

**NEW WEST CHARTER
EDUCATIONAL PROGRAM**



**New West Charter Middle School
Educational Program**

Supplemental to Element 1 –
The Educational Program included in the Charter Petition

December 2010

Submitted to the Los Angeles Unified School District
by New West Charter Middle School

NEW WEST CHARTER EDUCATIONAL PROGRAM

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BACKGROUND

Goals and Objectives for the Educational Program

The mission of New West Charter Middle School is to provide an academically rigorous, highly individualized, inspiring education for 21st Century students in grades 6-8. New West will meet its duty to produce competent, independent, self-reliant students of all races, religions, ethnicities, culture, sexual orientations and abilities/disabilities by creating a learning environment that promotes academic excellence and strong character development as the antecedents for success in college preparatory high school programs.

New West aims to develop an educational program that is fully aligned with the State of California’s Department of Education Standards. We believe that “successful standards-based middle schools are characterized by high-quality student work, enhanced and enabled by excellent teaching and a supportive school culture.”¹

New West intends to create a strong school community of students, parents, educational professionals and community groups. New West currently operates with 340 students and grow to no more than 600 middle school students, 6-8th grade. New West has eliminated gaps in achievement among different categories of students by offering a fully inclusive environment, with individualized, differentiated instruction for all. New West addresses the needs of all students including special populations, whether requiring advanced study or requiring intervention. At New West it is safe to be smart. It will also be safe to be who you are, without fear of discrimination. New West is a parent-driven educational reform project that wishes to continue to fully utilize the efforts and resources of its parent community. This can only be accomplished through frequent and excellent communication between home and school, and inclusion of students and parents in the learning experience.

New West’s educational program, aimed at a small school population and small class size (28 students per class) has synthesized different curricular elements, methods, and strategies from selected successful standards-based middle schools in California. In this way, New West will build an effective model consistent with its educational mission.

New West’s educational program will continue to evolve over time. Scheduled, systematic evaluations of the educational program’s success in meeting the needs of the student body are included such that the school’s Governing Board, composed of educators, parents, and teachers, can use this information to identify any needed curricular and program modifications.

¹ [Taking Center Stage, page 122](#)

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History and Current Status of New West Charter

<i>Date Founded</i>	July 1999
<i>Date Granted State Charter</i>	December 5, 2001 SBE
<i>Middle School Start Date</i>	September 3, 2002
<i>Current Charter Term Expiration</i>	June 30, 2012

Principal/Executive Director

Dr. Sharon Weir was born, educated, and taught in Scotland. Previously, she was Director/CEO of Seashore Learning Center, a high-performing K-6 charter school in Corpus Christi, Texas recognized as an exemplary campus. She came to New West in February 2005 to apply her knowledge as an educator, her experience as a charter school leader, and her natural enthusiasm and good humor toward making New West the best middle school in Los Angeles.

Teaching Staff

New West currently employs 15 full-time teachers. The teachers are primarily responsible for developing, planning, and implementing the school's educational program in the classroom. In addition to their classroom instructional role, the broadly defined duties of the teachers includes but are not limited to the following:

- Understand the Charter and its philosophies and practices.
- Participate in the governance of the school.
- Individual and collaborative involvement in professional development activities that advance skills, knowledge, and attitudes in the best interests of themselves, their students, and the school.
- Work with the school's varied stakeholders in support of the home-school-community continuum of educational culture, which the school holds as one of its central tenets.
- Participate in the school's fund-raising activities including grant applications and solicitations for support from private and public entities.
- Serve as the advocate of their students in promoting a learning environment that allows each student to fulfill their potential in terms of academic achievement and social development.

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Student Enrollment

Initially, New West Charter Middle School received almost 500 applications for 6 -8th grade for the school year 2002-03 from 115 public and private elementary and middle schools in Los Angeles, Culver City and Santa Monica. This application trend has continued throughout New West's three years in operation.

In the 2009-10 school year, New West received over 500 applications for the 100 spaces available in the sixth grade only. Seventh and eighth grade were at full capacity. New West has maintained a waiting list for all grade levels throughout its operating periods.

Current enrollment stands at 340.



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Research Methodology

Overview

New West Charter Middle School (NWCMS) elected for a benchmarking approach to develop an educational program that would be fully aligned with California's Department of Education standards. Specifically, New West founders agreed to work with educational researchers and with statistics from the California Department of Education to identify five high performing middle schools in the state. NWCMS formed an Educational Study Panel to gather detailed information about each school's curriculum, assessments, school organization, and other aspects of the educational program. The Educational Study Panel (ESP) obtained this information from multiple sources, including the California Department of Education website, school websites, interviews with school administrators, faculty, and parents, formal school plan documents, and district resources. The ESP met frequently throughout the data collection period to standardize data collection, identify topics requiring additional information, and identify patterns and trends in the data.

Throughout this process, the ESP relied heavily on the standards promulgated by the California Department of Education and the discussion of middle school curriculum detailed in the report *Taking Center Stage*. These resources presented key approaches and strategies grounded in research on effective teaching and learning in the middle school years.

Identification of Schools

Selecting the comparison schools was not straightforward. New West does initially could not use the California Department of Education's 100 Similar Schools dataset as a starting point. We decided to approach the problem using three different methods, and then pick from the resulting list of schools.

METHOD ONE

Our first method was to start with enrollment. There are 1156 schools designated as middle schools in the state, though not all include only the grades six through eight. We narrowed the list to 1011 schools by excluding schools with less than 95% of the students in grades 6, 7, or 8. We then looked for schools whose students were evenly distributed across grades 6, 7, and 8 (excluding schools with only 7, 8 or 6, 7). We did this by calculating the average enrollment for each grade (6-8), the standard deviation of the 6, 7, and 8 enrollments, and dividing the standard deviation by the average. We excluded all schools with a standard deviation equal to more than 20% of the mean, thus narrowing the list to 593 schools. After identifying the true 6-8 middle schools, we looked for schools that approximated the expected New West enrollment of 600 students, and

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excluded schools with less than 500 or more than 700 students in grades 6-8. The resulting list consisted of 97 schools.

We then downloaded API data for each of these 97 schools, and deleted all schools that had either a statewide API rank or a Similar Schools rank of less than 9. This left four schools: Norris, El Segundo, Richardson, and Madison.

METHOD TWO

Method One took enrollment into account, but not other factors that might more closely approximate the population of students at New West. For Method Two, we started with the list of 97 schools generated from Method One. We then excluded schools with fewer than 5% or more than 15% English learners, and then excluded schools with fewer than 20% or more than 40% FEP. This narrowed the list to six schools that might be assumed to resemble New West in terms of enrollment and student population.

We then downloaded data for each of these six schools from the State 100 Similar Schools file. Of these 707 schools, we excluded those with either a state API rank or a similar-schools API rank of less than 9. We deleted duplicate schools, and ended up with a list of 46 schools. We then excluded schools that had no sixth grade (i.e., junior high schools), and schools with enrollments in grades 6-8 of less than 450 or more than 750 students. This yielded a list of six schools. Three were the schools arrived at by Method One, and the other two were San Jose and Castro. One school from list one – Norris Middle School – was deleted because it had 0% English learners.

METHOD THREE

Methods One and Two excluded schools with API rank or Similar Schools rank of less than 9. Because unadjusted API scores and size might not capture fully the educational achievements of a school, we wanted to identify at least one additional comparison school experts believed modeled the principles and educational content described in the California State Report *Taking Center Stage*. In addition, as noted above, because the ultimate composition of the student body will be based, each year, on a regional lottery, the student characteristics of NWC are as yet undetermined. We therefore wanted to ensure the selection of a comparison school that was seen as successfully meeting the needs of a diverse student body. We interviewed Dr. Irvin Howard, a member of the task force that developed *Taking Center Stage*. He recommended that, in addition to the programs identified by Methods One and Two, we review the curriculum and program at Imperial Middle School in the La Habra City School District.

These three methods left a comparison group of six schools.

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The Six Comparison Schools

The characteristics of the six comparison schools are displayed in the following two tables.

Table 1: Enrollment and Achievement of Six Comparison Schools

School	Enrollment			Academic Performance			% Teachers w/ Cred
	6 th	7 th	8 th	API	State Rank	Sim Schls Rank	
El Segundo Middle (6013452) LA County	227	196	224	826	10	10	96
Castro (Elvira) Middle (6047781) Santa Clara County	245	261	209	813	9	9	89
San Jose Middle (6058606) Marin County	159	170	165	817	9	9	100
Richardson Prep Hi (6059513) San Bernardino County	199	196	187	881	10	10	100
Madison Middle (6112221) San Diego County	182	204	195	856	10	10	100
Imperial Middle (6029037) Orange County	346	323	300	636	5	10	88

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Table 2: Student Characteristics of Six Comparison Schools

School	Ethnicity (%)				Language		% Free Lunch	% Moms College Grads	Mobility
	B	A	H	W	% EL	% FEP			
El Segundo Middle (6013452) LA Country	3	7	13	66	7.0	7.9	13	35	10
Castro (Elvira) Middle (6047781) Santa Clara County	5	18	15	61	10.0	17.1	15	36	14
San Jose Middle (6058606) Marin County	3	4	19	70	8.0	14.8	19	37	15
Richardson Prep Hi (6059513) San Bernardino County	1 1	3	40	38	2.0	20.3	40	21	9
Madison Middle (6112221) San Diego County	5	4	11	73	1.0	5.2	11	36	16
Imperial Middle (6029037) Orange County	2	2	66	24	32.2	18.4	60	16	10

Educational Study Panel

The NWCMS Educational Study Panel (ESP) was an all-volunteer parent group composed of six working members, and four consulting members, including Dr. James Stigler, internationally recognized educational researcher, author of *The Teaching Gap* and *The Learning Gap*, and a founding parent at New West. In keeping with the charter school philosophy of NWCMS, the panel included parent volunteers and educators who represented a wide range of professional experience. Members include a writer/producer, a research doctor, a lawyer, two teachers and a psychologist. Additional input was obtained from outside educational consultants who were well-versed in middle school theory, curricular design and implementation: Karen Cooksey, Director of Curriculum and Instruction, Santa Barbara School District; Dr. Irvin Howard, one of the authors of *Taking Center Stage* and lead consultant on the *Schools-to-Watch* program; and Betty Bidwell, Principal of Imperial Middle School in La Habra, California.

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Data Collection for the Six Model Schools

The ESP developed a matrix to facilitate the standardized collection of benchmarking information from each of the high performing schools. The matrix (Appendix A) formulated 106 penetrating questions, and delineates detailed information about each school's curriculum, assessments, budgetary options, school organization, special populations, staff development and other aspects of the educational program. The ESP obtained this information from multiple sources, including electronic data bases (California Department of Education website, district websites, school websites), structured interviews (with principals, assistant principals, faculty, district staff, parents), and formal documents (school plans, class schedules, accountability report cards, and Blue Ribbon and CA Distinguished Schools applications). The ESP met regularly to collate this information and to assess items for standardized content and operational definitions.

School Site Visits

The ESP felt that some of the classroom processes would be better understood through actual site visits to several of the benchmark schools. Given the time frame for the full development of a detailed curriculum and the volume of material obtained through the data collection outlined above, the ESP, with the input of its educational consultants, decided to limit the number of site visits. The ESP targeted its site visits in an effort to visit schools that differed significantly in their approaches to curricular design or expressed implementation. El Segundo, Richardson and Imperial Middle Schools were visited by three or more members of the ESP. The exact content of each visit varied slightly and was developed in conjunction with the principal and other staff members at each school. Each site visit provided an opportunity to extensively review the implementation of the expressed school mission and school success procedures. This was accomplished by detailed conversation with the school principal, observing on-going instruction in multiple classrooms, interviewing additional faculty and students, viewing ways in which various physical plant structures were adapted, and reviewing the display and application of educational materials. Observations were made regarding active engagement of students in learning, use of programs for character development and life skills, comfort level of students in intervention programs, evaluation of the school culture and climate of safety and respect, and overall school pride by students, parents, teachers and leaders.

Textbook and Program Selection

The ESP used the California Board of Education list of adopted programs and supporting documentation to guide its selection of texts for review. The ESP elected to limit its selection of core subject texts to those included on the state adopted lists. The following program lists were used: 2002 K-8 Reading/Language Arts/English Development; 2001

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Mathematics Instructional Materials; 1998 History-Social Science Instructional Materials; 2000 Science Instructional Materials. Members of the ESP contacted the publishers for all adopted instructional materials for grades 6-8 and copies of instructional materials were obtained for review. Materials were limited to those directed at grades 6-8 and excluded programs developed for grades K-6. The ESP reviews were guided by the State Framework and adoption reports and aimed to select state-adopted materials most consistent with the overall educational goals and curriculum of NWC, as outlined above. The ESP also surveyed the six benchmark schools to obtain their lists of materials and comments on the specific state adopted texts that they were using.

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“Education is what survives when what has been learned has been forgotten.” - **B.F. Skinner**

CURRICULUM

Overview of New West Curriculum

New West has created a paradigm for an excellent Los Angeles Public Middle School. New West’s ESP was guided by their research to conclude that:

- Middle School must not be treated as a junior version of High School. Middle School must be student-based, not subject based, and must create a strong sense of ownership and community for the students if the school is to hold onto the adolescent students during these difficult, emotional and at-risk years.
- Middle School must present a welcoming environment for all: for students, teachers, parents, families, community members and professionals.
- Middle School must be small, with small class size, and must do everything possible to create a culture and climate of respect and safety.
- Middle School must be a supportive place where it is safe to be who you are, regardless of race, religion, ethnicity, culture, sexual orientation and/or ability/disability
- Middle School must be academically excellent, developmentally responsive and socially equitable.
- Middle School must encourage cooperation, collaboration and responsibility.
- Middle School must be staffed by teachers who will ensure success for all students. Teachers must love to work with this age group and must be flexible academically and psychologically. Teachers must have a mastery of techniques to actively engage students and to differentiate instruction.
- Middle Schools must encourage a multi-materials approach to instruction.
- Inspiration, not information, must drive teaching techniques and teaching materials to cover the content standards, so that students actively feel curiosity, creativity and the thirst for information.
- Parental involvement, from the home-school contract, through excellent communication between home and school, to parental volunteerism, contributes to the success of, and pride in, the school.

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Curriculum, continued**

New West has addressed these conclusions by employing the following guidelines:

- ***School Accountability*** At New West, each and every member of the school community, from administrator to student, to teacher, family member and employee, is fully accountable for his or her role in the educational, financial and emotional success of the school.
- ***Standards-Based Curriculum*** New West developed an educational program that is fully aligned with the State of California's Department of Education standards. New West delivers this curriculum to over 300 6 - 8th grade students through 12 full-time credentialed teachers, at least 2 full-time special education teachers and a support staff.
- ***Academic Excellence*** New West provides multiple opportunities for students to explore a rich variety of topics and interests, using instructional strategies, which actively engage students and foster curiosity and creativity. All students are expected to meet high standards.
- ***Students as Assets*** New West has a strong formalized advisor/advisee program for building assets. Students meet together daily throughout the year with the same teacher. This program has a strong team-building and service-learning component drawing on concepts outlined in various sources, such as *Character Counts!*, *Middle School Issues*, and *Scholastic Teen Issues*. The advisor/teacher, who is also the homeroom teacher, works with the advisees/students to build a trusting, nurturing relationship that will allow them to deal with sensitive issues and concerns. Students gain emotional strength, self-knowledge and social skills through their participation in a well-defined advisory program. Students are guided to understand all the assets of their personalities and have the confidence to develop those assets.
- ***Small Class Size*** New West believes that size counts. Teachers can address many different levels of ability and learning styles and give exemplary differentiated instruction in a classroom of 28 or less.
- ***Heterogeneous Classes*** New West concludes that in order to preserve a dynamic and challenging classroom, students must be grouped heterogeneously. This prevents a smart versus dumb classroom mentality, and better reflects real-life experience in the workplace. Classes will be inclusive, respectful and tolerant, and challenges each student according to his or her abilities. (Compacting instruction, then differentiating instruction through depth, complexity and/or novelty, is employed to address gifted students. The exception is mathematics, where students have the opportunity to be grouped in classes to enable them to accelerate beyond grade level).

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- ***Individualized Instruction*** New West works towards creating an individualized learning approach for each student. New West evaluates and test students extensively to adequately address the needs of each student. Early in the school year, a personalized approach is adopted towards supporting each student. Each student works collaboratively with his or her teacher in an effort to specify student's goals for meeting or moving beyond the standards, incorporating data from testing and assessments. This personalized approach will also identify elements of asset development, study skills and team-skills on which the student can focus.
- ***Welcoming Environment*** New West has created a school environment that is accessible, inclusive and welcoming for students, parents, families, teachers, administrators, and community members. Excellent and frequent communication between home, school and the community continues to keep all parties informed and involved. This creates ownership and school pride.
- ***Team Identity*** (about 100 students per team) New West finds the heterogeneous team (or family) model to be an attractive way to create school community and friendly competitive challenge. Families are designed to prevent any student from falling through the cracks. The grade level family consists of the four core subject teachers who remain responsible for the same group of students all year. These teachers review issues around each student, perceive trends or changes in behavior, and intervene in a timely fashion.
- ***Block Scheduling*** New West has a longer school day (8:30am to 3:30pm) to allow time to implement a partial 90-minute block-scheduling model two days a week, with a seven period rotation. One day a week, on early dismissal day, there is an abbreviated core class schedule.
- ***Mentoring*** by homeroom teachers. New West has developed a strong mentoring component between students and their homeroom teacher by allowing a fifteen-minute morning period and an additional 25-minute afternoon period for homeroom. During this time, teachers/mentors work with students on asset building and have an opportunity to talk to their students. Touching base with the homeroom group twice a day creates a much stronger bond between teacher and students. Homeroom teachers also teach their homeroom students a core subject during the day.

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- ***Character Development*** It is critical to a positive school environment and to the individual success of each student that students develop strong character and become responsible, ethical members of society. Faculty role-modeling, home school contract, discipline policy, an emphasis on personal responsibility, and the service-learning component all focus on this practice.
- ***Social Equity*** New West values knowledge from the diverse cultures represented in the school, in our nation, and in the world. New West continually adapts to meet its students' diverse and changing needs. Social events, such as mixers, dances and picnics for students and for families, help the school feel a true sense of community.
- ***Study Skills*** New West offers study skills education. Study skills education is reinforced in the homeroom, in enrichment classes and in an after-school program. Middle School students need to learn time management, research skills and a personal understanding of doing one's best work.
- ***Parental Involvement*** Key to the success of New West is strong parental involvement. New West is a parent-driven charter school model, with strong parental representation on the Governing Board, a strong home-school contract, and a desire to address the needs of parents as well as students. New West has mined the rich resource of parent professional/cultural expertise by encouraging opportunities in the future Scholars-in-Residence program to teach enrichment and after-school classes and by developing on- and off-site programs within their professional/cultural communities.
- ***Sustainable Building Principles*** As a charter school, New West distinguishes itself through the development of exemplary environmentally sustainable practices and curriculum. "*Sustainability meets the needs of the present without compromising the ability of future generations to meet their needs*" - United Nations World Commission on Environment and Development. Service learning components addressing green issues will further this cause.

New West believes that all the above elements and more contribute to the success of middle school students and their school.

Core Curriculum and Basic Instructional Materials

New West has adopted a Standards-based, College Preparatory curriculum closely following the current California State Standards. New West uses the standards as a floor,

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Curriculum, continued**

not a ceiling. New West ensures that students develop critical thinking skills, including but not limited to observation and analytical reasoning as well as decision-making skills to help them access, process, organize, and interpret the information that the standards present. Students are able to communicate the concepts they have learned through connections between subjects and application of the information to the real world and their own experience. Most importantly, New West students draw inspiration from the curriculum to seek further information from other sources.

The New West core curriculum is provided in the California Content Standards and Frameworks for English/Language Arts, Mathematics, History/Social Sciences, and Science. Additionally, the curriculum for character development is integrated into the core curriculum and is defined in both the Youth Development Framework's *Building Assets for Youth* (Search Institute) or *Character Counts!* (Josephson Institute of Ethics).

New West analyzes the standards and has developed clear, useful and assessable guidelines for the Content Standards to be presented to students and their families, so that they may understand the grade-level expectations of New West and the State. There must be no surprises.

SCOPE AND SEQUENCE

New West Charter Middle School outlines all applicable California state standards taught in each grade level and subject areas by aligning these in a scope and sequence format.

The following table illustrates the course titles for students in 6-8th grades. The state standards that correspond to each course title and grade level follow after the table.

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Curriculum, continued

New West Charter Middle School Scope and Sequence

Course Titles by Grade Level

6th Grade Subjects	Course Titles	7th Grade Subjects	Course Titles	8th Grade Subjects	Course Titles
English Language Arts	<i>Grade 6 Language Arts</i>	English Language Arts	<i>Grade 7 Language Arts</i>	English Language Arts	<i>Grade 8 Language Arts</i>
Math	<i>Grade 6 Mathematics</i>	Math	<i>Grade 7 Mathematics Pre-Algebra</i>	Math	<i>Grade 8 Mathematics Algebra 1</i>
Social Studies	<i>Grade 6 Ancient Civilizations</i>	Social Studies	<i>Grade 7 World History and Geography- Medieval and Early Modern Times</i>	Social Studies	<i>Grade 8 US History Growth and Conflict</i>
Science	<i>Grade 6 Earth Science</i>	Science	<i>Grade 7 Life Sciences</i>	Science	<i>Grade 8 Physical Science</i>
Physical Education		Physical Education		Physical Education	
Music	<i>Grade 6 Instrumental Music – band and orchestra</i>	Music	<i>Grade 7 Instrumental Music – band and orchestra</i>	Music	<i>Grade 8 Instrumental Music – band and orchestra</i>

Core Course by Grade Level

Course Title: Grade Six – Language Arts

Course Description

Reading:

In the 6th grade, students will be working daily to become active readers. Active reading requires students to think about how they are learning. Simply put, active reading (also known as metacognition) is thinking about thinking. The active/meta-cognitive reading strategies that will be emphasized throughout the school year include: accurately retelling the main events and details of a story, visualizing, questioning, making inferences, making connections (text-to-self, text-to-text, text-to-world), monitoring comprehension, and discussing the material. By learning these strategies, students will be empowered to better comprehend, interpret, and critique the text they are reading. Additionally, students will be challenged to look beneath the surface of the words to figure out the underlying theme/message of the story. Some of the themes/overarching ideas for discussion include: individuality vs. conformity, friendship, kindness, social class differences, overcoming obstacles, and acceptance vs. intolerance.

The habits and practices of excellent readers will be introduced through a variety of instructional methods and practices. However, all of the reading lessons will include a note guide, modeling, student practice, extension activities, and discussion (partner, group, and whole class). The whole class discussions will be conducted as a college seminar and students will be primarily responsible for leading the discussions.

Throughout the year, students will practice their active reading skills as they read independent and class novels, short stories, poetry, nonfiction text (including newspaper and magazine articles), and myths.

A final key component of the reading curriculum is vocabulary development. Students will expand their vocabulary knowledge and learn new/unfamiliar words by studying word origins, word parts, and the relationship between words. In addition, students will learn how to use context clues to figure out the meaning of unknown words in a sentence. For each unit, students will be introduced to a set of new vocabulary words that will be central to their understanding of the unit material. These words will be introduced in a variety of ways to appeal to different learning styles. For example, students may be asked to complete a graphic organizer, create a word map, or act out the word with a small group. Students will also analyze why/how key vocabulary words play a central role in the novels they are reading.

Writing:

Students will work daily to become sophisticated writers. Sentence structure and correct grammar will be emphasized in the writing program for 6th grade. Students will review the parts of a complete sentence, and will learn the three main types of sentences: simple, compound, and complex. Students will be encouraged to vary the type and

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length of the sentences they use to advance their writing and make it more engaging to the reader. Students will also build on prior knowledge of capitalization rules, and will study correct punctuation including the use of commas, semicolons, and quotation marks.

At the beginning of the year, students will be taught five strategies for generating writing topics by reflecting on important events in their lives (the entries will be recorded in a Writer's Notebook). These entries will be developed into a personal narrative/memoir. During the year, students will also be expected to write a research report, persuasive essay, expository composition, original poetry, fiction story, and responses to literature (in-class short answer responses and 3-5 paragraph essays). In addition to these processed pieces of writing, students will write in a Thinking Notebook 2-3 times per week. For example, most classes will begin with a higher order thinking question related to course material (these questions are known as Brain Food).

Enduring Understandings

* **The skills/knowledge that students will take with them to the 7th grade.**

The overall goal is for EVERY student to feel confident in themselves as a reader and writer. Ideally, students will learn to enjoy the writing process, develop a strong vocabulary, find their writer's voice, and feel confident in their writing skills. Students will anxiously anticipate opening their books and yearn for their world and the world of their stories to collide. They will not only feel inspired on a personal level by the literature they read, but will also feel empowered to create positive change in their lives, their communities, and the world.

Relevant California State Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).

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- a. Support the position with organized and relevant evidence.
- b. Anticipate and address reader concerns and counterarguments.

Written and Oral English Language Conventions

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Structural Features of Informational Materials

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Expository Critique

2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

2.7 Make reasonable assertions about a text through accurate, supporting citations.

2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Identify the forms of fiction and describe the major characteristics of each form.

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Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- 3.3 Analyze the influence of setting on the problem and its resolution.
- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Literary/Criticism

- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization/Focus

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- 1.2 Create multiple-paragraph expository compositions:
 - a. Engage the interest of the reader and state a clear purpose.
 - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
 - c. Conclude with a detailed summary linked to the purpose of the composition.
- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research/Technology

- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

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Evaluation/Revision

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- b. Include sensory details and concrete language to develop plot and character.
- c. Use a range of narrative devices (e.g., dialogue, suspense).

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- a. State the thesis or purpose.
- b. Explain the situation.
- c. Follow an organizational pattern appropriate to the type of composition.
- d. Offer persuasive evidence to validate arguments and conclusions as needed.

2.3 Write research reports:

- a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
- b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
- c. Include a bibliography.

2.4 Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.

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- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

2.5 Write persuasive compositions:

- c. State a clear position on a proposition or proposal.

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence/Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).

1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

1.3 Restate and execute multiple-step oral instructions and directions.

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Organization and Delivery of Oral Communication

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

- a. Establish a context, plot, and point of view.
- b. Include sensory details and concrete language to develop the plot and character.
- c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

2.2 Deliver informative presentations:

- a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
- b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

2.3 Deliver oral responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.

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- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

2.4 Deliver persuasive presentations:

- a. Provide a clear statement of the position.
- b. Include relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

2.5 Deliver presentations on problems and solutions:

- a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
- b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

Course Title: Grade Six – Mathematics

Course Description

Students in grade six will develop a strong foundation utilizing all four basic math operations (addition, subtraction, multiplication and division) with different number forms (i.e. positive and negative integers, percentages, decimals, fractions/ratios, and mixed numbers). Students will conclude their number sense unit by exploring the concepts of proportions, rates, and ratios.

Students will then acquire the skills to set up and solve basic algebraic equations and expressions. Students will spend a considerable amount of time writing expressions from verbal phrases, substituting values for variables, and simplifying expressions. Students will also focus on inverse operations to solve and balance equations.

As a third unit, students will explore geometric concepts by connecting formulas to algebraic equations. Students will be introduced to angle vocabulary such as supplementary, complimentary, vertical, and adjacent and classifications of triangles such as equilateral, isosceles, scalene, acute, obtuse, and right. Students will focus on calculating area and perimeter of triangles and quadrilaterals as well as calculating circumference and area of circles. Students will then progress to three-dimensional concepts by calculating volume and surface area of solids including rectangular prisms, triangular prisms, and cylinders.

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Students will begin their statistics and data analysis unit by first discussing the measures of central tendency of median, median, and mode. Afterward, the students will compare and contrast those measures of central tendency when excluding or including an outlier. Students will then focus on disjoint and independent events of probability. They will learn how to create a tree diagram to visually show all possible outcomes of an event and how to correctly read that tree diagram to list those outcomes. Students will also be able to use the list of possible outcomes to determine the theoretical and experimental probabilities that are used to predict specific outcomes.

Throughout the 6th grade Math Course, students will focus on and share their reasoning skills to answer the math concepts explored. Students will learn to break down and analyze these problems using a variety of methods such as drawing a picture, creating a list, creating a similar easier math problem, or connecting old knowledge to new knowledge to extend their understanding. An emphasis will be placed on academic language of math in both verbal and written forms. Students will know the vocabulary terms that signify each mathematical operation and be able to use those vocabulary terms in their everyday conversations.

Relevant California State Content Standards

Number Sense

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.

1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$).

1.3 Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

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2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$).

2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.

2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

Algebra and Functions

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

1.1 Write and solve one-step linear equations in one variable.

1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.

1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.

1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.

2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:

2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).

2.2 Demonstrate an understanding that *rate* is a measure of one quantity per unit value of another quantity.

2.3 Solve problems involving rates, average speed, distance, and time.

3.0 Students investigate geometric patterns and describe them algebraically:

3.1 Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = 1/2bh$, $C = pd$ - the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).

3.2 Express in symbolic form simple relationships arising from geometry.

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Measurement and Geometry

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

1.1 Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle.

1.2 Know common estimates of π (3.14; $22/7$) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.

1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base \times height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

2.0 Students identify and describe the properties of two-dimensional figures:

2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.

2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.

2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).

Statistics, Data Analysis, and Probability

1.0 Students compute and analyze statistical measurements for data sets:

1.1 Compute the range, mean, median, and mode of data sets.

1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.

1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.

1.4 Know why a specific measure of central tendency (mean, median) provides the most useful information in a given context.

2.0 Students use data samples of a population and describe the characteristics and limitations of the samples:

2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.

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2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.

2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.

2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.

2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events:

3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.

3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).

3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of an event not occurring.

3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.

3.5 Understand the difference between independent and dependent events.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

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2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.7 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.

Course Title: Grade Six Social Sciences - Ancient Civilizations

Course Description

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the ancient civilizations of Mesopotamia, Egypt, India, China, Greece, and Rome. For each civilization, importance is placed on geography, religion, achievements, political structure, and social structure (G.R.A.P.E.S).

Throughout the year, a special emphasis is placed on geography. Students first discover how early humans used their environment to survive. Then besides mapping each civilization, students will examine the natural resources and topography of each location and determine what caused the people to choose to settle in that specific area. Students

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will also compare and contrast the Religion of the different regions and identify how it plays a significant role in building the culture. The Achievements of each civilization show how lives were improved at the time as well as how those achievements still impact us today. Students will track the development of Economy from trading and bartering to the beginning of currency. Finally, hierarchical Social Structures will be analyzed to show how each culture valued different positions.

The sixth grade year will not only focus on the history of these ancient civilizations, but also the establishment and prevalence of ideas that helped to transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among various cultures, with emphasis on their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Relevant California State Content Standards

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Describe the hunter-gatherer societies, including the development of tools and the use of fire.

Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

Know the significance of Hammurabi's Code.

Discuss the main features of Egyptian art and architecture.

Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

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Understand the significance of Queen Hatshepsut and Ramses the Great.

Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

State the key differences between Athenian, or direct, democracy and representative democracy.

Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

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Outline the founding, expansion, and political organization of the Persian Empire.

Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

Discuss the significance of the Aryan invasions.

Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

Outline the social structure of the caste system.

Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.

Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

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List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.

Describe the diffusion of Buddhism northward to China during the Han Dynasty.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

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Course Title: Grade Six – Earth Science

Course Description

Sixth Grade Earth Science is taught using many instructional methods. These methods include, but are not limited to Inquiry based instruction, experimentation, project and problem based learning, collaborative work groups, service learning, and real world experience. The curriculum is developed through prioritization and reorganization of the California State Standards. In addition, the basis for class activities is based on a ten-step scientific method.

Concepts covered in Earth Science are as follows:

Measurement, models, and Investigations

Students learn how to use the tools of science and perform accurate measurements. They will construct a scientific model and come to understand why models are important. Finally, students will learn, understand and apply the ten-step scientific method procedure developed by the New West science department.

Rocks and Minerals

Students learn how rocks and minerals form and how to test and identify those rocks and minerals. They also learn how humans use rocks and minerals to exist among them and/or survive in their environment.

Plate Tectonics and the Structure of The Earth

Students learn about geologic time and how geologic events shape the surface of the planet.

Earthquakes and Volcanoes

Students study the results of geologic events and how they directly affect their surroundings specifically in California.

Natural Resources and Energy

Students look at fossil fuel acquisition, uses, and consequences of that use. It also covers green energy sources. Students are asked to evaluate different energy sources for their own future.

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Water

Students look at both fresh and salt-water sources. They analyze how those sources operate within the Earth system, how we as humans utilize those water resources, and the consequences of poor water use.

Ecology

Students look at the specific ecology of Santa Catalina Island. They apply knowledge from all the previous units to evaluate plant and animal species as well as geologic formations. They then evaluate how all of those systems work and interact to form an endemic island ecological system.

Relevant California State Content Standards

Plate Tectonics and Earth's Structure

Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:

- a. *Students know* evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- b. *Students know* Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
- c. *Students know* lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- d. *Students know* that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
- e. *Students know* major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
- f. *Students know* how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
- g. *Students know* how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

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Shaping Earth's Surface

Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:

- a. *Students know* water running downhill is the dominant process in shaping the landscape, including California's landscape.
- b. *Students know* rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
- c. *Students know* beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
- d. *Students know* earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Sciences)

Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

- a. *Students know* energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
- b. *Students know* that when fuel is consumed, most of the energy released becomes heat energy.
- c. *Students know* heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
- d. *Students know* heat energy is also transferred between objects by radiation (radiation can travel through space).

Energy in the Earth System

Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

- a. *Students know* the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
- b. *Students know* solar energy reaches Earth through radiation, mostly in the form of visible light.
- c. *Students know* heat from Earth's interior reaches the surface primarily through convection.

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- d. *Students know* convection currents distribute heat in the atmosphere and oceans.
- e. *Students know* differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

- a. *Students know* energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
- b. *Students know* matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
- c. *Students know* populations of organisms can be categorized by the functions they serve in an ecosystem.
- d. *Students know* different kinds of organisms may play similar ecological roles in similar biomes.
- e. *Students know* the number and types of organisms an ecosystem can support depends on the resources available and on biotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

- a. *Students know* the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
- b. *Students know* different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
- c. *Students know* the natural origin of the materials used to make common objects.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

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- a. Develop a hypothesis.
- b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- d. Communicate the steps and results from an investigation in written reports and oral presentations.
- e. Recognize whether evidence is consistent with a proposed explanation.
- f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
- g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

Course Title: Grade Six – Music

Course Description

Students in grades six through eight will learn the basics of being a performing instrumental musician. Currently, four music classes are offered: Beginning Strings, Beginning Band, Advanced Strings, Advanced Band. All music classes are designed as yearlong electives and are of mixed grade levels. Students are placed in the appropriate class according to individual ability and prior experience.

Beginning Strings/Beginning Band – Students with no prior knowledge of music will learn the basics of playing a string, wind, brass, or percussion instrument. They will learn how to properly handle and care for their instruments. They will learn how to read and notate music and will be introduced to basic music theory. The main goal of this class will be for each student to perform alone, in small ensembles, and together as a class.

Advanced Strings/Advanced Band – Students will perform music of different classical genres and music of various cultures. They will also learn about the composers and history of each time period. Attention will be placed on performance style, technical accuracy, tone quality, and ensemble balance. This class will prepare students to have a smooth transition into a high school performing ensemble.

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Relevant California State Content Standards

1.0 Artistic Perception

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

- 1.1 Read, write, and perform intervals and triads.
- 1.2 Read, write, and perform rhythmic and melodic notation using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
- 1.3 Transcribe simple aural examples into rhythmic notation.
- 1.4 Sight-read simple melodies in the treble clef or bass clef.
- 1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
- 1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations)

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape written and memorized by oneself and in ensembles (level of difficulty: 1 on a scale 1-6).
- 2.2 Sing music in two parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale 1-6).
- 2.4 Compose short pieces in duple and triple meters.
- 2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound.
- 2.6 Improvise simple melodies.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

- 3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
- 3.2 Listen to and describe the role of music in ancient civilizations.
- 3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
- 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.
- 3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Music

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4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

4.2 Explain how various aesthetic qualities convey images, feelings, or emotion.

4.3 Identify aesthetic qualities in a specific musical work.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

5.1 Describe how knowledge of music connects to learning in other subject areas.

5.2 Identify career pathways in music.

Grade Six – Physical Education

Physical Education Objective

Regular physical activity significantly contributes to students' well being and is one of the most important ways to maintain and improve one's physical and mental health. Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active and healthy lifestyle. With high-quality instruction, students become confident, independent, and self-controlled; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic success. The following courses were developed using the State of California's Department of Education standards as a guideline. Each course emphasizes working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

Course Titles & Descriptions

General Physical Education

This course provides students the opportunity to learn through a comprehensive physical education program aligned with the Physical Education Model Content Standards for California. The focus of this course is the development of movement skill combinations and movement skill knowledge as they relate to the following activities: volleyball, flag football, basketball, soccer, baseball/softball, handball, and kickball. This course will also have a physical fitness component to help improve a student's overall health and performance. For the fitness component students will be encouraged to set goals and keep a fitness record as a way of challenging themselves to improve their overall health.

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Dance

Beginning Dance is a course that includes ballet, jazz, hip-hop and modern dance and is aligned with the Physical Education Model Content Standards for California as well as Visual and Performing Arts: Dance Content Standards. The course will provide students with the opportunity to acquire basic overall knowledge to develop dance skills and expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student choreography. This course is structured for students with no background experience. There are performance and choreographic opportunities for students. Students exhibit the standards of creative expression and performance value. Students apply choreographic principles, processes and skills to create and communicate meaning through improvisation, composition, and performance of dance.

New West Fit

This course is designed to continue to give students the opportunity to gain personal fitness skills and knowledge through an enriched Physical Education program that is aligned with the Physical Education Model Content Standards for California. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students learning personal fitness, including health-related fitness and wellness concepts, self-assessments, and activities. Units of instruction include Fitness and Wellness, Learning Self-Management Skills, Lifestyle Physical Activity and Positive Attitudes, Choosing Nutritious Foods, Making Consumer Choices, and Stress Management/Yoga.

The “Y” Factor

Students will work on improving flexibility, endurance, coordination, speed, power, and agility as it relates to specific sports such as football, basketball, soccer, and baseball/softball. This is a skill-related conditioning class designed according to the Physical Education Model Content Standards for California. Assessments will be conducted throughout the course as a way of monitoring student’s progress and to help students set realistic personal goals. In addition, students will keep a record of their weekly physical activity and nutrition habits.

Relevant California State Content Standards

Standard 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills (General P.E: Volleyball, Soccer, Basketball)

1.1 Volley an object repeatedly with a partner, using the forearm pass.

1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.

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1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.

1.5 Dribble and pass a ball to a partner while being guarded.

1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

Rhythmic Skills (Dance)

1.8 Develop, refine, and demonstrate routines to music.

Combinations of Movement Patterns and Skills (General PE, NW Fit, Y Factor)

1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

1.10 Combine motor skills to play a lead-up or modified game.

Standard 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts (General PE, Dance, NW Fit, Y Factor)

2.3 Analyze and correct errors in movement patterns.

2.4 Provide feedback to a partner to assist in developing and improving movement skills.

2.5 Identify practices and procedures necessary for safe participation in physical activities.

Manipulative Skills (General PE)

2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.

2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.

2.9 Identify opportunities to pass or dribble while being guarded.

Rhythmic Skills (Dance)

2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

Combination of Movement Patterns and Skills (General PE)

2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

Standard 3

Students assess and maintain a level of physical fitness to improve health and performance.

(General PE, NW Fit, Y Factor)

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- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- 3.6 Monitor the intensity of one's heart rate during physical activity.

Standard 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

(General PE, Dance, NW Fit, Y Factor)

- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.

(General PE, NW Fit, Y Factor)

- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as aerobic or anaerobic.
- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity

Standard 5 (General PE, Dance, NW Fit, Y Factor)

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

Social Interaction

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.

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5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

Visual and Performing Arts: Dance Content Standards

Standard 1.0 Artistic Perception

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

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotors and axial movement.

1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.

Comprehension and Analysis of Dance Elements

1.3 Identify and use force/energy variations when executing gesture and locomotors and axial movements.

1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.

Development of Dance Vocabulary

1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.

Standard 2.0 Creative Expression

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.

2.2 Compare and demonstrate the difference between imitating movement and creating original material.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Describe and incorporate dance forms in dance studies.

2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).

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2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.

Communication of Meaning in Dance

2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.

2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.

Development of Partner and Group Skills

2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).

Standard 3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

History and Function of Dance

3.2 Explain the importance and function of dance in students' lives.

Diversity of Dance

3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

Standard 4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).

4.2 Propose ways to revise choreography according to established assessment criteria.

Meaning and Impact of Dance

4.3 Discuss the experience of performing personal work for others.

4.4 Distinguish the differences between viewing live and recorded dance performances.

Standard 5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

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Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).

5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).

Development of Life Skills and Career Competencies

5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer).

Course Title: Grade Seven – Language Arts

Course Description

Reading

Through literature, students will experience the unique history of the world in an immediate way and encounter many cultures that exist both within and beyond their personal world. They will read a broad variety of multi-cultural texts to develop proficiency in, derive pleasure and expand their vocabulary from the act of reading. The multi-cultural texts will invite the students to expand their vocabulary to include cultural terms, references and/or understandings. Students will be encouraged to read independently and to pick out any vocabulary words unfamiliar to them to define so that they may comprehend the reading on a deeper level. The texts will also offer invaluable experiences of shared conflict, wisdom, understanding, and beauty that students should be able to relate to because they will have experienced some aspect of those elements in their own lives.

Students will learn how to dissect literary works to highlight an author’s perspective and to note any literary devices, such as characters, actions, motifs, themes, literary references, etc. In addition, through this analysis, students will garner any impact of the work during its time, the students’ time and the time ahead. With class discussions and other collaborative classroom practices, students will learn how to think critically about the language, the ideas and the actions of others through their reading. In all, students will digest and interpret literary works to share perspectives on essential questions, understand and learn how to impart crucial information, and even obtain a glimpse of human motivation.

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Writing

Current research shows that students struggle to write, specifically when it comes to an academic essay (typically the five-paragraph essay). This struggle is due to several recurring issues, most common of which are incorrect grammatical structures, unorganized ideas, miscomprehension of prompts and/or lack of the academic language. To address this issue, a major focus of the seventh grade Language Arts curriculum will require students to write academic essays throughout the year. They will use the writing process of brainstorming (with graphic organizers), outlining, drafting, revising, editing and proofreading to discover what they have to say; to develop and shape their academic essay; to control the organization of their sentences and paragraphs; and as a whole, express their reasoning in a coherent manner. Students will also receive instruction and review of grammar through warm ups and/or practiced exercises.

The academic essays practiced within the classroom will be those stated in the CA State standards for seventh grade. Each academic essay will be practiced at least twice throughout the year, allowing the students to gain monumental development in the writing process and moreover, allowing the students to triumph over their own personal battle to write.

Enduring Understandings

*** Knowledge the students will take with them into 8th grade**

Students will be able to highlight devices (characters, actions, literary terms, etc.) in a literary work and explain what those devices mean as well as how they are combined to create specific effects in the work.

Students will be able to compare literary works and make connections between the works and their own life experiences. In particular, students will be able to recognize common characteristics while still noting how the particular example is different in its own right and/or genre.

Students will be able to understand and embrace the idea of composing an academic essay without hesitation, immediately drawing upon practice of brainstorming, outlining and drafting to move forward in producing a competent expression of ideas, evidence and thoughts.

Students will brainstorm and frame an analytical argument regarding a literary work (an interpretation of something unexpected or debatable about the literary work they see and understand). In an academic essay, students will argue their case of interpretation using textual evidence to put forth a better understanding of the work.

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Relevant California State Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.

1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the material by using their knowledge of text structure, organization, and purpose.

2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

2.2 Locate information by using a variety of consumer, workplace, and public documents.

2.3 Analyze text that uses the cause-and-effect organizational pattern.

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

2.5 Understand and explain the use of a simple mechanical device by following technical directions.

2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

3.0 Literary Response and Analysis

Students read and respond to significant works of literature that reflect and enhance their studies of history and social science.

3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, and essay).

3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

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3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

2.1 Write fictional or autobiographical narratives:

a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.

b. Develop complex major and minor characters and a definite setting.

c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature:

a. Develop interpretations exhibiting careful reading, understanding, and insight.

b. Organize interpretations around several clear ideas, premises, or images from the literary work.

c. Justify interpretations through sustained use of examples and textual evidence.

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2.3 Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process
- d. Document reference sources by means of footnotes and a bibliography.

2.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

2.5 Write summaries of reading materials:

- a. Include the main ideas and most significant details.
- b. Use the student's own words, except for quotations.
- c. Reflect underlying meaning, not just the superficial details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to the grade level.

1.1 Place modifiers properly and use the active voice.

1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

1.3 Identify all parts of speech and types and structure of sentences.

1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

1.6 Use correct capitalization.

1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

Listening and Speaking

1.0 Listening and Speaking Strategies: Deliver focused coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

1.2 Determine the speaker's attitude toward the subject.

1.3 Respond to persuasive messages with questions, challenges, or affirmations.

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1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard.

2.1 Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

2.2 Deliver oral summaries of articles and books:

- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quoted from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

2.3 Deliver research presentations:

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process
- d. Cite reference sources appropriately.

2.4 Deliver persuasive presentations:

- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence.

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Course Title: Grade Seven Mathematics – Pre-Algebra

Course Description

Seventh grade pre-algebra will focus on four major units: Algebra functions, number sense, data analysis/statistics and measurement/geometry. In each of the units, concepts will be explored through the essential practice of theories. Throughout the year, students will acquire the necessary mathematical reasoning skills used to determine how to approach particular problems, developing problem solving skills and strategies, and generalizing solutions to similar problems. Emphasis will be placed on the academic language of math in both verbal and written forms.

Students will begin with the study of number sense. In this unit, students will master skills, which are necessary toward the development of pre-algebra concepts. Students will practice this concept and apply it to fractions, decimals, integers and absolute value. While number sense is a building block to later units, the development of this area will be an ongoing theme throughout the pre-algebra curriculum.

During the second unit, students will begin to explore algebraic expressions. Students will then begin to simplify and solve multi-step equations and inequalities. When given a word problem or real world scenario, students will be able to write and solve one- and two-step equations and inequalities. Through exploration, students will develop an understanding of the patterns of positive, negative, and zero exponents. Students will then begin to apply this knowledge to the graphing of linear, quadratic, and cubic functions and identify the similarities and differences between the equations and graphs of each function. Through the graphing process, students will also study the idea of slope.

The third unit will focus on Data Analysis and Statistics. In this unit, students will be able to construct a scatter plot, stem-and-leaf plot, and box- and- whisker plot. Students will analyze and interpret the data once plotted. In this unit, students will master the skill of critically analyzing, questioning and interpreting data found in the media, news and around the world.

In the closing unit, students will develop a solid understanding of the basic elements of geometry. Students will apply the formulas of perimeter and area of two-dimensional shapes, and volume and surface area of three-dimensional solids. They will understand and apply the Pythagorean theorem to solve problems in which they will compute the length of an unknown side.

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Relevant California State Content Standards

Number Sense

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:

1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

1.4 Differentiate between rational and irrational numbers.

1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

1.6 Calculate the percentage of increases and decreases of a quantity.

1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:

2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.

2.2 Add and subtract fractions by using factoring to find common denominators.

2.3 Multiply, divide, and simplify rational numbers by using exponent rules.

2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.

2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

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EDUCATIONAL PROGRAM
Curriculum, continued**

Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.

1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.

1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

3.0 Students graph and interpret linear and some nonlinear functions:

3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in y - value) per unit of horizontal change (change in x - value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

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4.0 Students solve simple linear equations and inequalities over the rational numbers:

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

1.2 Construct and read drawings and models made to scale.

1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

2.2 Estimate and compute the area of more complex or irregular two-and three-dimensional figures by breaking the figures down into more basic geometric objects.

2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.

2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot =

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144 square inches or $[1 \text{ ft}^2] = [144 \text{ in}^2]$, 1 cubic inch is approximately 16.38 cubic centimeters or $[1 \text{ in}^3] = [16.38 \text{ cm}^3]$.

3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.

3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.

3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.

3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.

3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.

3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

Statistics, Data Analysis, and Probability

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:

1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

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Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Make and test conjectures by using both inductive and deductive reasoning.

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

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Curriculum, continued

Course Title: Grade Seven Social Sciences - World History and Geography, Medieval and Early Modern times

Course Description

After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of the great civilizations developing concurrently throughout the world during medieval and early modern times. Students will examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. This study will be conducted through the analysis of the geography, religions, achievements, political systems, economies, and social structures (G.R.A.P.E.S.) of Europe, Africa, Asia, and the Americas during the Middle Ages (approximately A. D. 500s -1700s).

When examining the G.R.A.P.E.S. of each civilization, students will analyze what influences Geography has on each region and the growth of Religions on a given area as well as the effect of interactions between different faith groups. In discovering the Achievements of each civilization, students will examine not only the effect on that past culture, but also how those accomplishments influence us today. Analyzing the Political Systems of the Middle Ages encompasses the various forms of governmental structures within tribes, regions, and societies and the examination of the application of legal codes and tribal laws. Students will study the Economies of each civilization and the development of different economic systems (bartering, trade, money). Finally, students will analyze the hierarchical Social Structures of men, women and children in each society.

When examining Europe, the study of G.R.A.P.E.S. will be applied in conjunction with the following concepts: feudalism, The Enlightenment, The Renaissance, The Protestant Reformation, and global explorations. Students examine the growth of Enlightenment philosophy and the new concepts of reason and the questioning of authority, natural rights of human beings, the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Relevant California State Content Standards

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and

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- its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
 3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.

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3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.

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5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

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7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

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3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

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3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Course Title: Grade Seven - Life Science

Course Description

Seventh grade Life Science is the study of living things. Students study cells, genetics, human body systems, and the anatomy and physiology of plants and animals. They learn about living things, how they function in their environment and the similarities between all living things. As a vexing additive, students are asked to familiarize themselves with evolution. Evolution is a core concept in biology, which ties together concepts from earth science and life science to create a unifying understanding of life on earth. Even though evolution is a controversial concept, students are asked to review it and reflect on how the concept is a part of science.

The curriculum within Life Science is designed to help students see a direct relationship between science education and daily life. Students learn about the cells that we are all made up of and how our genetic traits are passed from parents to children. They learn about dominant and recessive traits in a way that they can understand and relate to. The study of the human body is an immediate relevance to students as they can easily make real world connections to the knowledge they gain about health and the body. They study the tissues, organs and organ systems that keep us alive, allowing them to gain an intimate knowledge of their own systems. Life Science provides an opportunity for students to learn about themselves and the world around them in a meaningful way.

Moreover, students develop reasoning and problem-solving skills through hands-on projects and labs. An emphasis is placed on the use of the scientific method as an investigative tool and students apply this method in every unit to fully understand how the science of that unit works. Student learning is facilitated through a variety of

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technology, including web quests, interactive labs and models, and virtual dissection software.

Relevant California State Content Standards

Cell Biology

All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept,

- a. *Students know* cells function similarly in all living organisms.
- b. *Students know* the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
- c. *Students know* the nucleus is the repository for genetic information in plant and animal cells.
- d. *Students know* that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
- e. *Students know* cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
- f. *Students know* that as multi-cellular organisms develop, their cells differentiate.

Genetics

A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept,

- a. *Students know* the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- b. *Students know* sexual reproduction produces offspring that inherit half their genes from each parent.
- c. *Students know* an inherited trait can be determined by one or more genes.
- d. *Students know* plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
- e. *Students know* DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

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Evolution

Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept,

1. *Students know* both genetic variation and environmental factors are causes of evolution and diversity of organisms.
2. *Students know* the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
3. *Students know* how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
4. *Students know* how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
5. *Students know* that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)

Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept,

- a. *Students know* Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
- b. *Students know* the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
- c. *Students know* that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
- d. *Students know* that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
- e. *Students know* fossils provide evidence of how life and environmental conditions have changed.
- f. *Students know* how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.

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- g. *Students know* how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

Structure and Function in Living Systems

The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept,

- a. *Students know* plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
- b. *Students know* organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
- c. *Students know* how bones and muscles work together to provide a structural framework for movement.
- d. *Students know* how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
- e. *Students know* the function of the umbilicus and placenta during pregnancy.
- f. *Students know* the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
- g. *Students know* how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Sciences)

Physical principles underlie biological structures and functions. As a basis for understanding this concept,

- a. *Students know* visible light is a small band within a very broad electromagnetic spectrum.
- b. *Students know* that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
- c. *Students know* light travels in straight lines if the medium it travels through does not change.
- d. *Students know* how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.

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- e. *Students know* that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
- f. *Students know* light can be reflected, refracted, transmitted, and absorbed by matter.
- g. *Students know* the angle of reflection of a light beam is equal to the angle of incidence.
- h. *Students know* how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
- i. *Students know* how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
- j. *Students know* that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
- c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
- d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
- e. Communicate the steps and results from an investigation in written reports and oral presentations.

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Curriculum, continued**

Course Title: Grade Seven – Music

Course Description

Students in grades six through eight will learn the basics of being a performing instrumental musician. Currently, four music classes are offered: Beginning Strings, Beginning Band, Advanced Strings, Advanced Band. All music classes are designed as yearlong electives and are of mixed grade levels. Students are placed in the appropriate class according to individual ability and prior experience.

Beginning Strings/Beginning Band – Students with no prior knowledge of music will learn the basics of playing a string, wind, brass, or percussion instrument. They will learn how to properly handle and care for their instruments. They will learn how to read and notate music and will be introduced to basic music theory. The main goal of this class will be for each student to perform alone, in small ensembles, and together as a class.

Advanced Strings/Advanced Band – Students will perform music of different classical genres and music of various cultures. They will also learn about the composers and history of each time period. Attention will be placed on performance style, technical accuracy, tone quality, and ensemble balance. This class will prepare students to have a smooth transition into a high school performing ensemble.

Relevant California State Content Standards

1.0 Artistic Perception

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

- 1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.
- 1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.
- 1.3 Transcribe simple aural examples into rhythmic notation.
- 1.4 Sight-read simple melodies in the treble clef or bass clef.
- 1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing tonality and intervals.
- 1.6 Describe larger music forms (canon, fuge, suite, ballet, opera, oratorio).

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

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- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale 1-6).
- 2.2 Sing music in two and three parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2 on a scale 1-6).
- 2.4 Compose short pieces in duple, triple and mixed meters.
- 2.5 Arrange simple pieces for voices or instruments, using traditional and nontraditional sources of sound, including digital/electronic media.
- 2.6 Improvise melodies and harmonic accompaniment.
- 2.7 Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

- 3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
- 3.2 Identify and describe the development of music during medieval and early modern times in various cultures.
- 3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.4 Perform music from diverse genres and cultures.
- 3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Music

- 4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions
- 4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.
- 4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

- 5.1 Identify similarities and differences in the meanings of common terms used in various arts and subject areas.

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- 5.2 Identify and describe how music functions in the media and entertainment industries.
5.3 Identify various careers for musicians in the entertainment industry.

Grade Seven – Physical Education

Physical Education Objective

Regular physical activity significantly contributes to students' well being and is one of the most important ways to maintain and improve one's physical, and mental health. Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active and healthy lifestyle. With high-quality instruction, students become confident, independent, and self-controlled; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic success. The following courses were developed using the State of California's Department of Education Standards as a guideline. Each course emphasizes working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

Course Titles & Descriptions

General Physical Education

The focus of this course is the development of movement skill combinations and movement skill knowledge as they relate to the following activities: volleyball, flag football, basketball, soccer, baseball/softball, handball, and kickball. This course will also focus on the assessment and maintenance of physical fitness to improve health and performance. Students will be encouraged to set goals and keep a fitness log as a way of challenging themselves to improve their overall health.

Dance

Beginning Dance is a course that includes ballet, jazz, hip-hop and modern dance and is aligned with the Physical Education Model Content Standards for California as well as Visual and Performing Arts: Dance Content Standards. The course will provide students with the opportunity to acquire basic overall knowledge to develop dance skills and expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student choreography. This course is structured for students with no background experience. There are performance and choreographic opportunities for students. Students exhibit the standards of creative expression and performance value. Students apply choreographic principles,

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processes and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

New West Fit

This course is designed to continue to give students the opportunity to gain personal fitness skills and knowledge through an enriched Physical Education program. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on students learning personal fitness, including health-related fitness and wellness concepts, self-assessments, and activities. Units of instruction include: Fitness and Wellness, Learning Self-Management Skills, Lifestyle Physical Activity and Positive Attitudes, Choosing Nutritious Foods, Making Consumer Choices, and Stress Management/Yoga.

The “Y” Factor

Students will work on improving flexibility, endurance, coordination, speed, power, and agility as it relates to specific sports such as football, basketball, soccer, and baseball/softball. This is a skill-related conditioning class designed to help students achieve tangible results. Assessments will be conducted every month in each area and students will be encouraged to set goals and challenged to meet those goals every month. In addition, students will be required to keep a log of their weekly physical activity and nutrition habits.

Relevant California State Content Standards

Standard 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills (General PE)

1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Rhythmic Skills (Dance)

1.2 Perform multicultural dances.

Combinations of Movement Patterns and Skills (General PE, Y Factor)

1.3 Combine manipulative, loco-motor, and non - locomotor skills into movement patterns.

1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.

1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.

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Standard 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Manipulative Skills (General PE)

2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Movement Concepts (General PE, Y Factor)

2.2 Analyze movement patterns and correct errors.

2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.

2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.

2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.

2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

Combination of Movement Patterns and Skills (General PE)

2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

Standard 3

Students assess and maintain a level of physical fitness to improve health and performance.

(General PE, NW Fit, Y Factor)

3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.

3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.

3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.

3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.

3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.

3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

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Standard 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

(General PE, NW Fit, Y Factor)

- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.
- 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
- 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
- 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.
- 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
- 4.8 Discuss the effect of extremity growth rates on physical fitness.

Standard 5 (General PE, Dance, NW Fit, Y Factor)

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

Social Interaction

- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

Group Dynamics

- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity

Visual and Performing Arts: Dance Content Standards

Standard 1.0 Artistic Perception

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

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

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Development of Motor Skills and Technical Expertise

- 1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.
- 1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

- 1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.

Development of Dance Vocabulary

- 1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)

Standard 2.0 Creative Expression

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

- 2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.
- 2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.
- 2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).

Communication of Meaning in Dance

- 2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.
- 2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).

Development of Partner and Group Skills

- 2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.

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Standard 3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Diversity of Dance

3.3 Explain how dance functions among people of different age groups, including their own.

Standard 4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).

4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).

Meaning and Impact of Dance

4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered).

4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).

Standard 5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).

Development of Life Skills and Career Competencies

5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities

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5.4 Research and compare careers in dance and dance-related fields.

Course Title: Grade Eight – Language Arts

Course Description

Reading

Grade eight students are expected to meet and exceed the high level of expectations presented in the curriculum throughout the school year. Students will read culturally relevant novels, realistic fiction, historical fiction, fantastic short stories, poems, and Shakespeare. Critical thinking skills are developed based not only on the culturally diverse literature but on strategies such as Socratic Seminars, Chalk Talk, and Fish Bowls. Additional strategies used to help students strengthen their reading skills, comprehension, and higher order thinking is the use of metacognitive markers and double entry journals. Class discussions are based on social justice issues, leadership qualities, overcoming obstacles, identity, courage and self-acceptance. There is a great amount of emphasis on analysis, annotating text, identifying and discussing implied themes, and creating real world connections.

Writing

Students use the writing process as a tool to strengthen their writing skills. The writing process incorporates brainstorming, outlining, multiple drafts, peer editing, self-editing, revising, and publishing. The curriculum requires students to write well-organized essays, short stories, poems, formal letters, informational texts, research papers, and unit tests that include extended written responses. Multiple types of graphic organizers are used during the writing process. While students self-edit and peer edit, each student completes a checklist and comment sheet (in rubric format). During the editing process, it is important for students to be able to identify high quality writing. While editing and revising students place an emphasis on the following: proper grammar use, word order, appropriate vocabulary, sentence and paragraph structure, correct spelling and punctuation, content that is relevant, detailed, and thought provoking, and lastly writing that engages the reader.

Public Speaking

Eighth grade students are expected to speak with fluency, appropriate use of vocabulary, precision, appropriate tone and voice. These speaking skills apply to speeches, presentations, and class discussion. Students practice these skills while working in small groups, participating in whole group discussion (especially during Socratic Seminars) and prepping for formal public speaking (i.e. presenting a project to the class). Students are encouraged to focus on positive and appropriate body language and facial expressions during public speaking activities. The more opportunity students have to practice their public speaking skills, the more comfortable students become when placed in situations where they will have to speak to a large group.

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Enduring Understandings

* **The skills/knowledge that students will take with them to the 9th grade.**

- Students will leave middle school with a strong understanding of what strong academic writing looks like.
- Students will independently take initiative to self-edit their writing and continuously work on strengthening their writing skills.
- Students will understand the importance of building excellent vocabulary (within their writing and while speaking).
- Students will be engaged readers: self-checking for understanding, asking clarifying questions, and making real world connections.
- Students will have confidence and precision while speaking to large groups.

Relevant California State Content Standards

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

2.2 Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

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2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

2.5 Understand and explain the use of a complex mechanical device by following technical directions.

2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique

2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism

3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

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Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

- 2.1 Write biographies, autobiographies, short stories, or narratives:
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, or the writer's attitude about, the subject.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Write responses to literature:
 - a. Exhibit careful reading and insight in their interpretations.
 - b. Connect the student's own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 2.3 Write research reports:
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Organize and display information on charts, maps, and graphs.
- 2.4 Write persuasive compositions:

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- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

2.5 Write documents related to career development, including simple business letters and job applications:

- a. Present information purposefully and succinctly and meet the needs of the intended audience.
- b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.6 Write technical documents:

- a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
- b. Include all the factors and variables that need to be considered.
- c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

Grammar

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

Punctuation and Capitalization

- 1.5 Use correct punctuation and capitalization.

Spelling

- 1.6 Use correct spelling conventions.

1.0 Listening and Speaking Strategies

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Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Organization and Delivery of Oral Communication

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
 - a. Reconsider and modify the organizational structure or plan.
 - b. Rearrange words and sentences to clarify the meaning.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.

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c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

2.3 Deliver research presentations:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and record information on charts, maps, and graphs.

2.4 Deliver persuasive presentations:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
- c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
- d. Maintain a reasonable tone.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Course Title: Grade Eight Mathematics – Algebra 1

Course Description

The Algebra course is composed of four major units of study: solving equations and inequalities, linear functions, quadratic functions, and rational expressions. In each of the major units of study, concepts are explored using multiple representations so that students develop essential procedural and conceptual understandings in Algebra.

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The basic foundations of the Algebra curriculum are developed in the first unit of study. The central theme of this unit involves solving multistep equations and inequalities. Students will become adept at identifying and defining the algebraic properties and principles used to simplify and solve multistep equations and inequalities. These skills will then be applied to writing and solving multistep equations and inequalities for word problems. Each of the concepts in the first unit will be continuously revisited and reinforced throughout the remainder of the course.

During the second unit, students use algebra to generalize, interpret, and analyze key patterns observed when working with linear functions. Particular attention is paid to patterns that relate to the concept of slope and how this concept manifests in graphs, tables, and equations. Students will also explore multiple methods of graphing linear functions including: creating a table; finding the x- and y- intercepts; using the slope-intercept form; and point slope form. With a strong foundation of linear functions, students will transition into applying procedural graphing knowledge and skills to more conceptual tasks as they solve systems of equations and inequalities both graphically and algebraically.

During the quadratic functions unit, students begin to master the basic factoring techniques used extensively in the remainder of the Algebra curriculum. The concept of factoring will then be applied to graphing, analyzing, and interpreting the relationship between quadratic equations and their graphs. Students will also need to master multiple factoring techniques including completing the square and using the quadratic formula. Students will then begin to apply their procedural knowledge to more conceptual tasks as they solve physical problems including motion, force, gravity, and acceleration.

The final unit of study emphasizes computational mastery in a more complex algebraic manner. Students apply basic techniques of adding, subtracting, multiplying, and dividing as they simplify polynomial expressions. Students also expand their skills and knowledge of operations with fractions as they apply these skills when simplifying rational expressions.

Relevant California State Content Standards

Standard Set 1.0

Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:

1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

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2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions prior to solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

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15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.

21.0 Students graph quadratic functions and know that their roots are the x -intercepts.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

Standard Set 24.0

Students use and know simple aspects of a logical argument:

24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

24.2 Students identify the hypothesis and conclusion in logical deduction.

24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

Standard Set 25.0

Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

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25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

Course Title: Grade Eight Social Studies - United States History and Geography, Growth and Conflict

Course Description

Students will examine America's growth from the end of the Revolutionary War through industrialization in the early 1900s. Emphasis is placed on the problems associated with America's Manifest Destiny and continuing to the westward expansion, looking at the various wars the U.S. has fought after the Revolution to make the US what it is today.

In addition, students will learn about the different challenges (economic, political, and social) facing the nation under different presidential administrations (Washington, Adams, Jefferson, Madison, Monroe, Jackson, Polk, Lincoln, and Johnson) and how their administrations assisted, hurt, or postponed the various problems.

Students will also explore and understand the unique composition of the American people. They will understand the numerous problems faced when different ethnic groups live within close proximity of each other and in different regions of the country while working towards understanding the cause, course, and consequences of the Civil War.

Relevant California State Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

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8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy,

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Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebel-ion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

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8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

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8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

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6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

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8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Course Title: Grade Eight - Physical Science

Course Description

Students in 8th grade science study the basics of physical science through hands-on investigations. Students learn how to design experiments to examine one variable and be certain that the results they gather are accurate, verifiable, and quantifiably demonstrate

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physical relationships of matter. They use this investigation process throughout the year to examine basic concepts in physics (such as motion and forces) and in chemistry (to understand properties of matter).

In addition, students in 8th grade science are lead through a very detailed examination of matter and its properties and composition. They begin by exploring particle behavior in different states of matter, with particular emphasis on the relationship between temperature and particle motion and characteristics of the same matter in different states. Next, students are introduced to subatomic particles, and will focus on the differing number of subatomic particles in individual atoms of different elements. We will then examine how atoms interact and bond to form molecules and compounds, and larger organic structures (especially those that support life). Throughout the examination of matter, special care is taken to illustrate trends of the periodic table, especially similarities in characteristics and reactions of elements in the same families and regions of the periodic table.

Basic physics is taught through hands-on experimentation designed to teach students basic, classical physics such as kinematics and forces. Special emphasis in the study of physics is placed on motion in the “real world,” and students closely examine and measure changes in motion and the corresponding forces responsible for these changes.

Mastery of the 8th grade science content will provide students with many concrete connections between the material covered in class and the real world. Students will also have a solid science foundation on which they can build knowledge in their high school science classes.

Relevant California State Content Standards

**Focus on Physical Science
Motion**

The velocity of an object is the rate of change of its position. As a basis for understanding this concept:

- a. *Students know* position is defined in relation to some choice of a standard reference point and a set of reference directions.
- b. *Students know* that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
- c. *Students know* how to solve problems involving distance, time, and average speed.

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- d. *Students know* the velocity of an object must be described by specifying both the direction and the speed of the object.
- e. *Students know* changes in velocity may be due to changes in speed, direction, or both.
- f. *Students know* how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

Forces

Unbalanced forces cause changes in velocity. As a basis for understanding this concept:

- a. *Students know* a force has both direction and magnitude.
- b. *Students know* when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
- c. *Students know* when the forces on an object are balanced, the motion of the object does not change.
- d. *Students know* how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
- e. *Students know* that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
- f. *Students know* the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
- g. *Students know* the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter

Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:

- a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.
- b. *Students know* that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
- c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.

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- d. *Students know* the states of matter (solid, liquid, gas) depend on molecular motion.
- e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
- f. *Students know* how to use the periodic table to identify elements in simple compounds.

Earth in the Solar System (Earth Sciences)

The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:

- a. *Students know* galaxies are clusters of billions of stars and may have different shapes.
- b. *Students know* that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
- c. *Students know* how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
- d. *Students know* that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
- e. *Students know* the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:

- a. *Students know* reactant atoms and molecules interact to form products with different chemical properties.
- b. *Students know* the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
- c. *Students know* chemical reactions usually liberate heat or absorb heat.
- d. *Students know* physical processes include freezing and boiling, in which a material changes form with no chemical reaction.

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- e. *Students know* how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Sciences)

Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:

- a. *Students know* that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.
- b. *Students know* that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
- c. *Students know* that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

Periodic Table

The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:

- a. *Students know* how to identify regions corresponding to metals, nonmetals, and inert gases.
- b. *Students know* each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
- c. *Students know* substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

Density and Buoyancy

All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:

- a. *Students know* density is mass per unit volume.
- b. *Students know* how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
- c. *Students know* the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
- d. *Students know* how to predict whether an object will float or sink.

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Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Plan and conduct a scientific investigation to test a hypothesis.
- b. Evaluate the accuracy and reproducibility of data.
- c. Distinguish between variable and controlled parameters in a test.
- d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data.
- e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
- f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure \times area, volume = area \times height).
- g. Distinguish between linear and nonlinear relationships on a graph of data.

Course Title: Grade Eight – Music

Course Description

Students in grades six through eight will learn the basics of being a performing instrumental musician. Currently, four music classes are offered: Beginning Strings, Beginning Band, Advanced Strings, Advanced Band. All music classes are designed as year long electives and are of mixed grade levels. Students are placed in the appropriate class according to individual ability and prior experience.

Beginning Strings/Beginning Band – Students with no prior knowledge of music will learn the basics of playing a string, wind, brass, or percussion instrument. They will learn how to properly handle and care for their instruments. They will learn how to read and notate music and will be introduced to basic music theory. The main goal of this class will be for each student to perform alone, in small ensembles, and together as a class.

Advanced Strings/Advanced Band – Students will perform music of different classical genres and music of various cultures. They will also learn about the composers and history of each time period. Attention will be placed on performance style, technical

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accuracy, tone quality, and ensemble balance. This class will prepare students to have a smooth transition into a high school performing ensemble.

Relevant California State Content Standards

1.0 Artistic Perception

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

- 1.1 Read, write, and perform augmented and diminished, minor chords, and harmonic minor progressions.
- 1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.
- 1.3 Transcribe aural examples into rhythmic and melodic notation.
- 1.4 Sight-read accurately and expressively (level of difficulty: 2 on a scale 1-6).
- 1.5 Analyze and compare the use of musical elements representing various genres and cultures, with an emphasis on chords and harmonic progressions.
- 1.6 Describe larger music forms (symphony, tone poem).
- 1.7 Explain how musical elements are used to create specific music events in given aural examples.

2.0 Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape written and memorized by oneself and in ensembles (level of difficulty: 3 on a scale 1-6).
- 2.2 Sing music in two, three, and four parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and articulation by oneself and in ensembles (level of difficulty: 3 on a scale 1-6).
- 2.4 Compose short pieces in duple, triple, compound, and mixed meters.
- 2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sources of sound, including digital/electronic media.
- 2.6 Improvise melodic and rhythmic embellishments in major keys.
- 2.7 Improvise short melodies to be performed with and without accompaniment.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

- 3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.

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3.2 Identify and explain the influences of various cultures on music in early United States history.

3.3 Explain how music has reflected social functions and changing ideas and values.

3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

3.5 Perform music from diverse genres, cultures, and time periods.

3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Music

4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.

4.2 Apply detailed criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.

4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.

4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

5.1 Compare in two or more art forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art.

5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

Grade Eight – Physical Education

Physical Education Objective

Regular physical activity significantly contributes to students' well being and is one of the most important ways to maintain and improve one's physical, and mental health.

Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities.

Students learn the health-related benefits of regular physical activity and the skills to

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adopt a physically active, and healthy lifestyle. With high-quality instruction, students become confident, independent, and self-controlled; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic success. The following courses were developed using the State of California's Department of Education standards as a guideline. Each course emphasizes working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

Course Titles & Descriptions

General Physical Education

The focus of this course is the development of movement skill combinations and movement skill knowledge as they relate to the following activities: volleyball, flag football, basketball, soccer, baseball/softball, handball, and kickball. This course will also focus on the assessment and maintenance of physical fitness to improve health and performance. Students will be encouraged to set goals and keep a fitness log as a way of challenging themselves to improve their overall health.

Dance

Beginning Dance is a course that includes ballet, jazz, hip-hop and modern dance and is aligned with the Physical Education Model Content Standards for California as well as Visual and Performing Arts: Dance Content Standards. The course will provide students with the opportunity to acquire basic overall knowledge to develop dance skills and expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student choreography. This course is structured for students with no background experience. There are performance and choreographic opportunities for students. Students exhibit the standards of creative expression and performance value. Students apply choreographic principles, processes and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

New West Fit

This course is designed to continue to give students the opportunity to gain personal fitness skills and knowledge through an enriched Physical Education program. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students learning personal fitness, including health-related fitness and wellness concepts, self-assessments, and activities. Units of instruction include: Fitness and Wellness, Learning Self-Management Skills, Lifestyle Physical Activity and Positive Attitudes, Choosing Nutritious Foods, Making Consumer Choices, and Stress Management/Yoga.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

The “Y” Factor

Students will work on improving flexibility, endurance, coordination, speed, power, and agility as it relates to specific sports such as football, basketball, soccer, and baseball/softball. This is a skill-related conditioning class designed to help students achieve tangible results. Assessments will be conducted every month in each area and students will be encouraged to set goals and challenged to meet those goals every month. In addition students will be required to keep a log of their weekly physical activity and nutrition habits.

Relevant California State Content Standards

Standard 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Rhythmic Skills (General PE)

1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.

(General PE, Y Factor)

1.4 Apply locomotors, non-locomotors, and manipulative skills to team physical activities.

Standard 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts (General PE, Dance, NW Fit, Y Factor)

2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.

2.2 Explain the rotation principles used in performing various manipulative skills.

2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

Combination of Movement Patterns and Skills

(General PE, Dance, NW Fit, Y Factor)

2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one’s own performance.

(General PE)

2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.

2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

Standard 3

Students assess and maintain a level of physical fitness to improve health and performance.

(General PE, NW Fit, Factor)

3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.

3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.

3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.

3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.

3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

(General PE, Dance, NW Fit, Y Factor)

3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

Standard 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

(General PE, NW Fit, Factor)

4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.

4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.

4.3 Identify ways of increasing physical activity in routine daily activities.

4.4 Identify and apply basic principles in weight/resistance training and safety practices.

4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.

4.6 Explain the different types of conditioning for different physical activities.

Standard 5 (General PE, Dance, NW Fit, Y Factor)

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

- 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
- 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.

Social Interaction

- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

Group Dynamics

- 5.5 Accept the roles of group members within the structure of a game or activity.
- 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
- 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals

Visual and Performing Arts: Dance Content Standards

Standard 1.0 Artistic Perception

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

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

- 1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.
- 1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.
- 1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

- 1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.

Development of Dance Vocabulary

- 1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.

Standard 2.0 Creative Expression

Creating, Performing, and Participating in Dance

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.

2.2 Expand and refine a personal repertoire of dance movement vocabulary.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).

Communication of Meaning in Dance

2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.

2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

Development of Partner and Group Skills

2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

Standard 4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.

Meaning and Impact of Dance

4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.

Standard 5.0 Connections, Relationships, Applications

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

Connections and Applications Across Disciplines

5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).

5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).

Development of Life Skills and Career Competencies

5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

***Reading/Language Arts* 9 trimesters**

“What is written without effort is in general read without pleasure” - Samuel Johnson

BASIC INSTRUCTIONAL MATERIALS

The teacher will select the majority of the Reading/Language Arts instructional materials so the curriculum is inspirational to the teacher and the students. Within the curriculum, the teachers may emphasize common themes and authors taught, such as the following:

Walter Dean Myers

Gary Soto

Langston Hughes

Sandra Cisneros

William Shakespeare

Maya Angelou

The grade levels sharing these authors may be two or all three, depending on teacher’s love of the author and/or preference.

Additionally, in sixth grade, the following authors’ works are used: Jerry Spinelli, Christopher Paul Curtis, Lois Lowry, and Greek mythology by various authors. *Time for Kids* is also made available. In seventh grade, Elie Weisel, Alice Walker, Amy Tan, Paul Zindel, Edgar Allan Poe, Ray Bradbury and Ernest Hemingway are also used to encompass crucial themes and/or literary devices. The authors emphasized in eighth grade are John Steinbeck, Daniel Keyes, Mary Shelley, Sylvia Plath, and Nikki Giovanni, along with non-fiction materials.

These authors and works are the choices of each grade level teacher, whose constant research of reading materials, review of curriculum objectives and reflections of student responses allow the teacher to change reading materials when necessary. Moreover, supplemental vocabulary and grammar materials are not based on one specific source. Rather, they are collected and implemented by each grade level teacher to best provide quality, individualized lessons.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

As a last resource, Reading/ Language Arts instructional materials for grades 6-8 may be the local school district textbook. The adopted district textbook is *Timeless Voices, Timeless Themes* (Prentice Hall, publisher). The textbook has a different level for each grade level: the Copper Level (6th grade), the Bronze Level (7th grade), and the Silver Level (8th grade).

BASIC INSTRUCTIONAL OBJECTIVES

The basic instructional objectives for teaching Reading/Language Arts at all levels are that reading and writing will be articulated across the curriculum, with cross-curricular projects implemented between at least one other subject. Literature (including classical literature) and original sources will be recommended to support all subject areas.

New West schedules at least 15 minutes of Silent Sustained Reading (SSR) every day for the students.

Specific instructional objectives for Reading/Language Arts are:

- Develop an effective reading and language arts curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *Reading/Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education).
- Cover the grade-level curricular content specified in *English-Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education).
- Emphasize content and learning experiences in reading and writing that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed in Table 2 under *General Provisions of the Charter: Section XIII.B. Measurable Student Outcomes*.
- Emphasize reading and writing as central to all academic subjects for obtaining and communicating information.
- Teach fiction and non-fiction writing.
- Set high standards for fundamental vocabulary and grammar skills.

NEW WEST CHARTER EDUCATIONAL PROGRAM

- Teach students strong, fundamental skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, and editing and revising.
- Develop oral communication skills through group discussions and classroom presentations.
- Expose students to the different modes of written expression from poems to movie scripts, as well as the diversity of literature through time and across cultures.
- Develop the mechanics of creative writing, journalism, business communication, and formal academic writing.
- Invite various speakers to engage students in relevant discussion related to the curriculum topics/themes and to embody real life. These speakers may be university professors, parents and/or family relatives.
- Make reading and language arts exciting, relevant, and fun!

Mathematics

9 trimesters

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.” - Stan Gudder

BASIC INSTRUCTIONAL MATERIALS

The primary math instructional materials and curriculum will be developed by the math department to promote the conceptual and computational knowledge, skills, and understanding required by the California State Standards.

The supplemental mathematics instructional materials for grade 6-8 are Concepts and Skills Course 1 and 2, Algebra I, and Geometry (McDougal Littell, publishers; Prentice Hall, publisher).

BASIC INSTRUCTIONAL OBJECTIVES

The basic instructional objectives and design for teaching mathematics are:

- Develop and cover an effective mathematics curriculum using grade-level considerations, instructional strategies, and assessment guidelines outlined in *Mathematics Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education).

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

- Students will be challenged at their own level through differentiated instruction and assessment.
- Emphasize content and the learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
- Emphasize fluency with concrete and abstract mathematical concepts including number sense, algebra and functions, statistics, data analysis, probability, and measurement and geometry.
- Employ innovative and interactive teaching methods that have proved most effective in teaching mathematics including its relevance as a skill for everyday life.
- Provide scaffolding to support the continuum of mathematics in providing the necessary building blocks for deeper conceptualization.
- Integrate math, science, and technology in a real world context.
- Use technology such as, graphing calculators, computers, the Internet, and a Smart Board as tools to reinforce or support mathematical curriculum and concepts.
- Relate math to real world careers, experiences, and areas of study.
- Make mathematics exciting, relevant, and serious FUN!

***History and Social Sciences* 9 trimesters**

“To have a sense of the future, our youth must have a strong sense of the past.” -
Margaret Mead

BASIC INSTRUCTIONAL MATERIALS

The basic instructional materials in history and social sciences for grades 6-7 will be *Message from Ancient Days* and *Across the Centuries* (Houghton Mifflin, publishers) and TCI, *History Alive* (History Alive, publishers). For 8th grade, *American Nation* (Prentice Hall, publishers) and *Young People's History of the United States* (Seven Stories Press) is used as a basic instructional material.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

BASIC INSTRUCTIONAL OBJECTIVES

Geography (territorial expansion and loss), Religions, Achievements, Political systems, Economics, and Social Structures (G.R.A.P.E.S.) as well as conflict and consequences are considered key to students' understanding of themselves in the world around them.

Students will develop tolerance, an appreciation for the world around them, and an understanding of the modern world by linking the successes and failures of the past to today.

The basic instructional objectives for teaching history and social science are to:

- Develop an effective history and social science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education).
- Cover the grade-level curricular content specified in *History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education).
- Emphasize content and learning experiences in history and social science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed in Table 2 under *General Provisions of the Charter: Section XIII.B. Measurable Student Outcomes*.
- Develop a thorough knowledge of geography as a fundamental step to understanding the flow of history, the interrelationships among the world's peoples, and man's interaction with the natural world.
- Study the contributions of scientists, writers, explorers, composers, artists, leaders, and keepers of a cultural heritage in perspective to their time and place in history.
- Present historical material through many media: performances, literature, historical letters and other primary sources, art, biographies, internet, films, simulations, thought provoking discussions, and historical accounts.
- Instill in students a global perspective on the diversity of cultures and the dignity of the individual by using comparative philosophy, ethics, religion, economic systems and government, as well as foods, fashions and the arts.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

- Seek a community partnership and involvement by utilizing the resources available via parent volunteers (e.g. guest speakers, assistance in locating sites for experiential learning).
- Make history and social science exciting, relevant, and fun!

Science

9 trimesters

BASIC INSTRUCTIONAL MATERIALS

The basic instructional materials for the sciences in grades 6-8 will be *Science and Technology* (Holt, publisher).

SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Additional supplemental materials continue to be evaluated by the science teaching team. Students have the opportunity to learn through the use of technology such as electronic data collections, virtual field trips, student friendly science websites, and earth and life science computer programs.

BASIC INSTRUCTIONAL OBJECTIVES

The basic educational objectives for teaching science are:

- Develop assessments and opportunities for students to demonstrate mastery of standards as outlined in *Science Framework for California Public Schools: Kindergarten through Grade Twelve*.
- Create inquiry-based, hands-on opportunities to explore the content specified in *Science Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education).
- Support the mastery of vocabulary and language of science.
- Teach students to understand and intuitively use the scientific method: identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- Study science in an historical and global context that addresses environmental issues and their social implications.
- Teach students to analyze data, look for mathematical relationships, and communicate results.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curriculum, continued**

- Use technology as an integral part of science for information retrieval, data acquisition, scientific analysis, and communication of results.
- Take science field trips that integrate with the curriculum and enrich the appreciation for science and technology.

NEW WEST CHARTER EDUCATIONAL PROGRAM

INSTRUCTIONAL DESIGN AND METHODOLOGIES

Within the four core academic subjects - English/Language Arts, Mathematics, History/Social Sciences, and Science - learning experiences are integrated where possible, limited only by the nature of some standards within the subject areas that preclude integration. Listening, speaking, reading and writing application experiences, wherever applicable, are tied to the concepts and knowledge to be mastered in the core curriculum.

Integration is built into the instructional design through the teaching team or family unit. The school is constructed around family units, with each family comprised of four core teachers at a grade level and approximately one hundred students per family. Teachers engage in thorough, on-going articulation across grades and within departments as well. These meetings occur on a regularly scheduled basis.

Differentiated Instruction is key to providing for the needs of children across the educational spectrum. By altering the complexity, depth, or novelty of the subject, the teacher can convey material in a way that is appropriate for the individual child. Each student receives a rigorous, standards-based lesson without an artificial ceiling placed on learning. Teachers are also prepared to present material in a variety of ways to take into account different learning styles. Frequent assessment and review of this assessment is essential for this strategy. New West begins the year with school-wide assessments and works towards a personalized approach to education for each student.

Scaffolding Academic literacy and life-long learning skills are fostered through the use of scaffolding teaching methods. Scaffolding employs, among other tools, modeling and demonstration, bridging from known concepts and experiences to new concepts, contextualizing, and schema building to identify connections among concepts. For example, using charts, diagrams and other tools, students see the connections between topics and ideas.

Additional instructional strategies include an emphasis on *Character Development*, establishing *Life-long Learning* objectives and *Service Learning*. New West integrates these instructional strategies into the core academic curriculum. For example, the effective use of technology, a life-long learning objective, is integrated through students' use of the Internet for research projects. The application of time management skills will be required of students for in-class and homework projects.

Project-Based Learning provides a key opportunity for integration of all subjects. Families develop project themes throughout the year. Students will work in small groups to research, write, find results and identify the medium for presentation. The student team will work with the teacher to develop the different phases of the project.

NEW WEST CHARTER EDUCATIONAL PROGRAM

CURRICULAR SCHEDULE & SCHOOL CALENDAR

New West Charter Middle School shall exceed the minimum legally required amounts of instruction during each school year for each of the grades 6-8:

180 days [Education Code 46200].

54,000 minutes [Education Code 46201(a)(3)(C) and 47612.5(a)(1)].

Providing that these minimal requirements are met, New West reserves the right to determine the length of its school year, the length of its school day, the total number of instructional days, the total number of its instructional minutes, the hours of its daily operation, and other parameters of its instructional calendar to best fulfill its educational program in the best interests of its students.

New West has modeled its school calendar on the LAUSD calendar to be consistent with other public schools in the community. The planned New West Instructional School Calendar for 2010- 2011 follows. The New West calendar has 180 instructional days, and approximately 57,000 instructional minutes. Subject to resources and/or volunteers, New West currently provides after-school enrichment, extracurricular, and remedial instruction activities lasting 60-200 minutes, depending on the activity and daily school schedule. The calendar includes 5 pupil free days scattered throughout the year and 36 pupil free afternoons on Wednesdays when students are dismissed early. New West's instructional staff use this pupil free time for classroom preparation, curriculum development, professional development, staff meetings, and other activities relevant to the school's educational program.

In addition to the core curriculum classes, students also have a schedule that includes physical education and health and advisor-advisee period. The daily class schedule for New West Charter Middle School has instruction beginning at 8:30 AM and ending at 3:30 PM, except for early dismissal (1:30 PM) on Wednesdays. Classes are in a block schedule two days out of the week.

After school will offer a variety of learning opportunities that complement and supplement the school's basic educational program. Some of these classes may be required of certain students (e.g., remedial instruction for low-achieving students or English language classes for English language learners). Most will be optional (e.g., enrichment master classes, such as music, art, dance, foreign languages, leadership, accelerated Math and Science classes and video production classes). New West also offers athletic activities. New West makes its facilities available after school, where possible, for school-related activities such as homework and class projects.

A TYPICAL DAY AT NEW WEST

Collaboration in Action:

New West is a collaborative community that provides opportunities for shared responsibility among parents and educators for the school's policies in governance,

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curricular Schedule, continued**

operation and curriculum. Each day, New West enables parents to have open dialogue through email access, opportunities to discuss key issues with teachers during their planning periods and Student Success Team (SST) meetings. Parents and educators work together on Governance issues primarily through a once – per month Governance Council meeting.

Academic Priorities:

Each student at New West is exposed to a rigorous core curriculum that provides a strong foundation in reading and language arts, mathematics, science and history, supplemented with enrichment in world languages, visual and performing arts, physical education, health and technology.

A visitor coming into New West for the first time would enter via the controlled access gate on Pico Blvd. All visitors must receive permission by the office staff to enter the building.

Welcome:

All visitors must check in at the front desk with office staff and state the purpose of their visit. The schedule of events that any visitor would see at New West for each day is listed below:

MONDAY and TUESDAY: A Seven Period Schedule

SAMPLE SCHEDULE IN APPENDICES

8.30 – 8.45am

Homeroom - All students are assigned a grade level homeroom to report to each morning. Students stand and recite the Pledge of Allegiance as it is read out over the school intercom system. Student government representatives make whole school announcements during homeroom while teachers take attendance and collect any house-keeping items relevant to school activities. After initial morning procedures, teachers provide a *Silent Sustained Reading (SSR)* period for students.

8.48am – 12.12pm

Core Subjects Period 1 thru Period 4

All students are assigned an individual schedule with core subject classes scheduled over approximately 45 minute time periods. On Monday and Tuesday, each student participates in all four-core subject classes (English/Language Arts, Math, Social Studies and Science). All core classes are approximately 28 students per class and are taught by credentialed teachers. Performance standards are clearly defined and closely monitored for individual students and for grade level teams. Teachers, parents, and students work collaboratively to ensure students are appropriately monitored and challenged.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curricular Schedule, continued**

A personalized approach to learning is adopted by each teacher by encouraging and challenging students according to their ability through differentiated instruction and an integrated curriculum

10.21 – 10.36am

Grade Level Recess

Between the periods of 2 and 3, students are provided a supervised recess period of 15 minutes.

Student Lunch

All students are allocated a 40 minute lunch period divided into two components. Component 1 is an eating period where students bring their lunch or collect lunch from the food vendor at the back patio. They are given 20 minutes to eat the lunch before Component 2 is implemented. After the 20 minute eating period, students are allowed access to the play yard for Component 2, which is playtime for 20 minutes. New West has two lunch periods to accommodate all students. Parents regularly support lunchtime activities by working collaboratively with a member of New West staff in supervision.

12.55-3.07pm and 12.15-3.07pm

Elective Classes and Physical Education Period 5 thru Period 7

All students are allocated two elective classes and one physical education class per day. All elective classes are designed for approximately 40 minute time periods.

Physical Education is a mandatory class for all students every day. Four part-time P.E coaches oversee the program following the California standards for Physical Education linked with a health component. Students participate in Physical Education Monday through Friday. Physical Education has been divided into four sections: Dance, Strength and Conditioning, Health and Nutrition and General Physical Education.

Core teachers and three part-time teachers teach Elective Classes. Students are given the opportunity to select two elective classes at the beginning of each trimester. Elective classes include: music, Chinese, Spanish, Student Government, Science Fair, iMovie, Math Lab, Language Lab, Journalism, Yearbook, Internet Projects, Art, Typing, Improv/Acting, History of Rock, Film Studies, 8th grade Culture, Poetry, Study Skills and Special Education Resource Room (pre-selected for special education students).

3.10 – 3.30pm

Advisory Class

All students return to their homeroom class and participate in a 20 minute character development program in their advisory class. Homeroom teachers are assigned specific advisory topics at the beginning of the month and work through a range of activities to develop strong character skills with their students. In addition, all homeroom teachers check that students have gathered all homework assignments and have these appropriately recorded in their student agendas.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curricular Schedule, continued**

3.30pm

Student Dismissal

Students not participating in the after-school program leave campus

3.35 - 6pm

After-school Program

Students have the opportunity to participate in after school activities, which include the opportunity to participate in community service and extra-curricular activities designed to have maximum synergy with the academic program:

- Math tutoring programs provided by three core teachers.
- Green school activities
- After-school program provided by New West Coaches

WEDNESDAY: A Minimum Day Schedule - Four Periods and a Physical Education Block Period

SAMPLE SCHEDULE IN APPENDICES

8.30 – 8.40am

Homeroom - All students are assigned a grade level homeroom to report to each morning. Students stand and recite the Pledge of Allegiance as it is read out over the school intercom system. Student government representatives make whole school announcements during homeroom while teachers take attendance and collect any house-keeping items relevant to school activities. After initial morning procedures, teachers provide a *Silent Sustained Reading (SSR)* period for students.

8.48am – 1.05pm (varies per grade level depending on Physical Education block period)

Core Subjects Period 1 thru Period 4

All students are assigned an individual schedule with core subject classes scheduled over approximately 30 minute time periods. On Wednesday, each student participates in all four-core subject classes (English/ Language Arts, Math, Social Studies and Science). All core classes are approximately 28 students per class and are taught by credentialed teachers. Performance standards are clearly defined and closely monitored for individual students and for grade level teams. Teachers, parents, and students work collaboratively to ensure students are appropriately monitored and challenged.

A personalized approach to learning is adopted by each teacher by encouraging and challenging students according to their ability through differentiated instruction and an integrated curriculum

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curricular Schedule, continued**

Grade Level Recess

Between the periods of 2 and 3, students are provided a supervised recess period of 15 minutes.

Grade Level Physical Education Block

6th grade P.E block - 8.43-10.03am

7th grade P.E block – 10.32 – 11.52am

8th grade P.E block – 12.03-1.23pm

On Wednesday, each grade level participates in a 90 minute Physical Education block period. The four New West coaches walk with one grade level to Stoner Park to participate in an extended Physical Education program linked with a health component. All students are required to participate and wear the New West Physical Education uniform.

1.08 – 1.30pm

Advisory Class

All students return to their homeroom class and participate in a 20 minute character development program in their advisory class. Homeroom teachers are assigned specific advisory topics at the beginning of the month and work through a range of activities to develop strong character skills with their students. In addition, all homeroom teachers check that students have gathered all homework assignments and have these appropriately recorded in their student agendas.

1.30pm

Student Dismissal

Students not participating in the after-school program leave campus

1.35 - 6pm

After-school Program

Students have the opportunity to participate in after school activities, which include the opportunity to participate in community service and extra-curricular activities designed to have maximum synergy with the academic program:

- Math tutoring programs provided by three core teachers.
- Green school activities
- After-school program provided by New West Coaches

NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curricular Schedule, continued

THURSDAY and FRIDAY: A Block Period Schedule

SAMPLE SCHEDULE IN APPENDICES

8.30 – 8.50am

Homeroom - All students are assigned a grade level homeroom to report to each morning. Students stand and recite the Pledge of Allegiance as it is read out over the school intercom system. Student government representatives make whole school announcements during homeroom while teachers take attendance and collect any housekeeping items relevant to school activities. After initial morning procedures, teachers provide a *Silent Sustained Reading (SSR)* period for students.

8.48am – 12.12pm

Core Subjects Thursday -Block Periods 1 and 3
Core Subjects Friday – Block Period 2 and 4

All students are assigned an individual schedule with core block period classes scheduled over approximately 90 minute time periods. Each student participates in two core block period classes on Thursday and two core block period classes on Friday. The core block period classes include English/Language Arts, Math, Social Studies and Science. All core classes are approximately 28 students per class and are taught by credentialed teachers. Performance standards are clearly defined and closely monitored for individual students and for grade level teams. Teachers, parents, and students work collaboratively to ensure students are appropriately monitored and challenged.

A personalized approach to learning is adopted by each teacher by encouraging and challenging students according to their ability through differentiated instruction and an integrated curriculum

Block periods enable teachers to have an in-depth period of time with their core classes for extensive activities, assessments, projects and lab work.

Grade Level Recess

Between the two block periods, students are provided a supervised recess period of 15 minutes.

Student Lunch

All students are allocated a 40-minute lunch period divided into two components. Component 1 is an eating period where students bring their lunch or collect lunch from the food vendor at the back patio. They are given 20 minutes to eat the lunch before Component 2 is implemented. After the 20-minute eating period, students are allowed access to the play yard for Component 2, which is playtime for 20 minutes. New West

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curricular Schedule, continued**

has two lunch periods to accommodate all students. Parents regularly support lunchtime activities by working collaboratively with a member of New West staff in supervision.

12.14 -3.00pm and 12.14 -3.00pm

Elective Classes and Physical Education Period 5 thru Period 7

All students are allocated two elective classes and one physical education class per day. All elective classes are designed for approximately 40 minute time periods.

Physical Education is a mandatory class for all students every day. Four part-time P.E coaches oversee the program following the California standards for Physical Education linked with a health component. Students participate in Physical Education Monday through Friday. Physical Education has been divided into four sections: Dance, Strength and Conditioning, Health and Nutrition and General Physical Education.

Core teachers and three part-time teachers teach Elective Classes. Students are given the opportunity to select two elective classes at the beginning of each trimester. Elective classes include: music, Chinese, Spanish, Student Government, Science Fair, iMovie, Math Lab, Language Lab, Journalism, Yearbook, Internet Projects, Art, Typing, Improv/Acting, History of Rock, Film Studies, 8th grade Culture, Poetry, Study Skills and Special Education Resource Room (pre-selected for special education students).

3.10 – 3.30pm

Advisory Class

All students return to their homeroom class and participate in a 20 minute character development program in their advisory class. Homeroom teachers are assigned specific advisory topics at the beginning of the month and work through a range of activities to develop strong character skills with their students. In addition, all homeroom teachers check that students have gathered all homework assignments and have these appropriately recorded in their student agendas.

3.30pm

Student Dismissal

Students not participating in the after-school program leave campus

3.45 - 6pm

After-school Program

Students have the opportunity to participate in after school activities, which include the opportunity to participate in community service and extra-curricular activities, designed to have maximum synergy with the academic program:

- Math tutoring program provided by three core teachers.
- Green school activities
- After-school program provided by New West Coaches.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curricular Schedule, continued**

SCHOOL CALENDAR

New West Calendar, (based on LAUSD Calendar) 2010-2011

180 days – Approximately 57,000 minutes

New West Charter Middle School Calendar

Fiscal Year 2010 - 2011

First Teacher Work Day	August 30, 2010	Last Day of School	June 23, 2011
First Day of School	September 13, 2010	Last Teacher Work Day	June 24, 2011

School Holidays (No School)

November 22 nd -26 th , 2010	Thanksgiving Break
December 20 th – 31 st , 2010	Winter Break
January 17 th , 2011	Martin Luther King’s Birthday
February 21 st , 2011	President’s Holiday
April 1, 2011	Cesar E. Chavez Day
April 18 th – 22 nd , 2011	Spring Break
May 30 th , 2011	Memorial Day

Quarter Endings (Progress Reports/Report Cards) Students will receive 180 days of instruction.

1 st Trimester Progress Reports	Friday, October 29, 2010
1 st Trimester Ends/65 days	Friday, December 17, 2010
2 nd Trimester Progress Reports	Friday, February 18, 2011
2 nd Trimester Ends/72days	Friday, April 15, 2011
3 rd Trimester Progress Reports	Friday, May 27, 2011
3 rd Trimester Ends/43 days	Friday, June 24, 2011

Parent Conferences.

Parent conferences will be held after 1.30pm in the afternoons on the minimum days noted below:

- December 14th – 16th, 2010 (Parent-Teacher Conference)
- April 13th, and 14th, 2011 (Student – Led Portfolio Conferences)
- June, 22, 2011 (Cross-Curricular Open House)

Staff Development (In-service) Days (No School)

Staff Development days will be held on August 30, August 31, September 1, September 2, September 3, September 8, September 9, September 10, April 1, June 24 and on the minimum days noted below:

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Curricular Schedule, continued**

Minimum Days (Students released at 1:30 p.m.)

September 15, 2010 September 22, 2010 September 29, 2010	October 06, 2010 October 13, 2010 October 20, 2010 October 27, 2010	November 3, 2010 November 10, 2010 November 17, 2010	December 1, 2010 December 8, 2010 December 15, 2010	January 5, 2011 January 12, 2011 January 19, 2011 January 26, 2011
February,2, 2011 February 9, 2011 February 16, 2011 February 23, 2011	March 2, 2011 March 9, 2011 March 16, 2011 March 23, 2011 March 30, 2011	April 6, 2011 April 13, 2011 April 27, 2011	May 4, 2011 May 11, 2011 May 18, 2011 May 25, 2011	June 1, 2011 June 8, 2011 June 15, 2011 June 22, 2011

NEW WEST CHARTER EDUCATIONAL PROGRAM

ASSESSMENTS USED IN EVALUATING STUDENT PROGRESS

Assessment at New West Charter Middle School is designed to measure the progress of students and to provide reliable feedback for teachers, students and parents. Testing of the entire student body occurs twice a year - at the very beginning of the year and in late spring. This testing helps teachers identify at-risk populations as well as differentiate instruction for students. The mid-year test results will be analyzed to determine academic growth and allow for changes to be made in the child's educational program where growth is not evident.

NWCMS utilizes multiple measures of student progress. The school complies with all aspects of the Statewide Testing and Reporting Legislation. In addition to the Statewide testing assessment program and other norm-referenced tests, students at New West will also be assessed using student portfolios to determine academic achievement levels. Such a plan is necessary because large-scale, statewide assessments cannot provide the level of specificity necessary to enhance the learning of individual students. The specific assessments to be used include:

NORMED TESTS

California State Testing

New West administers all tests required by state law that are applicable to charter schools. New West administers, in the same manner as other public schools, the statewide student assessments that are part of the Standardized Testing and Reporting Program (STAR) pursuant to Education Code Section 60605 [EC 47605(c)(1)]. As a condition of apportionment of state funding [Education 47612.5(a)(3)], New West provides annual certification that its students have participated in all required state testing programs. Currently, the statewide-standardized tests are the California Standards Test (CST).

New West uses the results of the California Standards Test (CST) as one of the multiple measures for assessing individual student achievement. New West requires that students meet the minimum levels for satisfactory performance established by the State Board of Education for promotion to the next grade level. CST results are also one factor in determining whether students are eligible for New West's remedial or accelerated instructional programs. The results of standardized tests are not used as the basis for assigning grades in any content area on a student's report card.

New West anticipates researching a second standardized testing procedure for the purpose of cross-validation with the CSTs to better characterize student strengths and weaknesses. New West continues over time to examine and refine its methods for assessing student outcomes to reflect the school's mission and any changes in statewide student assessments authorized in statute that may become applicable to charter schools.

California English Language Development Test [CELDT]

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Assessments, continued**

The CELDT is a test that measures how well a student can listen, speak, read, and write in English. California state law requires that the CELDT be given each year to English Learners (students who do not speak English fluently). The purpose of this test is to monitor student progress in learning English and to help decide when a student is fully proficient in academic English. Any student who lives in a home where a language other than English is spoken must take the test within 30 calendar days after enrolling in a California public school for the first time. Test results for newly enrolled students are used to help identify English Learners who need to develop their speaking, listening, reading, and writing skills in English.

Physical Fitness

All 6th grade students will prepare for this assessment, which will be administered to all students in the 7th grade.

CURRICULUM IMBEDDED ASSESSMENTS

Generic and Subject-Specific Rubrics

Teachers develop and utilize rubrics or scoring criteria to assess student proficiency on performance tasks as a key component of a performance standards system. The rubrics provide the scoring guidelines that offer a scale and a set of descriptor for each level of student performance. An example is the use of rubrics to assess student proficiency in writing assignments, such as developing a persuasive essay. Rubrics are provided to students before projects so they can serve as guidelines to learning, thus encouraging growth rather than simply being used as an evaluation tool. Students are included in the design and development of the various rubrics.

Curriculum Imbedded Assessment

This form of assessment is the most powerful of all measurement tools utilized at New West Charter Middle School because it is imbedded in the instructional process. These tools are intended to be formative, frequent, and on-going. Many of the assessments are diagnostic and will be given before and during the teaching process. Because these assessments are related to the curriculum, they will be unique to the classroom and the teacher. Teachers may select to include results from standardized tests, classroom tests, tasks, and projects, grades and teacher evaluation to provide a complete picture of student progress. These standards-based monitoring assessments will be administered, at a minimum, at the end of each unit, on the average every four to six weeks, or at the end of each chapter within the unit, to inform instruction and identify specific areas for intervention for specific students.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Assessments, continued**

Multiple Measures.

Students are provided with multiple opportunities to perform in relation to standards. They utilize an open-ended response vs. a closed-ended response. The open-ended task would have no single correct response. This assessment would measure how students use what they know, how they demonstrate a skill, how they communicate what they understand, or how they apply what they know in a new context. The closed-end approach to assessment would have one right or best answer. This approach assesses specific knowledge or information that students have acquired. This example of utilizing various measures is intended to show the range of assessments that will be used to individualize the learning experiences of New West students. Assessment approaches vary according to format and context to meet student needs.

STUDENT INVOLVEMENT IN ASSESSMENT

Student-Led Conferences with Parents

This assessment strategy of engaging students in the parent/teacher conference puts the student in a position of control over his or her academic growth. It is at this conference that the student, parents and teacher evaluate, assess, plan and then develop the individual learning plan for the next grading period. The student has the opportunity to provide additional insights into his or her progress in what was learned as well as areas of strengths and areas of needed growth. (see Appendix D)

Portfolio Assessments

Meaningful collection of students' work are incorporated into the assessment strategy of New West Charter Middle School. It is intended that students are actively engaged in the selection of items that will be included in the portfolio. They are also be responsible for evaluating its contents. Teachers, parents, and peers might also have input into what is placed in a portfolio as a way of assessing a student's efforts, progress, or achievements. A few examples of items that may be included in a portfolio are student developed learning plans, journal entries, book reviews, computer-generated products, or parent comments on work.

NEW WEST CHARTER EDUCATIONAL PROGRAM

SPECIAL POPULATIONS/EQUAL ACCESS TO THE CORE CURRICULUM AND OPPORTUNITIES TO LEARN

New West maintains high expectations for all students and believes every young person is entitled to a rich and varied curriculum. The overall approach is to positively reinforce success and to create opportunities for students to demonstrate their strengths. All students are provided the support needed to meet the school's desired exit outcomes for academic excellence, character development, and life skills.

Underachievement and At-risk Students

The first step towards this goal is early identification of low-achieving or at-risk students through early assessment. For those students who are academically low performing, a range of strategies are employed. Modifications will be made, such as books on tape, so that students will still receive exposure to sophisticated literature while working on underlying building blocks of comprehension/decoding. Students work with teachers who have received training in working with diverse populations and are committed to helping them achieve academic success. Students receive additional intensive help after school as well as in smaller tutorial settings.

In other core academic areas, teachers differentiate curriculum so that all students can receive standards-based instruction appropriate to their level. After school tutorials are available in each of the core subjects to give students additional assistance. Teachers work with the student to identify strength and deficits and work out a plan. Parents will be involved in this process and will help to provide a home environment that will reinforce this plan. All students receive instruction in the area of study skills and time management.

New West is especially concerned about those students who are also identified at-risk because of life circumstances. The smaller size of the school and the advisor-advisee program will be especially helpful to these students. Having time every day when sensitive issues can be raised, and providing a consistent, positive, caring role model, gives these young people a sense of stability, which may be lacking in other parts of their lives. Disadvantaged students who have college potential are provided academic support, career counseling, mentoring and tutoring. Field trips to area universities are offered.

Highly Capable and Gifted Students

Highly capable and gifted students will be provided differentiated learning opportunities throughout the school day as well as in the after school program. Gifted and Talented Education (GATE) students who are well served by standards-based education are continually challenged to excel when taught by excellent teachers who have received training in strategies of differentiation. In-house training for teachers is to be supplemented by attendance at programs such as the California Association of Gifted

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Special Populations, continued**

Annual Conference. The inclusion of GATE students in heterogeneous, standards-based classrooms will create stimulating classroom environments. In special cases, particularly in Math, students can be invited to participate in classes, one grade level above their homeroom class.

The heterogeneous classroom setting allows students to learn to interact and work with all types of young people. Academic differences are addressed through multiple strategies including compacting of the curriculum, multi-option assignments, project-based learning and, where appropriate, independent projects. Frequent assessment, both in the form of pre-tests and post-tests, allow the teacher to assess needs and chart growth. True differentiation implies that different learning styles as well as different intelligences are addressed.

Teachers begin with the California State Standards and differentiate the curriculum by increasing novelty, going into greater depth or increasing the complexity of the core curriculum. Teachers are well-versed in Bloom's Taxonomy and strive to target upper level critical thinking skills, relationships and connections as much as possible. Internet sources supplement more advanced reading materials to help foster differentiation.

English Language Learners

English Language Learners (ELLs) are provided equal access to the core curriculum through special services prior to entering the mainstream program.

English learners with an overall CELDT score of 1-3 are provided:

English Language Development and primary language support as needed by a qualified teacher or instructional assistant. Teachers understand the strategies to support the ELL student. Instructional Assistants will aid the classroom teacher where necessary. New West will employ one part-time Assistant and increase or decrease this amount as dictated by need.

SDAIE (Specially Designed Academic Instruction in English) core academic classes are available.

English learners with an overall CELDT score of 4-5 are placed in mainstream English classes with the following service provisions:

- Teacher qualified to support English learners
- Teacher intervenes with English learners to insure EL progress toward reclassification (e.g., intervention on written conventions).

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Special Populations, continued**

Special Education Students

As with all populations of students at New West, the unique instructional needs of special education students are identified early and accurately, followed by regular, ongoing reassessments of those needs and the school's success in providing for them. Special education students have individualized education plans (IEPs) which are implemented by Special Education Specialists working with students in an inclusive setting within the General Education classrooms with pull-out support for Specialized Academic Instruction (SAI) based on individual needs of strengths as required. The IEP of each student is designed to focus on obtaining powerful, positive results through collaborative partnerships that involve the student, the student's parents, teachers, special education personnel, school and SELPA staff. The IEP is formulated in ways that allow the student with disabilities to meet or exceed New West's high standards for academic excellence, character development, lifelong learning, and prepare the student to continue these skills at a college preparatory high school.

Students with disabilities, to the greatest extent possible, are integrated into New West's educational environment that spans a home-school-community continuum of educational experiences, and includes the full range of academic, non-academic, and extracurricular activities with typical peers. New West's approach to special education is an extension of the school's mission to have "a personal learning environment that both encourages and challenges each student according to his or her ability through differentiated instruction within an integrated curriculum" (see Charter: *Mission Statement*). Differentiation strategies along with the use of accommodations/modifications as stated in the IEP will be implemented. The special education program model includes levels of support ranging from watch and consult to individualized academic support.

Highly qualified teachers and special education personnel capable of meeting their needs teach students with disabilities. Regular classroom teachers include special education issues as a regular part of their professional development efforts in order to better identify, assess, understand, and serve students with disabilities. Teachers receive education in recognizing and working with students that qualify for Special Education Services under the 13 categories of disabilities. Additional training is provided for working specifically with students that have Autism, Asperger's Syndrome, ADHD and other disorders with social and behavioral components as well as physical disabilities and mental challenges.

New West has based its special education program on research and best practice, and has a Special Education Committee to monitor and revise the school's policy and programs accordingly. New West Charter Middle School is fully inclusive in providing all special needs students with a free and appropriate education (FAPE) in a least restrictive environment. New West Charter Middle School in partnership with the SELPA offers a

**NEW WEST CHARTER
EDUCATIONAL PROGRAM
Special Populations, continued**

full continuum of services to meet the needs of students with special needs when needed. New West conforms to all federal and state laws intended to ensure this result. New West acts as an advocate for each student who requires special services and assistance to participate fully in the New West Educational Program.

NEW WEST CHARTER EDUCATIONAL PROGRAM

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

“All Teachers Care, All Students Succeed, All Parents Participate”

Imperial Middle School, La Habra.

Professional development, which can be simply described as a life-long commitment to professional competency, is a cornerstone of the educational foundation of New West Charter Middle School. New West has the belief that its educators are enthusiastic about content-rich professional development just as the school has the educational objective for its students to become self-motivated, competent, life-long learners. Continued, sustained professional development and advancement are important criteria in annual evaluations of the instructional staff with regard to salary, promotion, and retention.

Each week, teachers meet to share expertise in each subject area, and evaluate the school’s progress towards goals for instructional excellence. Additionally, substitute staff is provided to allow staff to participate in professional development in-service opportunities and visitations to other schools. The Beginning Teachers Support Program assigns an experienced teacher to every first and second year teacher within the teaching family to act as a mentor and assist the new teacher in the classroom.

New West makes appropriate allocations in its instructional calendar to provide time for content-rich professional development. The calendar and the daily instructional schedule New West provides gives 5 pupil free days and 36 Wednesday afternoons for professional development activities. The Director/Principal and assistant principal is responsible for planning and monitoring professional development activities for the school’s instructional staff. Faculty is encouraged to attend professional conferences, to schedule on-campus workshops and seminars, to confer with other middle school educators, and to meet with elementary and high school faculties. Professional development includes time and opportunity for New West faculty to learn about new curricular materials that are adopted for use by the school. Most important, however, New West provides time for its teachers to engage in critical reflection, to learn about pertinent educational issues, and to collaborate with colleagues through formal and informal discussions that will sustain the school’s reform efforts. It is through professional development that new teaching methods, new educational interventions, and new innovative programs are implemented and integrated into New West’s educational program.

Professional development for New West’s teachers includes specific training in recognizing students in special populations, understanding what differentiated instruction is, and applying differentiation in the classroom. The school’s role includes counseling parents about parenting individual students and promoting strategies to use at home to reinforce and extend differentiated experiences at school.

NEW WEST CHARTER EDUCATIONAL PROGRAM

Fundamental to the New West venture are well-qualified teachers whose professional morale is buoyed by the personal esteem and appreciation of parents whose children they teach. Teachers are treated as valued professionals whose knowledge of the educational process, derived through long and on-going training in how to accomplish the best, is the absolute prerequisite for the success of New West Charter Middle School. Teacher morale is further reinforced by providing structured and regular opportunities for teachers to make their own professional inputs into the educational curriculum and the way it is taught. Educational research has shown that the teachers whose students perform best are those who have the critically important educational opportunity of small classes.

As a proactive middle school, New West takes additional time for instructional staff development before the start of the school year. New West brings teachers on board two weeks before the start of school, for planning and organization, team building, planning project-based activities, and to build ownership in the opening process. Focus is on preparing parents and students for middle school, and creating an excellent school, which understands middle school learners. During this period, there is, at a minimum, four professional development days, targeting the following issues:

- Day 1 – New West Educational Plan, and *Taking Center Stage* concepts.
 - a. How to re-engage parents in the educational process. Development of weekly Home–School communication vehicles.
 - b. How to address adolescent learning styles and behaviors. Mentoring techniques.
 - c. The benefits of heterogeneous classes and differentiated instruction. Inclusive classroom teaching.
- Day 2 - Use of Instructional Materials
 - a. English/Language Arts and History-Social Sciences
 - b. Mathematics and Science
 - c. Integrating the Curriculum to enhance student learning and motivation.
 - d. Designing and using Rubrics
- Day 3
 - a. Differentiating instruction for all special populations, including Highly Capable and Gifted Students. Using Compacting and Acceleration, Deep Learning and Complex Reasoning.

**NEW WEST CHARTER
EDUCATIONAL PROGRAM**

- b. On-going Assessments, Report Cards, Promotion and Retention Policy, Discipline Policy.

- Day 4

- a. Analysis by department of CA Standards Assessment Results.
- b. Plan for assessing students by New West during first weeks of school.
- c. Development of plan for addressing grade-level achievement gaps and addressing needs of special population students.
- d. Modification of teacher evaluation forms and protocols.

In addition, New West will plan weekly alternating grade-level/department meetings exploring ways to create an effective/exceptional middle school.

1. End-of-unit focus on analysis of student end-of-unit assessment results and implications for instruction and intervention.
2. Teacher-selected discussion topics to include integration of critical thinking, character development and life-long learning objectives into core curricula instruction.
3. Mentoring strategies within teacher families, and planning student-led conferences.
4. Standards-Based Instruction training.
5. Home-School collaboration and cooperation. Creating a safe environment
6. Preparing for seamless articulation from New West to High School.

New West encourages and finances opportunities for teachers/administrators to attend CANEC conferences, California League of Middle Schools and National Middle School Association conferences, and Youth Development Foundation workshops on Asset Building. Additionally, organizations like The Getty Foundation, the Annenberg Foundation, CALTECH and UCLA, (to name a few) offer numerous opportunities for advanced professional development in specific subject areas.

NEW WEST CHARTER EDUCATIONAL PROGRAM

PROGRAM EVALUATION

Naturally, it is expected that New West's educational program has and will continue to evolve over time. Our educational plan includes scheduled, systematic evaluations of the educational program's success in meeting the needs of the student body. The faculty and administration meet semi-annually with the express purpose of reviewing the curriculum's effectiveness at meeting the goals of New West. This self-assessment process relies on data obtained from multiple sources including educators' assessments of curricular content, formal self-evaluations of achievement from students, as well as information from standardized tests and other performance assessments of New West students. The school's Governance Council, composed of educators and parents, use the results of these reviews to identify any needed curricular and program modifications that will advance the best interests of the school's students. Specific benchmarked school-wide outcomes achieved over a five year period (2007-2012) include:

- 90 Percent or above of students scoring "proficient" on the California English Language Arts Standards test
- 90 Percent or above of students scoring "proficient" (6-7) on the California Standards-based writing test (in 7th only)
- 80 Percent or above of students scoring "proficient" on the California Mathematics Standards test
- 80 Percent or above of students scoring "proficient" on the California Science Standards test (in 8th grade only)
- 90 Percent or above of students meeting learning outcomes for each core subject at each grade level
- Similar Schools Academic Performance Index
- In subsequent years, New West Charter will follow-up students who matriculate to area high schools in order to assess the adequacy of articulation and preparation for high school curriculum.

In 2005-6, New West's API was 809. It is the intent of New West Charter to continue to exceed the minimum achievement level established by the CDE, and, in fact, achieve a very high level API for academic excellence. The API goal for New West over a five-year period 2007-12 is 900.

NEW WEST CHARTER
EDUCATIONAL PROGRAM

Appendix A

Sample: Daily Schedules (A typical day at New West)

New West Charter Middle School
11625 Pico Blvd.
Los Angeles, CA 90064
Principal: Ms. Sharon Weir Phone: 310-943-5444

November 15, 2010

RE: Isabel Agtual's Course Schedule for 10-11 Year

Dear Isabel,

Your schedule for the first trimester of this academic year is provided below. Please review your schedule and report any necessary corrections to the registrar during student orientation.

Period	Course	Teacher	Room	Section #	Term
1	Science 7	Herring, Kathrine	6	1	10-11
2	History 7	Stern, Josh	11	2	10-11
3	Pre-Algebra	Slaughter, Sabrina	4	4	10-11
4	Language Arts 7	Almendarez, Xochilt	5	4	10-11
5	Advanced Band (5A)	Doubin, Kristina	Library	1	T1
6	iMovie	Coggins, Beth	9	1	T1
7	Beginning Dance I/II	McBride, Brittney	1	1	T1
HR	Homeroom	Herring, Kathrine	6	6	10-11

We are looking forward to a great year! Glad to have you with us. :-)

Ms. Sharon Weir, Director
New West Charter Middle School

Appendix B

Sample: Teacher performance evaluation

Appendix C

(i)Sample: Lesson Plans for English Language Arts

(ii)Sample: Lesson Plans for Math

(iii)Sample: Lesson Plans for Science

(iv)Sample: Lesson Plans for Social Studies

Appendix D

Sample: Student-Led Portfolio

**NEW WEST CHARTER
EDUCATIONAL PROGRAM**

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“Taking Center Stage”

California Department of Education 2001

“Caught in the Middle”

CDE/NMSA

“Turning Points 2000”

Anthony Jackson, Gayle Davis: Carnegie Corporation of America

“Safe to Be Smart”

Anne Wheelock (NMSA)

“The Teaching Gap”

James W. Stigler, James Hiebert: The Free Press

“The Learning Gap”

Harold W. Stevenson , James W. Stigler: Touchstone

“Charter Schools – creating hope & opportunity”

Joe Nathan: Jossey-Bass

“Teaching at the Middle Level”

Heath (Houghton Mifflin)

“The First Day of School”

Harry Wong 1991 (Wong & Wong)

**NEW WEST CHARTER
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“The Differentiated Classroom”

Carol Ann Tomlinson: ASCD

“Choosing Excellence”

John Merrow: Scarecrow Press

“Schools that Work” & “A Time to Learn”

George H. Wood: Plume

“Aiming High”

California Department of Education

“Great Places to Learn – How Asset Building Schools Help Students Succeed”

The Search Institute

“Learning and Living – How Asset Building for Youth Can Unify a School’s Mission”

The Search Institute

“What Good Teachers Do to Help Literacy Happen”

“How to Create a Positive Relationship with Students”