websites: It is hard to verify the information from random people, and their comments may be biased or simply false.

List 2 or more reliable sources you plan to use in your Greek mythology research report.

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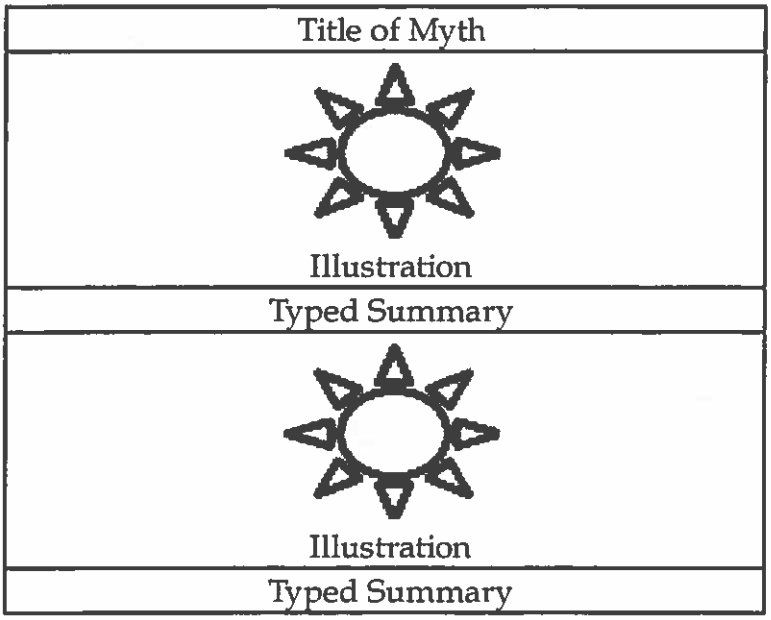
5. Create a Myth Storyboard

Choose the most interesting myth or story you find about your god or goddess. It might be something they did that was exciting, a conflict they had with someone, or a story about how they meddled in human events. You will use this myth to create a storyboard or digital slideshow for your research report. First, type a summary of the myth in your own words, breaking the story up into 4-8 major sections. You will need to have one paragraph for each plot section, so make sure you have enough details and descriptions in your summary. Then, choose artwork from the internet (or draw your own) to illustrate the myth. The finished storyboard should look like this, with two sections on each page:

Example:



You may ***display your storyboard*** on construction paper or poster board (available from your teacher) or use a digital program like PowerPoint; email the digital slideshow to your teacher or save it on a flash drive. Creativity counts—make your storyboard colorful and interesting.

Need more help?

Your textbook has many helpful pages to guide you in creating your research report:

- Record and organize information on note cards—p. 1004
- How to incorporate quotations into your report—p. 1005
- How to create a consistent format—p. 1006
- How to document sources—p. 1008
- Turning your storyboard into a digital presentation—p. 1016

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Activity 22: Performance Task #2

Performance Task #2 (Part 2 of 2): Research Project

In Activity 21 you chose a Greek god or goddess as your topic for your essay of facts, developed a thesis statement, created an outline, and took notes. For your next task, ***create a 2-3 page, typed rough draft*** of your essay. Be sure to start with a clear thesis statement and end with a strong conclusion and a Works Cited page. You should double-space this draft, so that there is a blank line between each written or typed line. This will give you and your teacher a place to add notes and revisions. You should go over the Rough Draft Checklist below to make sure everything is complete.

In addition, you created a myth storyboard in print or digital format. Go over the Myth Storyboard checklist below, as well.

For your Performance Task, show your outline, essay rough draft, and storyboard to your teacher, who may want to give suggestions to help you improve your essay or storyboard. The final essay and finished storyboard, plus the two parts of the research report you have not created yet, are due at the end of Unit 10, so keep working on them. Bring any parts of your project back to discuss with your teacher again, if needed.

Outline + Essay Rough Draft = 30 points

ESSAY FIRST DRAFT CHECKLIST (FOR STUDENT USE)	Not Yet	Yes
Go back to your outline. Did you include every part of it in your essay?		
Does your essay have a clear thesis statement and a strong lead?		
Does your essay have an organized, formal style, including an effective introduction, body, and conclusion? Do your sentences flow smoothly?		
Does your essay include multiple authoritative sources, using advanced searches effectively?		
Did you vary your sentences to make them more interesting?		
Did you replace vague adjectives with specific, precise choices?		
Did you reread and revise your essay to be sure it includes everything on this checklist or to make other important changes?		

STORYBOARD CHECKLIST (FOR STUDENT USE)	Not Yet	Yes
Did you create a detailed summary of the myth, breaking it into 4-8 sections?		
Is each section of your summary at least one paragraph long?		
Did you select or create appropriate artwork to illustrate each section of the summary?		
Is your typed text clear and readable?		
Did you redo parts of your storyboard to be sure it includes everything on this checklist or to make other important changes?		

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Activity 22: Performance Task #2

Teacher Conference Sheet
Performance Task #2: Research Project

Directions for Teachers:

The student should bring the OUTLINE, ESSAY, AND STORYBOARD for review.

Step 1: Review the outline and typed first draft of the essay, comparing the essay to the rubric that follows. Discuss improvements needed.

Step 2: Make notes below and directly on the essay. Be clear, so that the student knows exactly what to improve to get the maximum points on the final draft. Mark proofreading errors or other changes with a highlighter.

Step 3: Keep the original outline and essay, with notes. Make copies for the student to keep.

Step 4: Give scores for the outline and essay below the rubric on the next page.

Step 4: Review the myth storyboard and make suggestions, but do not collect the storyboard.

Step 5: Explain the recommendations you are giving. Schedule another conference, if necessary.

Keep: • What is done well?	
Add: • facts and details • quotes with citations • clarification • alternative points of view	
Cut: • redundancy • wordiness • anything not absolutely necessary	
Change: • audience focus • word choices • awkward sentences • details • organization • introduction/conclusion	
Proofread: • run-ons • fragments • homonyms • spelling/grammar errors • punctuation errors	

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ACTIVITY 22: PERFORMANCE TASK #2

Grading Rubric-Performance Task #2: Research Project
Outline & Rough Draft (Worth 30 points)

Common Core Writing Standard #2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships am-ong complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Common Core Writing Standard #5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Common Core Language Standard #7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation..

STANDARD	1 BELOW THE STANDARD	3 APPROACHING THE STANDARD	5 MEETS THE STANDARD *	7 EXCEEDS THE STANDARD *	SCORE
Writing #2 Organize complex ideas, concepts, and information	No attempt to organize complex ideas, concepts, and information; direct teaching needed	Weak attempt to organize complex ideas, concepts, and information; intervention needed	Complex ideas, concepts and information organized effectively	Complex ideas, concepts and information organized masterfully	
Writing #2 Develop the topic with facts, definitions, details, and quotations	No attempt to develop the topic; direct teaching needed	Vague attempt to develop the topic; intervention needed	Topic is developed effectively with facts, definitions, details, and quotations	Topic is developed rigorously with facts, definitions, details, and quotations	
Writing #2 Maintain a formal style and objective tone	No attempt to maintain a formal style or objective tone; direct teaching needed	Weak attempt to maintain a formal style and objective tone; intervention needed	Formal style and objective tone maintained effectively	Formal style and objective tone maintained cleverly	
Writing #7 Conduct research to answer a question; synthesize multiple sources	Little or no research included to support essay; direct teaching needed	Not enough variety of research to fully support essay; intervention needed	Research incorporated satisfactorily to support essay	Research incorporated to thoroughly support essay	
Writing #5 Develop and strengthen writing by planning, revising, editing, and rewriting	Little attention paid to planning; direct teaching needed	Writing inadequately developed or strengthened by planning; intervention needed	Purposeful steps taken to develop and strengthen writing by planning	Masterful steps taken to develop and strengthen writing by planning	

* Students should strive for the target goal of "Meets the Standards". Reaching this level of consistency will achieve the highest score of 40.
* Occasionally a student will produce work that "Exceeds the Standards" denotes advanced work that is highly creative, original, analytical, and exceptionally vivid. Teachers should reward such excellence by giving a higher score, which may add up to more than the 40 points for this assignment and as a result more than 100% for the entire unit. If that happens, enter the final unit score as 100, and give your student a pat on the back!

Outline _____/5 Rough Draft of Report _____/25

Total Score _____/30

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ACTIVITY 23: PROOFREADING PRACTICE

DIRECTIONS: There are 20 errors in the paragraphs below. **Cross out** and **correct** any words that are misspelled or used incorrectly and **add** missing punctuation. **Use** a colored pen, if possible.

The Origin of Weaving

No one knows exactly when or where people started weaving thread into cloth. Historians believe that people first got the idea of weaving from beavers' dams: bird's nests, and spider's webs. Looking at these objects probly gave early humans the idea of interlacing twigs and vines to make netting. Such netting was quite value. it could be used to catch fish and trapping game.

Before long, humans began to weaving fibers. They created many useful products; mats, rugs, clothing, baby carrier's, blanket's, and pouches. There is evidence that early weavers added various elements to design to there weavings. Natural dies and different sizes of fibers helped create patterns.

The loom is the framework used for interweaving yarn or threads into fabric. A series of threads, called the warp, is layed lengthwise across the frame. then, another series of threads is woven in and out of the warp. these threads are called the weft, Woof or filling.

These process was very boring? By hand, a person had to lift each warp thread to pass the weft under and over them. The development of the shuttle sped up the process. This tapered device holds the weft thread. It passes between warp threads:, pushing, or beating, the threads in place.

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ACTIVITY 24: NOVEL READING CHECK

The Hunger Games

DIRECTIONS: After reading chapters 17-21, **answer** the questions below.

1. In this section, two events occur which surprise Katniss. She says they have never happened in the history of the Hunger Games. Why are these events so unusual?

2. Why doesn't Thresh kill Katniss when he has the chance? What may happen the next time they meet in the arena?

3. Katniss is afraid that Peeta has "blood poisoning". **Visit** an online medical symptom checker, such *www.WebMD.com*. **Try** to diagnose Peeta's condition by inputting his age, symptoms, and injuries. **List** and **describe** at least 3 possible diagnoses for Peeta. **Circle** the one that you believe is most likely, based on clues from the book.

DIAGNOSIS	DESCRIPTION

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Activity 25: Unit Review

These 6 vocabulary words will appear on the unit 9 test. Return to your Key Vocabulary graphic organizer pages to review the words before completing these activities.

assuage	equity	picturesque

DIRECTIONS: **Complete** these sentences in a way that shows what the vocabulary words mean.

Example: Many people have **risky** careers; construction workers, stunt people, and race car drivers face danger every day.

1. We made many attempts to **assuage** the crying baby; _____

2. Our company treats all of its workers with **equity**; _____

3. He thinks that Laguna Beach is the most **picturesque** place in California; _____

insidious	contempt	authentic

DIRECTIONS: **Use** the word list above to **complete** the paragraph below.

Most schools have bullies. Our school bully is a sweet-looking girl named Megan. She pretends to admire the teachers, but, when they turn their backs, her face shows _____. When a defenseless freshman walks by, she smiles with a sly and _____ grin. You never know what she is planning. Once, she tripped a freshman in the cafeteria, and the poor girl spilled her whole lunch tray. And what did Megan do? She laughed until she cried. The only time her laugh is truly _____ is when she is hurting or humiliating someone.

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ACTIVITY 25: UNIT REVIEW

Unit Selection Review

The best way to **study** the poems from this unit and **prepare** for the unit test is to **review** the selection self-tests found in each lesson:

- *The Odyssey*, Part 1, p. 26
- *The Odyssey*, Part 2, p. 49
- "An Ancient Gesture"/"Siren Song", p. 64

Grammar Skills Review

For more practice and extra help learning how to use simple and compound sentences, compound and compound-complex sentences, and how to revise fragments and run-on sentences, **visit these websites**:

http://grammar.ccc.commnet.edu/grammar/
http://www.ereadingworksheets.com/languageartsworksheets/(go to sentence structure worksheets)

Epic Poetry Review
Theme Analysis Pages

Review Theme and the Oral Tradition (p. 2), Narrative Forms (p. 3), Point of View and Cultural Experience (p. 4), Greek Mythology and Customs (p. 5), and Epic Form (p. 6), in this unit. Also, don't forget to turn in your two best theme analysis pages for *The Odyssey*.

The Big Question

Complete the chart below by choosing a poem or article from the unit and explaining how it relates to the Big Question.

BIG QUESTION	FOUND IN THIS READING	HOW THE READING RELATES TO THIS BIG QUESTION
Do heroes have responsibilities?		

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Unit 9 Assessment

Performance Task #1 (Lesson 18, Activity 12)	1-20	_____
Performance Task #2 (Lesson 20, Activity 22)	1-30	_____
Unit 9 Test (must pass with 70% or better)	1-25 x 2	_____
Unit Total	**1-100**	_____
Unit Grade		_____

Grading Scale

97-100 = A+
93-96 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
69 or below = INC

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