



Charter Submission Summary
9/25/2018

Dr. Samuel Lee, Superintendent
Bensalem Board Members

This is an attempt at a simplified guide to the @ 800 pages required as a part of the charter submission process. I hope this will be helpful. Please keep in mind that we wish to become a positive and cooperative partner with your school district! I look forward to discussing this with you at our public hearing.

Dr. Thomas S. Lubben, Founder

I. Volume 1- Charter with Addenda

- **Formal Charter Application**
- **Addendum Materials**
 - A. **Support Documentation**
 1. Pre-Enrollment Actual forms from the Website
 2. Pre-Enrollment from Open Houses
 3. Pre-Enrollment obtained from E-Mail
 4. Master Sign-In List from Open Houses
 5. Actual Sign-In Sheets from the Open House
 6. Master Support Statement List
 7. Actual Support Statement Forms
 8. Master Pre-Enrollment List
 - B. **Board Member Resumes**
 - C. **By-Laws**
 - D. **Budget and Personnel**
 - E. **Letter of Intent to Lease**
 - F. **Rubric Standards**
 - G. **Professional Development Plan**
 - H. **Incorporation Document – Pending**
 - I. **Proposed School Calendar**

II: Volume 2: Charter Curriculum

- A. **Academic Curriculum**
 1. English
 2. Mathematics
 3. Science
 4. Social Studies
 5. World Languages
 6. Health
 7. Honors Programs
- B. **Artistic Standards**
 1. Dance
 2. Music
 3. Visual Arts
 4. Figure Skating
 5. Creative Writing/ Journalism
 6. Visual and Design Art



Bucks 9-12 Arts Charter High School

1000 Northbrook Drive

Trevose, PA 19053

Charter - Volume 1

Submitted on August 26, 2018

By

Thomas S. Lubben EdD.

Founder



Presented by

Thomas S. Lubben
Founder

September, 2018

1. CHARTER HIGH SCHOOL APPLICATION

September 28, 2018

Bensalem School District
Board of Education and Superintendent

Enclosed please find our formal submission of the application for the TLC Bucks Arts Charter High School.

I have been actively involved in the Pennsylvania Charter School movement for over 20 years. I know what I am doing! I have four fully approved (and vetted) charter schools at this point, with several others still pending. We are replicating that model herein. We have appreciated the opportunity to further meet with you to discuss this opportunity with your administrative staff and remain open to any further questions prior to your decision.

We fully intend for this to be a unique and positive venture on behalf of the prospective parents and students of Bensalem and Bucks County.

Sincerely,

Thomas S. Lubben, EdD.
Founder

APPLICATION FACT SHEET

This application fact sheet is intended to be a "finger tip" summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Charter High School Name

TLC Bucks Charter High School for the Performing and Visual Arts

School Location (City/Town and Zip code) 1000 Northbrook, Trevoise PA 19053 Bucks County

Intermediate Unit: Bucks County IU 22

Proposed Start Date: September, 2019

Date of School Board Approval: NA

Federal Employer Identification Number Not Yet Available

Aun# (To be Supplied by PDE)

Contact Person:

First: Thomas Middle: S. Last: Lubben

Organization: TLC Bucks Arts Charter High School

City: Northampton State: PA Zip Code: 18067

Telephone: 484-505-0697 Fax: NA E-mail: tlubben1957@gmail.com

Founding Coalition:	Staff: Total Numbers of Teachers	Projected Student Enrollment
		Year 1-5
Parents <input type="checkbox"/>	Grade Level: 9-12	1 st Year 2019: 295
Teachers <input type="checkbox"/>	Elementary:	2 nd Year 2020: 390
Business Partnership <input type="checkbox"/>	Secondary: @ 50	3 rd Year 2021: 440
Community-Based <input checked="" type="checkbox"/>		4 th Year 2022: 465
Organization <input checked="" type="checkbox"/>		5 th Year 2023: 475
Museum <input type="checkbox"/>		
Higher Education <input type="checkbox"/>		
Other Founding Group <input type="checkbox"/>		
Circle Appropriate Grade:		
K 1 2 3 4 5 6 7 8 9 10 11 12		

Does the charter applicant have an existing retirement system: Yes No: ☒

Does the applicant group presently have access to a facility suitable for a school? Yes ☒ No

In what type of community will the Charter High School be located?

Urban ☐ Suburban ☒ Rural ☐ Other ☐

School Focus

In brief terms please describe the school mission, educational focus, and other essential characteristics of the proposed Charter High School. (Use additional page if needed).

The vision of the TLC Bucks Arts Charter High School is focused on creating a meaningful and rewarding secondary education (Grades 9-12) for students from Bensalem and the surrounding Bucks County region that will prepare graduates for 21st century careers within both the county and the state. With high expectations and a spotlight on the Arts and strong skill development, it is our expectation that all of our scholars will achieve their full potential. Students will be provided with serious internships in the artistic major of their choice and will be prepared to either enter that area or proceed to college for further training and development. Their deep involvement in the Arts will further enhance their academic development.

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ADDITIONAL ITEMS:

- A. Evidence of Community Support
- B. Resumes of Board of Trustees
- C. By-Laws
- D. Budgets and Personnel Projections- Revised
- E. Letter of Intent- Revised
- F. Sample Artistic Rubric
- G. Professional Development Program
- H. Incorporation Document
- I. Proposed School Calendar

I. SCHOOL DESIGN

The TLC Bucks Arts Charter High School will open its doors in September of 2019, starting with approximately 300 students in grades 9-12.

A. Mission Statement

A. Briefly describe the core philosophy or underlying purpose of the proposed school.

The vision for the TLC Bucks Arts Charter High School was developed during several meetings with the initial founders that began in 2018. Over the past several months, the founding board worked to locate a suitable site for the secondary school. That mission remains unchanged at this submission.

The vision of the TLC Bucks Arts Charter High School is focused on creating a meaningful and rewarding secondary education (Grades 9-12) for Bucks County students that will prepare graduates for 21st careers within Bucks County and the surrounding areas. With high expectations and a spotlight on a variety of artistic opportunities, it is our expectation that all of our scholars will achieve their full potential.

Students offered the opportunity to complete internships in the major of their choice and prepared to either enter that area or proceed to college for further training and development. Their deep involvement in these arts will further enhance their academic development.

B. What is your overarching vision of the school?

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance and consistency between mission and the educational programs. The plan should be articulated to achieve improved performance.

Our Commitment

All students will be supported in their efforts to master the basic academic curriculum, flourish in the arts, and develop superior critical thinking, social and leadership skills.

NOTE: 1 The TLC Bucks Arts Academy High School shall follow all Federal and Pennsylvania Statutes which are applicable to Pennsylvania Charter High Schools. This application shall be read in a manner consistent with those statutes. If more than one interpretation of a section of this application is possible, the Board intends the meaning that is consistent with its statutory requirements.

The TLC Bucks Arts Charter High School will be a progressive school in which the entire staff is committed to assuming mutual responsibility for the education of the whole child. Teachers, parents and students must commit to the fulfillment of the school mission and vision. With high expectations and high-quality instruction, all of our scholars will achieve their full potential.

Why the Arts?

Current educational literature includes a wealth of support for arts inclusion that our school will contain.

Sir Kenneth Robinson is one of the more prominent writers on the “loss of creativity” in public education. He is an English author, speaker and international advisor on education in the arts to government, non-profits, education and arts bodies. He was Director of the Arts in Schools Project (1985–89), Professor of Arts Education at the University of Warwick (1989–2001), and was knighted in 2003 for services to art. We would strongly encourage the board to view his presentation on TED TALKS, a highly viewed YouTube presentation. Several key quotations from Robinson follow:

“The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

“Creativity is as important as literacy”

“Curiosity is the engine of achievement.”

“Imagination is the source of every form of human achievement. And it's the one thing that I believe we are systematically jeopardizing in the way we educate our children and ourselves.”

“We have to go from what is essentially an **industrial model of education**, a manufacturing model, which is based on linearity and conformity and batching people. We have to move to a model that is based more on principles of agriculture. We have to recognize that **human flourishing is not a mechanical process; it's an organic process**. And you cannot predict the outcome of human development. All you can do, like a farmer, is create the conditions under which they will begin to flourish.”

We firmly believe in the power of art to lift up the lives of disadvantaged Bucks County Students. All literature supports this claim, as does the progress of the area charter high school and middle school for the Arts that were also created by the founder. These schools both flourish in Lehigh and Northampton County.

The academic curriculum will include intensive work in the arts, recognizing that the arts afford students the opportunity to study their own culture and the cultures of the world. While we believe in art for art's sake -for its contribution to the hearts and souls of the artist and the audience- we also appreciate that music and the other arts encourage the kind of creative and critical thinking that allows children to succeed in other academic work.

“We do not teach the arts to create great artists, anymore than we teach math to create the next generation of mathematicians...We teach the **ART IN OUR SCHOOL TO CREATE GREAT PEOPLE**, so they are empowered with skills and

knowledge to be successful in life...to do great things regardless of the vocational pathway they chose.”

Robert B. Morrison, Founder, Quadrant Arts Education Research

Furthermore, the tangible benefits of arts education are clearly outlined by The President’s Committee on Arts and Humanities, an advisory committee to the White House on cultural issues, in a May 2011 report entitled, *Reinvesting in Arts Education: Winning America’s Future Through Creative Schools*.

According to this report:

A remarkably consistent picture of the value of the arts in a comprehensive PreK – grade 12 education emerges from a review of two decades of theory and policy recommendations about arts education.... Leadership groups typically emphasize instrumental outcomes derived from high quality arts education in one or more of the following categories:

- Student achievement, typically as represented by reading and mathematics performance on high stakes tests, including transfer of skills learning from the arts to learning in other academic areas—for example, the spatial-temporal reasoning skills developed by music instruction
- Student motivation and engagement, including improved attendance, persistence, focused attention, heightened educational aspirations, and intellectual risk taking
- Development of habits of mind including problem solving, critical and creative thinking, dealing with ambiguity and complexity, integration of multiple skill sets, and working with others
- Development of social competencies, including collaboration and teamwork skills, social tolerance, and self-confidence.

Arts programs require students to engage in intellectual processes that surpass those required in purely academic programs. Through arts programs, students develop hypothetical reasoning, creativity and imagination, and self discipline. In the process of developing their artistic skills and insights, students engage in constant collaboration with peers and teachers, and acquire skills in peer instruction, leadership and the ability to encourage others to learn and grow. Through the arts, students, teachers, and school administrators participate directly in pro-civic and pro-social values by creating beauty in their community. This in turn creates opportunity for the community to collectively express support for its children.

There is a plethora of evidence supporting the growth of academic learning in combination with artistic education. It would take volumes to further enhance the statements from above. Stated simply: **ART MAKES A DIFFERENCE IN THE LIVES OF PEOPLE.**

The Arts Program

The High School artistic program will focus on the selection of one of the following majors: Visual and Digital Art, Vocal Music, Instrumental Music, Figure Skating, Creative Writing/ Journalism, Theatre, and Musical Theatre that all have the ability to result in life-long careers for the students. This will be complimented with a strong and powerful academic program.

The artistic reasons and focus noted in the above sections, and throughout the document, are why this school will be a model for educational progress, as proven by my previous school- Lehigh Valley High School for the Performing Arts (now known as "Charter Arts").

Rigorous Academics

Our students will excel. Students will utilize the core academic curriculum currently in use in the most highly achieving area schools. **Curriculum specialists who looked at several key school districts in the Lehigh Valley wrote our 60+ curriculum documents. The curriculum is aligned with state standards and the school will teach all academic courses in compliance with all applicable state standards. If the Commonwealth modifies those standards, the curriculum will be adjusted to comply with the new standards.** Students will learn to read, write, compute, and think critically. The school's educational model will draw on the very best of the progressive education tradition balanced with attention to learning the foundational skills and content knowledge students need in order to be successful. To the greatest extent possible, students will learn new content and skills through collaboration, and do so in the context of real-world problems.

Teachers

Teachers at the TLC Bucks Arts Charter High School will be exceptional individuals who will continually challenge themselves and each other to do better, be better, and teach better. Every teacher will model what it is to be a lifelong learner by actively engaging in professional development. Every teacher will model how to cooperate and collaborate in the quest for excellence in both academics and the arts. To the extent possible, every staff member hired will have some background, experience, understanding, and/or appreciation of the role of the arts in the life of the family and greater community.

Character Development

"We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends. "

--Mary McLeod Bethune, renowned African-American educator (1875-1955)

The TLC Bucks Arts Charter High School will take development of character and discipline seriously. The Arts enhance personal discipline skills and values. The values that the entire school community will live by include the passion for learning, the pursuit of excellence, the service to others, and the creation of a fair and just society.

Embedded in the core philosophy of its educational program is the nurturing of character traits that will build scholars and leaders of tomorrow. Courage, caring, cooperation, responsibility,

integrity, respect of self and others – these will be fostered in everything the child does during the school day. The TLC Bucks Arts Charter High School's Code of Conduct will serve as the framework for our behavioral expectations. It will guide our daily interactions and will be explicitly taught through role-play, discussion, and consistent reinforcement.

Character development will be a philosophical pillar that lies at the heart of the school community.

Family Programs

The TLC Bucks Arts Charter High School will develop and run a range of family involvement programs, including opportunities for parents to volunteer at the school, serve on committees, and attend educational sessions.

The TLC Bucks Arts Charter High School will honor the importance of the family in the child's life, recognizing that parents, caregivers and other family members are the child's primary teachers. The school will be dedicated to strengthening and reaffirming the family, as a unit and its students as individuals. As our families become stronger, so will our school.

To fulfill this commitment parents/guardians will be invited and encouraged to attend in-depth workshops including such possible topics as:

- Raising a Strong Reader
- Building Math Ability in Your Child
- Parenting Skills
- Effective Discipline
- Healthy Child...Mind, Body, and Spirit
- Preparing Your Child for PSSA Success
- Building Your Child's Self-Esteem
- Reducing Negative Peer Pressure
- Parent Empowerment

It is anticipated that parents will be invited to attend approximately 4-6 workshops in the academic year.

Notice Of Nondiscriminatory Policy As To Students

The TLC Bucks Arts Charter High School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

B. Measurable Goals and Objectives

A. What are the school's measurable academic goals and objectives to promote student learning?

1) Students will demonstrate high levels of academic achievement as measured by a range of standardized and teacher-made assessments. We are committed to complying with new standards that may be introduced either by Pennsylvania or the Federal Government.

Objectives: a) By the third year of the school's operation as a charter, 75% of all students will be reading at or above grade level; b) By the end of the third year of the school's operation as a charter, 75% of all students will be performing at or above grade level in mathematics; c) By the end of the third year of the school's operation as a charter, 85% of all students will be performing at or above grade level in science; d) Every year of the school's music and arts program, 75% of all students will demonstrate through authentic assessments mastery of a specific set of content standards in the arts.

2) Students will become independent critical thinkers who can approach new tasks and subject areas with confidence and skill.

Objectives: a) Each year, through the practice of project- and inquiry-based assignments, students will demonstrate proficiency in problem-solving skills. This will be evidenced in each student's portfolio; b) Each year, teacher-made assessments and student presentations will determine the growth of each student's critical thinking skills c) Student's progress report and report card, each updated twice annually, will serve as evidence of student's growth throughout the school year. Based on this evidence, teachers will differentiate instruction to facilitate growth and extended learning.

3) Students will be engaged in active, sometimes open-ended learning tasks that engage them at appropriate developmental levels.

Objectives: a) Each year, students will demonstrate developmental growth, documented through portfolios and authentic performance assessments, in their ability to initiate, carry through, and learn from classroom and school tasks including theatre production, science experiments, and independent projects.

4) Students will comprehend the connections between the arts and their academic work in school.

Objectives: a) Teachers will receive professional development and assistance in developing lessons that integrate principles of the respective art forms- art, dance, music, drama and technology where appropriate; b) Students will demonstrate their understanding of the connections between the arts and their academic learning and demonstrate their understanding through performance and portfolio materials.

5) Students will have "real world" experiences in their artistic major commencing in the third year of the charter, with intensive internships in Bucks County and the surrounding areas.

Objectives: Commencing in the Junior Year, students will enter the world of their major and share those experiences within the artistic program of the school.

This program will not commence until the third year of the charter. We will be hiring someone, in advance, to coordinate and fully develop the program. It is unrealistic for us to initiate this program in year one and it is not feasible to ask potential partners to commit to a program which will not begin for approximately three years.

6) Students will be introduced to curriculum and teaching that draws on multicultural theory and practice.

Objectives: a) Students will be exposed to opportunities to envision a better world, a just and fair society with equitable opportunities for all, and will be inspired and empowered to work to make those visions come true as evidenced in lesson planning, school-wide projects, field trips and experiences, and projects present in each student's portfolio.

State and Federal Regulations and Statutes:

The TLC Bucks Arts Charter High School is committed to compliance with federal and Pennsylvania statutes that demand certain levels of proficiencies, including the Every Student Succeeds Act ("ESSA") and any subsequent legislation. The school intends to make the progress required by these accountability systems, including the Pennsylvania Department of Education's Accountability system. We intend to meet these targets and work toward 100% proficiency in all measured academic areas.

We also understand that, once we create baseline data on the state mandated test battery during our first year of operation, we will be able to establish a foundational base that will permit the school to remain a viable educational entity for our students. We fully understand that accountability leads to increased student achievement and is required by the FEDERAL LEGISLATION legislation. Therefore, all measures will be taken to ensure that our students make sufficient academic progress every year in order to receive the rewards and supports afforded to schools that reach expected levels of progress.

We take this accountability effort and all measures to achieve our accountability to our stakeholders very seriously and have outlined below indicators of success and preventive and corrective measures to maintain achievement in relationship to the FEDERAL LEGISLATION goals. We will use a comprehensive data-driven approach to track information, meet goals and examine school design to ensure that the best educational program is in place.

Should our school not meet the goals despite preventive measures, corrective actions will be taken in order to put the school back into FEDERAL LEGISLATION compliance. We expect that as a result of preventive and corrective measures we put in place our achievement will grow and meet or exceed state standards.

B. What are the schools measurable non-academic goals and objectives to promote student performance?

1) Students will understand and act upon their roles and responsibilities as contributors to the larger community.

Objectives: a) Students will be expected to critically explore and analyze both their immediate and the global community and their role in it. This will be evident in the social studies curriculum and in the literature they read; all students will increase their exposure their respective arts.

2) Staff will work as a community to meet all students' needs.

Objectives: a) All staff will base their work in the school on the idea that all students can learn and meet high expectations. The entire staff will accept responsibility for all those students not meeting the school's expectations; b) Teachers in concert with administrators will regularly review data and develop interventions to address students' needs; c) Faculty will participate in professional development that encompasses self-awareness knowledge of diversity, and the development of skills for working with diverse groups of students; d) Faculty members will develop cross-cultural skills necessary for successful communication and collaboration (e.g., research cultural backgrounds of students, tour their students' neighborhoods.)

3) Staff will continue to grow and develop as professionals within the school.

Objectives: a) As a requirement of Pennsylvania state certification law, ACT 48, all certified educators will maintain their certificates as active by earning six collegiate credits or six PDE-approved in-service credits or 180 continuing education hours or any combination of the above every five calendar years; b) Teachers will also be expected to actively participate in their growth through reflection, peer observation, and being active and contributing members of the school's learning community.

4) The school hopes to maintain positive relationships with and work to collaborate with the Bucks County School Districts.

Objectives:

a) The school and the community will develop a vital, interdependent relationship;

b) The school will view supporting school districts as an ally and will always provide information and data when expected and required;

c) The school will contribute to the districts by extending an invitation to a specified number of district employees to attend on-site professional development that may be relevant to district initiatives.

C. Educational Program

A. Describe the educational program of the school, providing an overview of the curriculum and the content in all subject areas.

i. The Traditional Academic Program

Introductory Note:

In today's educational climate, many decisions are being guided by work at the national and state levels. These guidelines are in the form of national and state standards that describe program outcomes. It is **still** the responsibility of the individual district or school, in this case, to design a program to achieve those outcomes.

Curriculum design is a process of thinking through how you want to organize what you want students to learn. It is a road map to guide the teacher to specific learning outcomes. The teacher uses his/her professional expertise to select materials to help the students achieve the various national/state/local/school outcomes.

People frequently confuse Curriculum and Instruction. The Latin meaning of the term "curriculum" is a "course to be run." This original connotation suggests that curriculum is a pathway toward a destination. Curricula should be framed and developed in terms of outputs (desired performances by the learner). Instruction, on the other hand, is the means by which that learning will be achieved.

Teachers are at the heart of real curriculum development and IMPLEMENTATION. Our philosophy will allow our staff (once hired) to shape and direct daily instruction.

We have reviewed and correlated our curricula with existing state standards. We have enumerated the standards in each of our academic courses. We provided other guides, such as "Recommendations for Parents" and "Unique Experiences, etc. in all courses. We have exceeded the requirements of Charter School law. Curriculum should be a "living document"- not something that just sits on an administrator's bookshelf. Scope and Sequence, while helpful, are not a part of any required state guidelines, however we have added some samples from Pennsylvania and other states which will assist teachers and administrators to adapt curriculum to meet code changes. As we add and hire staff members we will continually re-shape the curriculum to meet the needs of our student body, keeping in mind that the school will always follow applicable state curriculum standards.

Like the Bensalem School District, we understand that **implementation** of the curriculum is the more critical task. A strong administrative team working with talented teachers will provide for a further enhanced and living curriculum document as our school moves into its first year of operation.

We recognize that we will be addressing the needs of many academically challenged Bucks County students. We are gearing our academic program to advance these students in all academic areas.

The educational agenda of the TLC Bucks Arts Charter High School is designed provide students with a rigorous academic program that engages students through active, critical approaches to learning. While we want our students to meet local, state, and national standards, we also want them to become critical, autonomous learners who approach new learning situations with questions, skill, and enthusiasm. By providing students and teachers with the information, support, and resources they need to be successful, we will help each of them grow as individuals and as members of a learning and caring community.

Throughout the high school academic programs, we will heavily infuse and integrate the arts. Much of our experience with our high school in Bethlehem indicates that this occurs in a more natural state. We strive to hire all academic teachers with some level of background and deep interest in the arts. This is combined with students who represent the varied artistic majors in the school. The results are a unique infusion process.

Our goal is for each student in each academic class to meet all applicable state standards in Literacy, Mathematics, Science and Technology, Environment and Ecology, Social Studies including History, Geography, Civics, Government and Economics, Physical Education, Health, Safety, and the Arts and Humanities, Career Education, as defined in Chapter 4 of Title 22 of the Pennsylvania Code. Within each class, teachers will draw on a range of curricular materials as well as teacher-created materials to provide students with appropriate, scaffolded instruction in each subject area. They will also develop thematic curricular units that will integrate the subjects and, in particular, will engage students in a deeper understanding of social, historical and cultural perspectives on who they are within their families, communities, and in the larger world. In addition, the curriculum will integrate to the greatest extent possible, materials on the arts or "other" arts that will help the students understand the connections between their academic and artistic work at the school.

The following is a brief overview of the programs that will be available to students. The TLC Bucks Arts Charter High School reserves the right to expand and amend these course offerings to meet the needs of individual students. The curriculum outlines for academic courses are provided in separate binders.

The full academic curriculum guides and outlines are included in the attached curriculum binder. The High School will offer a wider range of courses, including honors and, eventually, AP courses for those students with higher ability. Over 30 courses are also provided.

Honors and AP courses will be open to ALL students. We will utilize the counselors to assist student choice for students who have a high risk of failure in honors or AP. Ultimately, however, entrance into these courses is a parental option. Otherwise eligible students will not be denied admission to Honors or AP classes as the result of difficulty with the English language.

ii. The Arts Program

As noted previously, the central and significant difference in the TLC Bucks Arts Charter High School is rooted in the belief that an immersion in the arts totally enhances the education of the student.

Another unique aspect of the design is that the artistic courses have been built upon the experience of over 50 teachers who have taught at the Founder's other schools for the arts. The courses will be formally refined and expanded once the new staff has been put in place. REAL CURRICULUM is produced by the teachers in the classroom based on the curriculum outlined in this application.

It should be further noted that many of our formal courses are highly unique in the state of Pennsylvania. That is why we have utilized artistic professionals (e.g. Figure Skating) to develop those curricular areas. The same is true for “Design Art”, which is an emerging art form, and our complex, multi-media journalistic courses. This is another reason why we will become a true model.

This unique model has been designed based on a number of different sources: Part is based in part on existing successful performing arts schools in the Lehigh Valley and elsewhere. The curriculum has also been modified through recent consultations with practicing artists and college faculty working in the arts and teaching arts who have advised the school what practical knowledge and skills are necessary to follow a career in the arts. This particular combination of resources has not been used previously to design an arts Charter High School, and the combination makes this curriculum unique.

The program is based on two rigorous sets of standards:

1) National Standards for Arts Education: The standards outline what every K-12 student should know and be able to do in the arts. The Consortium of National Arts Education Associations, through a grant administered by The National Association for Music Education (MENC), developed these standards.

2) State Standards for Arts Education: Most states, including Pennsylvania, developed (or are developing) standards in the arts. The Arts Education State Policy Database contains the latest information on arts education state policies and practices. Few public schools have either the time or talent to meet even the limited standards produced for the arts in Pennsylvania.

It is our intention to meet AND exceed these standards at each grade level. These standards are comprehensively defined in several voluminous documents that will be at the hands of each artistic teacher and administrator in the building. This will be achieved by increasing the time-on-task devoted to the respective performing arts throughout the four years of the program. High School students will have an opportunity to focus on new artistic programs – that are not routinely offered (in depth) in any area high schools in the area.

An expansive and broad range of Artistic course offerings are contained in the Curriculum Binder. A curriculum will be implemented that meets the national standards. The High School will provide some continuation of the traditional arts, but some students will be moving into one of the other unique Art areas: Digital and Graphic Art, and Media and Print Journalistic Art.

The TLC Bucks Arts Charter High School strives to prepare students with the knowledge and critical skills needed to adapt to challenges in life, higher education, and future employment. To this end, our goal is to help students develop the following abilities: to be a lifelong learner; to continue to adapt and to grow; to develop a depth of knowledge; to adapt to technological change; to be respectful to the feelings and needs of others; and to be a contributing member of society.

iii. Technology

We are living in a rapidly changing world that makes it increasingly difficult to predict the nature of technology over a five-year period. Most older adults are “digital immigrants” ,having to

learn these skills after their formal education ended. Students coming to this school will be “digital natives” bringing a wide variety of skills to the classroom, but many will have had limited access at home.

a. Students

In a complex world whose workings are increasingly technological, it is the TLC Bucks Arts Charter High School’s responsibility to help students understand and be able to use technology. We believe that schools must provide students with the technological skills and understanding to be successful learners and citizens.

The TLC Bucks Arts Charter High School will offer all students technology-related learning opportunities that are consistent with computer literacy requirements of many high schools, colleges and universities nationwide. The TLC Bucks County Arts Academy Charter High School is committed to ensuring that every student has regular access to a computer and the Internet. The use of technology will be integrated throughout the subject areas, both to ensure students’ technological literacy and as a tool to enhance their learning. Computer projects will supplement lessons to strengthen students’ understanding of certain topics, to provide a different cultural or geographic perspective, or to hone researching skills. Students will be able to design and build websites, post their schoolwork and projects on the school’s or their own website, and work together on-line. As part of the TLC Bucks County Arts Academy Charter High School’s Digital and Graphic Arts major, they will learn graphic design and desktop publishing, and their appreciation and knowledge of art will be enhanced through their regular use of computers and other technology.

In support of literacy, students will learn word processing and will become proficient in writing, revising, and publishing their own work on the computer. Classroom and school literary magazines, newspapers, and newsletters will be published using desktop publishing programs. These skills will be enhanced through the Journalistic Arts curriculum.

In social studies and science, students will learn how to use the internet appropriately and safely to find useful and accurate information as they investigate a range of topics. They will also learn how to use databases and spreadsheets, how to manipulate data and how to present information to help others learn from their findings. Students will learn how to develop and maintain websites in order to share their information, projects, and ideas.

b. Teachers and Administrators

Teachers and administrators will use technology to ensure that targets for student learning are met and to maximize the school’s operational efficiency. Each teacher will have access to a computer with Internet and Intranet capabilities, as well as access to the school’s student information system allowing them to update student records by inputting data on student academic and non-academic performance. E-mail will enable easy and frequent communication among teachers and other school staff at the school as well as with educators throughout the country. Teachers will use technology to assist in their ongoing daily planning and instruction, but more importantly, will draw on technology to aid in monitoring student achievement and in mapping curriculum within and across grade levels.

1. Monitoring student achievement: Teachers will use computer software that allows them to keep track of student achievement, based on regular assessments, in both mathematics and literacy.

2. Curriculum mapping: The use of curriculum mapping software will allow teachers to work together, examining the curriculum horizontally and vertically. Teachers will be able to plan, explore, and modify their scope and sequence within grades and across grades in each subject area. This attention to curriculum will help teachers develop and maintain thematic units that address key skill and content area requirements.

iv. Health and Physical Education

Physical Education will focus on health related state required programs and will be reinforced in several of the related arts areas such as Dance and Figure Skating. These programs will be designed to meet the physical and emotional abilities of the student.

The Pennsylvania Academic Standards for Health, Safety and Physical Education have been developed in five categories: We will adapt each of these to the appropriate grade levels and fold them into relevant academic courses.

- Concepts of Health
- Healthful Living
- Safety and Injury Prevention
- Physical Activity
- Concepts, Principles and Strategies of Movement

SUMMARY

These Academic and Artistic Standards are sequential across the grade levels. They reflect the increasing complexity and rigor that students are expected to achieve and define the content for planned instruction that will result in measurable gains for all students. We will use these standards to develop instruction and design assessment components that will meet student needs.

B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be operated directly by the Charter High School or operated by others under contract with your Charter High School. List any support staff and related service providers that might be employed directly by the Charter High School or provided under contract, who will provide required support for students with disabilities receiving special education.

All content below shall be interpreted and implemented to fulfill compliance with all laws related to special education for handicapped students.

The special education policies detailed herein were designed and will be implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Act (IDEA 2004 - PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA),

the Family Education Rights and Privacy Act (FERPA); and Pennsylvania Department of Education regulations on Charter High School Services and Programs for Children with Disabilities (Chapter 711).

It has been the founder's experience, with similar schools, that one cannot predict either the number or degree of special education services needed. Therefore, we make initial estimates and revise those in accordance with need. If we under-estimate the population, we will receive additional funds- as per the formula, to assist us in meeting greater needs- both in services and staffing.

It is the goal of the TLC Bucks Arts Charter High School to create an environment and process that allows students with disabilities to be successful in the school's core curriculum and academic pathways while completing all state mandated requirements for grade promotion, in the Least Restrictive Environment. Through our alternative, individualized instructional program, we will provide an educational model that will encourage and successfully enhance the individual learning styles of all the students, which we hope will result in fewer children needing special services. However, if students need special education services, they will be provided.

The TLC Bucks Arts Charter High School will implement the policies and procedures outlined in the laws relating to students with disabilities to ensure that all students with disabilities receive a Free Appropriate Public Education (FAPE). In all cases, the school, as Local Education Agency, will provide, or make arrangements for the provision of, all needed services (as determined by the IEP team at the IEP meeting) to students determined to be eligible for special education in accordance with relevant state and federal legislation.

The TLC Bucks Arts Charter High School has designed and will implement the following policies and procedures to address the needs of students identified as students with disabilities as well as students not yet identified. **We have budgeted for approximately 15% of the total student population at the school to require special education services. Initially, this has been our experience during the first year of our previous schools. This is, of course, an estimate and we will adjust staffing and support personnel to meet all student needs.** Of these students, it is anticipated that 40% will require some sort of related service such as speech therapy, physical therapy, etc. In the event that the special education population exceeds our projections, additional qualified special education staff will be hired in order to comply with staffing ratios established by law.

We will continue to update our budget, as needed, to provide for additional services in Special Education. It is impossible, however, to predict specific student needs until well into the first year of operation. We recognize that we are responsible for these costs and will make appropriate budgetary changes as needed.

i. **Student Identification**

In addition to students identified as disabled upon enrollment (self-identified or identified by incoming student records), the TLC Bucks Arts Charter High School has developed an Evaluation/Re-evaluation Protocol and Support Process. The protocol identifies students based on the following:

- 1) Teacher referral based on student performance, student participation, communication (or lack of), observations, student responsiveness, and ability to follow directions.
- 2) Parental request for additional support services.
- 3) Student request for additional support services.
- 4) Review of academic progress and achievement (progress reports, grade point average, teacher input, etc.)
- 5) Monitoring of attendance.
- 6) Direct monitoring of discipline/behavior issues.
- 7) Any noticeable and/or obvious change in a student's behavior, demeanor, character, or personality.

All identified students are referred to the chairperson of the Instructional Support Team. The student is then evaluated using a range of methods, culminating with a Multidisciplinary Evaluation, when necessary, to gather all pertinent information regarding the student's disability.

All evaluations are documented and the documentation is used to create an appropriate plan of modifications and accommodations, such as an Individualized Educational Program (IEP) or a 504 agreement. These plans are used to guarantee students with disabilities the means to demonstrate their knowledge and skills and equitable access to curriculum, materials and instructional strategies. The TLC Bucks Arts Charter High School will advise parents of, and follow all procedural safeguards as required by Federal law.

ii. IEP Meetings

IEP meetings will be held for all students determined to be eligible for special education services according to guidelines established by relevant state and federal regulations. The school staff required by I.D.E.A will attend IEP meetings. The administration may also ask other staff members to attend IEP meetings if their presence would be helpful to the special education process. Other participants will include, as appropriate, the student, a school psychologist, an ESOL/Bilingual teacher if necessary, an interagency representative, a vocational technical representative, and/or a Community Agency representative, and the student's parent/guardian.

iii. Student Records

Confidential student records will be obtained and secured based on the TLC Bucks Arts Academy Charter High School Policy and Procedure for Records Management, Acquisition, and Confidentiality. The school will comply with F.E.R.P.A.

iv. Instructional Strategies, Modification, and Accommodations

The Special Education Department of TLC Bucks Arts Charter High School will use a range of instructional strategies to provide all necessary support to students with disabilities. Academic support, accommodations, and modifications are provided based on individual need and include, but are not limited to: modified curriculum delivered in the classroom with the support of a certified special education teacher; team teaching with a special education teacher; computer-based remediation and resource intervention; learning support curriculum materials supervised by

certified special education teachers. All special education students follow a roster of curriculum and course offerings that is the same as the regular education student body. The curriculum will be adapted and adjusted based upon the student's IEP. Progress will be monitored by the Special Education staff and the IEP Team.

Decisions regarding effective instructional strategies can be based on, but not restricted to, the following strategies for the following areas: All Content Areas, Student Difficulties with Reading Assigned Text, Student Difficulties in Completion of Written Assignments, Student Difficulties in Math Calculation or Word Problems, and Behavior Modification. In each academic area, specific strategies are developed in categories including: Adapting Delivery of Instruction, Adapting Materials/Environment, Adapting Requirements and Responses, and Assessment. Final decisions on how an individual student's program should be modified will be made by the IEP team.

v. Related Services

Students requiring related services as part of their special education program will be provided these services, in terms type, of frequency and duration, in accordance with the decisions made by the IEP team at the IEP meeting. TLC Bucks Arts Charter High School will contract with certified, licensed private providers and the Intermediate Unit for these services. Preliminary contacts will be made with several of these entities in order to determine general costs for budgeting purposes. Related services, provided as needed, include, but are not limited to: adaptive physical education, assistive technology/devices, behavior management program/plan, counseling services, hearing therapy, interpreter services, occupational therapy, orientation and mobility, parent counseling/training, physical therapy, psychological services, rehabilitation counseling, school health services, services provided by a mental health agency, social work services, speech/language therapy, transportation, and other services as appropriate.

vi. Evaluation/Re-evaluation Protocol & Comprehensive Support Process

The TLC Bucks Arts Charter High School, a 9th through 12th grade institution, ensures that all students with disabilities, who enroll in the school, have access to a free appropriate public education (FAPE). This includes children with disabilities who are advancing from grade to grade. Free appropriate public education shall also be provided to children who have been suspended or expelled from school in accordance with Title 34 of Federal Regulations (34 CFR), 300.300 (a) and 300.121 (e).

The determination that a student is eligible for special education and/or support services begins with the initial screening process upon admission. However, the School's Instructional Support Team must make the determination for services at the TLC Bucks Arts Charter High School on an individual basis. The team consists of staff member from the school representing academics, discipline, guidance, special education, social work, and administration.

The following procedures would generate a request for services for students who repeatedly receive office referrals or incident write-ups, consistently fail to submit complete and appropriate work, fail to complete sufficient school hours, or commit serious violations of the school's discipline

policy. These services would include, but not be limited to, additional academic support, one-on-one assistance, remedial work, etc. Ultimately, if determined by the Instructional Support Team to be warranted, the student will be referred for a Multidisciplinary Evaluation if not yet identified, or a re-evaluation if there is an existing IEP. These triggers suggested earlier include the following:

- 1) Teacher referral based on student performance, student participation, communication (or lack of), observations, student responsiveness, and student ability to follow directions.
- 2) Parental request for additional support services or a special education evaluation.
- 3) Student request for additional support services or a special education evaluation, (although necessary parental consent would be obtained if a student requests an evaluation).
- 4) Review of academic progress and achievement (progress reports, grade point average, teacher input, etc.).
- 5) Monitoring of completion of school hours (attendance) by the parent and/or teacher. Designated school staff should monitor completion of school hours and complete a referral when sufficient hours are not completed. The staff member should also monitor patterns of attendance if and when they develop (e.g. absent on Mondays, Fridays).
- 6) Direct monitoring of discipline and/or behavioral issues and violations of the school's Code of Conduct to determine continuing patterns of decline and allow for the Instructional Support Team to respond with appropriate supports. Additionally, any student involved in a serious disciplinary incident shall be referred immediately to the Instructional Support Team.
- 7) Any noticeable and/or obvious change in a student's behavior, demeanor, character, or personality.

vii. Comprehensive Support System

In order to ensure that no student is jeopardized, a system of supports must be put into place regardless of whether the student's needs are academic, behavioral, emotional, personal, or social. The process can be as fundamental as additional academic accommodations and supports, or if the student's needs are more complicated or serious, the Instructional Support Team will work together to implement a full support package designed specifically for that student. If neither is effective, a multidisciplinary evaluation would be recommended to determine what services that student may be eligible to receive.

viii. Comprehensive Support Process

1. A referral is made to the Chairperson of the Instructional Support Team based on the designated triggers. The Chairperson will then begin interviews with all teachers so that initial accommodations, modifications, and supports can be started immediately. In the case of attendance, the designated staff member should also make a referral to the guidance office for student counseling. Parents should also be notified. If the pattern is noted again, a conference with the parents will be held.

2. If initial accommodations are effective, they will be continued as long as the student requires the support. No further action will be required at this time. Reoccurrence of problems will reopen the process.

3. If the initial accommodations do not appear to be effective, the referring individual or teacher will complete a Request for Student Services form and submit it to the Chairperson of the Instructional Support Team. The Chairperson of the Instructional Support Team will begin to compile a Comprehensive Support process file on the student (background information, relevant medical records and information, attendance history, report card data, progress reports, discipline records, etc.)

4. The Chairperson of the Instructional Support Team will convene a meeting with the individual making the referral and complete a Response for Student Services form.

5. The Instructional Support Team will develop strategies and interventions, and determine the amount of time that should be allotted to implement these strategies and interventions. In the case of a second serious behavioral incident the Instructional Support Team will convene to review related issues, causes, and concerns. Parent and student counseling with the guidance office will be mandatory. Should a third serious incident occur, referral will be made to the school's Discipline Review Board for further action.

6. Academic strategies and interventions will be implemented for the designated duration as deemed appropriate by the team.

7. At the pre-determined time, the team will reconvene to determine appropriate further action. The Instructional Support Team will determine, based on the documentation, if the established strategies and interventions are producing positive results and if they are to continue, or if other interventions are to be considered. If it is determined that the interventions and strategies are not producing sufficient results to guarantee FAPE, the Instructional Support Team as a body will consider a recommendation for formal evaluation.

Note: Any and all information gathered on a particular student is to remain strictly confidential. Any documented interventions, screenings, evaluations, results, IEP information, etc. are available only to members of the school's Instructional Support Team and are to be secured in a locked area.

ix. Policy and Procedures for Discipline of Children with Disabilities

All special education students at TLC Bucks Arts Charter High School are expected to comply with the school Code of Conduct to the fullest extent their disability allows. Special education students will be subject to regular discipline in all cases that do not involve a manifestation of a disability.

The Special Education Coordinator will be involved in all disciplinary proceedings involving a special education student. In every case where the disciplinary action proposed represents a change of placement, a Manifestation Determination will be held prior to implementation to ensure that the proposed action complies fully with the Individuals with

Disabilities Education Act (IDEIA 2004). No interruption in educational services will occur pending the outcome of this process.

If the finding of the IEP team is that the violation was not a manifestation of the student's disability, the student will be subject to the regular discipline as detailed in the TLC Bucks Arts Charter High School's Code of Conduct. In cases where the behavior is found to be a manifestation of the student's disability, no disciplinary action will be imposed. A Functional Behavior Assessment will be completed, and an IEP meeting held to implement a new Behavior Support Plan within a reasonable time.

x. Qualified Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination. The TLC Bucks Arts Charter High School will ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal law, the TLC Bucks Arts Charter High School will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age. As appropriate and necessary, a 504 Plan will be written to document the needed supports to ensure meaningful access for handicapped students.

xi. English Language Learners

The education of students whose dominant language is not English and/or who are English language learners is the responsibility of every school district/Charter School in the Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/Charter School provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL).

The TLC Bucks Arts Charter High School seeks to provide quality education to all students. In accordance with our mission statement, we will provide an appropriately planned instructional program for identified students whose primary language is not English. The purpose of the English as a Second Language (ESL) Program is to increase the English language proficiency of eligible students so that they can attain Pennsylvania's academic standards and achieve academic success. Aspects of the program will include professional development for teachers and staff, and inclusion of ELL students in extracurricular activities, community programs, and counseling.

Procedures for identification of students whose native language is not English will be established by the TLC Bucks Arts Charter High School in combination with procedures for resolving complaints and evaluating the program. The Home Language Survey will be completed for every student and shall be filed in the student's permanent record folder through graduation. Results of the Home Language Survey will determine the need for initial assessment of the student's English proficiency level.

Tiering placement of students will be based on ACCESS scores from the previous year as supplied by the home school and noted on the students' transcripts and educational record. WPAT will be also used as well as any other data provided by the homeschool. Both the ACCESS scores and/or W-PAT will determine hours required for ESL instruction for all students. A newly enrolled student without records will be screened for their ELP. A newly enrolled student without records will be screened for their ELP.

As is done at the Bensalem School District, the Home Language Survey determines whether to assess with the WIDA ACCESS Placement Test (W-APT). Students with limited English proficiency are placed at the appropriate level (Entering, Emerging, Developing, Expanding, or Bridging) of instruction.

Program Hour Structures per PDE

- ❖ Tier I: Entering (level 1)/Emerging (formerly Beginning) (level 2) students: 2 hours
- ❖ Tier II: Developing (level 3): 1-2 hours
- ❖ Tier III: Expanding (level 4): 1 hour
- ❖ Tier III: Bridging (level 5): up to 1 hour or support dictated by student need

Tier III students (requiring 1 hour of support daily within the school day) may receive their ESL instructional support as part of the 4-5 hour instructional day or after school for students who are able to stay without transportation issues if they choose. Services will be provided by the teachers trained in ESL strategies. Those who are not able to stay will be able to receive services as part of school day during an instructional period designed for educational support. The ELL teachers' day will be blocked to allow for an hour to support students. She/He/They can be available for on-going support such as push-in to other classrooms or work with students in a lab or study hall setting.

Tier II (requiring 1-2 hours) students will be co-taught by an English 7-12 teacher who is dually certified as an ESL Program Specialist by PDE for grades K-12. The model will be push-in with an ESL Teacher and/or instructional aide providing clarification as needed.

Similar to other school districts, services will be delivered through sheltered instruction, pull-out, and push-in models. ESL instruction replaces the English/ Language Arts block of the student's day.

Tier I students needing 2 hours of instruction will receive content based English as a Second Language. Students may be from different cultural backgrounds, but the focus will be on developing literacy in English. This structure allows students to receive both academic instruction in required courses at the secondary level as well as literacy instruction.

Parent Permission will not be required, and parents may opt out of ESL services for their child based on provisions set for in FEDERAL LEGISLATION. Placement into an ESL program and current assessment scoring will be communicated to parents by the parents' documented mode of communication in the language of the family that was requested as part of the application / intake process. Notification of the rights of the parents will be included in writing about the placement of the child as well as regarding their rights about removal and declining of enrollment. Translation services for communication will be contracted through local agencies designed to support school systems.

Students identified as being dually identified as needing ESL services and IEP instructional support will have programmatic decisions made by the IEP team. In determining the **student's needs**, IEP teams will consider both special education services and ESL instruction. The ESL teacher will be involved in all IEP meetings for students who are receiving both special education and ESL services.

A student may be exempted from a formal ELP assessment if 2 of the 3 criteria are met:

- ❖ Final grades of a B or higher in core subjects is on record
- ❖ District-wide assessments comparable to Basic on the PSSA is earned
- ❖ Scores of Basic in Reading, Writing and Math on the PSSA or other state assessment

The school will follow exit criteria as determined from time to time by PDE. The current criteria are set forth below.

Language Instructional Program Exit Criteria

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. In order to meet the required state exit criteria for Pennsylvania's English language instructional programs; ELLs must meet both of the required exit criteria listed below. In addition, one of the two additional exit criteria must be met to exit.

Required Exit Criteria:

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) in reading and math.

SPECIAL CIRCUMSTANCES:

For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.

For students who are in a grade that is not assessed with the PSSA, students must meet each of the remaining criteria listed below to exit..

2. A composite proficiency score of 5.0 on a Tier C ACCESS for ELLs® assessment

A. Following the scoring criteria in the table below, the W-APT™ may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS for ELLs® in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT™ may ONLY be administered to a student once in any school year.

Grade Level	ACCESS Score	Required W-APT Scores*
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

* A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

B. A score of PROFICIENT on the Reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS for ELLs®. In this case, W-APT™ scores are not

necessary to demonstrate progress from the time of ACCESS for ELLs® administration to the end of the school year.

Additional Exit Criteria:

Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).

Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA

ESL Program Evaluations

Program effectiveness is measured by the performance targets of the Annual Measurable Achievement Objectives (AMAO's), the accountability provisions set forth by Pennsylvania Department of Education (PDE) Bureau of Assessment and Accountability and Bureau of Teaching and Learning Support.

Monitoring of ELLs after Program Exit

Monitoring will be conducted for two years after a student exits an ESL program and appropriate records of student progress will be maintained. Guidance and form use will be modeled after PDE's recommendations.

Monitoring may include any or all of the following:

Periodic review of grades

Local assessments

Required state assessments

Teacher observation

Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.

ESL Programming Staffing

Teachers holding dual certifications in a secondary content areas/elementary and an English Language Program Specialist K-12 will be employed by the Charter High School.

Curriculum Alignment

ESL Programming will be aligned to the 2012 Amplification of the English Language Development Standards K- 12 (WIDA), CAN-DO Descriptors and the PA Core Standards.

Professional Development:

Teachers will receive monthly professional development centered on highly effective practices in instruction of ELLs as well CAN-Do Descriptors.

Reclassification, Monitoring, and Redesignation of ELLs

Each year, two language use inventories (in addition to the ACCESS for ELLs) will be completed, one by an ESL teacher and one by a regular-education classroom teacher for each ESL

student. The results of the language use inventories will be combined with the students' ACCESS for ELLs score to determine if reclassification as a former ELL student is appropriate.

If the students' scores on the language use inventories and the ACCESS for ELLs meet the threshold for reclassification, the student will be reclassified *unless* there is compelling evidence to suggest that the student should remain identified as an ELL.

Students who are reclassified as former ELLs will be monitored for a minimum of two years in accordance with Pennsylvania law. The TLC Bucks Arts Charter High School will actively monitor former ELLs to ensure that they are not struggling academically as a result of a persistent language barrier. An individualized monitoring plan will be developed for each transitioning student at the time that the decision to transition is made. The monitoring plan will be developed, implemented, and monitored by the ESL teacher. The plan will include tracking of transitioning students by the ESL teacher in all academic areas. The tracking will include quarterly conferences with the students' academic teachers to explore any areas of concern.

The TLC Bucks Arts Charter High School will continue reporting former ELLs to the state in PIMS for an additional two years after the first two-year intensive monitoring period, or as long as the student remains enrolled in the school.

If it is determined, at any time after reclassification, that an ELL or former ELL is struggling academically as a result of a persistent language barrier, the student will be redesignated as an ELL and ESL services will be provided.

Reporting Requirements to PDE

Annual reporting through the use of Pennsylvania Information Management System (PIMS) and the Limited English Proficient (LEP SYTEM) on data and information on student numbers and teachers will be conducted.

C. What teaching methods will be used? How will this pedagogy enhance student learning?

In embracing a rigorous academic program, the TLC Bucks Arts Charter High School will employ innovative and proven methods for student learning and teaching that are based on reliable research and effective practices and that have been replicated successfully in schools with diverse populations. Our goal is to combine the best of progressive pedagogy with an understanding of individual student needs and a focus on the development of rigorous intellectual engagement in the content areas. We will search for staff with artistic abilities and experiences in ALL EMPLOYMENT OPPORTUNITIES in the school.

We will work, through staff development, to fully infuse both the academic and artistic sides of the school. Peer visitations will be a critical technique to allow Artists and Academicians to better understand their respective views and techniques.

The TLC Bucks Arts Charter High School staff will hold high standards for achievement for all students. The emphasis at this Charter High School is on conceptual development for understanding and problem solving, as well as the development of basic skills and knowledge in the disciplines. Attention is given to the development of carefully scaffolded assignments for students that will enable them, step by step, to build the skills and knowledge required to achieve at the levels demanded by the curriculum.

Teachers will provide students with clear expectations for the quality of work, using rubrics and strong and weak work samples where appropriate. Students will understand what they are expected to know and be able to do and how they will be evaluated. Student work will become part of the student's portfolio, a collection that will include work at all stages of the learning process. Students will reflect on their progress by regularly examining the work in their portfolios, writing about their own development, and choosing work to develop further and/or to publish. This process will contribute to a classroom culture that emphasizes continual growth rather than just right and wrong answers.

The school day will be designed so that teachers in each grade level will have as many (where possible) as one or two common preparation periods each week to be used for curriculum planning and discussion of student needs. The TLC Bucks Arts Charter High School's goal is to use packaged curriculum programs as needed but also to have teachers working to develop thematic curriculum that engages students in processes of active and critical thinking and learning. Teachers will use both summer in-service time and teacher preparation periods to continuously develop and refine curriculum and pedagogy.

D. Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9).

The TLC Bucks Arts Charter High School will develop an annual school calendar that is relatively similar to the Bensalem School District as is possible, and will coordinate our transportation needs with all appropriate sending districts. The school will use the same opening, closing and holiday schedule as the Bensalem School District. school year. Our proposed calendar for the 2019-2020 is found as Appendix I.

TLC Arts Bucks Charter High School Schedule

(Sample – Subject to Change)

Traditional Schedule M-T-R-F					Staff Development Schedule W				
	9 & 10		11&12			9&10		11&12	
							Early D.		
	Artistic		Academic			Artistic		Academic	
Period 1	8:00	8:50	8:00	8:50		8:10	8:55		
Period 2	8:55	9:45	8:55	9:45		9:00	9:45		
Period 3	9:50	10:40	9:50	10:40		9:50	10:35		

	Academic		Artistic			Academic		Artistic	
Period 4	10:45	11:35	10:45	11:35		10:40	11:25	10:45	11:35
Lunch A	11:40	12:05	Study	Lunch		11:25	11:50	Study	
Lunch B	Lunch	Study	12:05	12:30		Study		11:50	12:15
	Academic		Artistic			Artistic		Academic	
Period 5	12:30	2:20	12:30	2:20		12:15	1:00		
Period 6	2:25	3:15	2:25	3:15		1:05	1:50		

Please note the modified schedule for Wednesday that will provide for a weekly staff development program.

D. School Accountability

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

i. Student portfolios will provide cumulative assessment of student work in all areas of study. Portfolios will be shared with teachers as students move into new classes and will be the basis of conversation during parent-student-teacher conferences. Portfolios provide a way of looking at the development of children over time as well as a way of assessing how well school is doing in meeting the needs of every individual child.

*At the high school level, subject matter state and local tests will be utilized to evaluate students.

ii. Regular assessments in all subject areas will be used to inform teacher practice and to explore classroom and school-wide needs. These assessments will guide teachers and administrators in making effective teaching and curricular decisions.

iii. State mandated tests and results will allow the school to ensure that students are meeting externally defined standards of achievement that will allow them to succeed within existing educational systems.

iv. Student and Parent Surveys will allow us to monitor the level of satisfaction of our stakeholders with regard to the quality of the charter school academic program and school climate.

v. The TLC Bucks Arts Charter High School Advisory Committee will ensure that major school decisions are made in accordance with the stated mission, vision, and goals of the school.

vi. The Board of Trustees will conduct an annual review of the Executive Director. The Executive Director will evaluate other administrators within the school,

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance?

The primary goal of the teacher evaluation process will be to ensure maximum effectiveness in the delivery of instruction that will lead to maximum student performance. Teachers and administrators will be effective in helping all members of the school community reach the stated goals of the school. We will observe the newly emerged model from the Department of Education, rooted in the sound work of Danielson.

i. Administrators will establish yearly goals for the TLC Bucks Arts Charter High School. Teachers will set yearly goals for themselves as individuals that tie into the school-wide goals. Throughout the year teachers will work collaboratively toward their goals with support from their grade level team colleagues.

ii. Administrators will carry out regular classroom observations to provide teachers with data and feedback about effectiveness in reaching their individual, team, and school goals. Each teacher will have a minimum of two observations: one announced observation in the fall (to be completed by December 15) and one unannounced observation in spring (to be completed by May 1).

iii. If teachers are in need of improvement, the Administrators will work with the teacher to establish a supportive improvement plan. The recommended activities in the improvement plan may include additional on-site or off-site professional development opportunities, visits to exemplary classrooms, support in planning and instructional development, and support from an assigned mentor or any other activity that is believed to be helpful in moving the teacher toward improvement.

iv. The classroom observations as well as the completion of other professional responsibilities will be the basis for the Final Professional Evaluation ratings (to be completed by May 15).

v. Teachers may choose to keep a portfolio with student work and instructional artifacts as a tool for use during end-of-year conversations with administration about his/her effectiveness and achievement of goals during the year.

C. How do you plan to hold your school accountable to the parents of the children attending your school?

i. Report cards will be issued four times a year. These reports will include checklists and narratives, the latter consisting of descriptions of child's processes of learning, strengths, areas of challenge, and the teacher's plans for future work with the child in the class.

ii. Progress Reports will be issued as needed. These reports will inform the parent of how well the student is moving toward the expectations for the year and communicate any areas of concern and strength.

iii. For students who are not making satisfactory progress, Interim Reports will be used strategically throughout the year for the purpose of progress monitoring and to keep parents/guardians informed of concerns and support or interventions.

iv. Each teacher will conference at least twice a year (November and March) with the parent/guardian and the child to discuss areas of strength, growth, future plans, and ways in which teacher, parent/guardian and child can work collaboratively to improve the child's learning and meet the needs of the school community.

v. Communications with our parents will be ongoing and continuous as often as needed. It will be our expectation that all staff will reach out to the parents to discuss any matter or issue of concern that develops regarding their children. Issues such as at-risk behavior, performance, lateness and absences will be balanced with contact that shares a student's positive growth and improvement, as well as individual successes within the whole context of the arts and academic duality we seek.

vi. Parents/Guardians will be informed in a timely fashion about the results of any standardized tests taken throughout the school year.

vii. The TLC Bucks Arts Charter High School is in the process of establishing a parent committee that will meet bi-monthly.

D. Discuss your plan for regular review of school budgets and financial records.

The Board of Trustees of the TLC Bucks Arts Charter High School is responsible for approving an annual budget and for regularly reviewing budgets and financial accounts. The Executive Director and/or his or her appointee will maintain account records and will be responsible for providing regular reports to the Board as dictated in the Bylaws. The school budget will be available for review by parents and the community on our website.

The TLC Bucks Arts Charter High School will contract with the firm of Repice and Taylor, from Philadelphia (or a suitable alternate) for assistance with financial management and other fiscal management functions of the school. Repice and Taylor, experienced in Charter High School operations, will work closely with the TLC Bucks Arts Charter High School's Executive Director and Internal Finance Officer will furnish the following financial documents and statements to the Board Treasurer on a monthly basis:

- Statements of income and sources and uses of funds (monthly and cumulatively for the fiscal year to date)
- Monthly balance sheets

The Treasurer will present these statements to the Board at the monthly meetings, and the Board will review these monthly statements to determine recommendations of the external management organization) if any changes need to be made to the then-current Approved Operating Budget.

The Board of Trustees is responsible for approving an annual budget and for regularly reviewing budgets and financial accounts. The Principal and/or his or her appointee will maintain account records and will be responsible for providing regular reports to the Board as dictated in the Bylaws. The business manager will implement a process that will include an automated bookkeeping

system to track revenues and expenditures and make comparisons to the projected budget in accordance with Section 437 of the Public School Code.

Budget policies will be established by the Board of Directors enabling the Principal to maintain a revolving checking account for making purchases of \$200 or less. Purchases above that amount will be permitted only when sufficient funds remain in the budget. This will not be done if the vendor is identified as the provider. These purchases must be submitted to the Board of Trustees for their ratification. The school will comply with competitive bidding procedures consistent with Public School Code.

The TLC Bucks Arts Charter High School will submit all financial audits and comply with all required audit procedures, including an annual audit by the Pennsylvania Department of Education Comptroller's Office. Specifically:

- Annual independent financial audit: the TLC Bucks Arts Charter High School will be audited annually by an independent certified public accounting firm according to the same guidelines applicable to public school systems in Pennsylvania. The cost of the independent audit shall be borne by the school. Copies of the audit will be submitted to the Pennsylvania Department of Education in accordance with the timeline required by P.D.E..

- Annual report/program audit: At an agreed-upon number of days after the end of each school year, the TLC Bucks Arts Charter High School will submit a report prepared by an independent educational consultant which attests to: a) the accuracy, validity and reasonableness of academic achievement and programmatic results reported to the Pennsylvania Department of Education; and b) compliance with the provisions of the charter. This performance information will be used assessing any renewal option for the charter.

The Board of Trustees will develop additional procedures and use outside consultants as the need arises.

E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

The TLC Bucks Arts Charter High School Founders understand that, under FERPA, schools must generally afford parents:

- Access to their children's education records.
- An opportunity to seek to have the records amended.
- Some control over the disclosure of information from the records.
- Annual notification of their right to have access to the records and to make any necessary amendments.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise.

When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

The full procedure and process regarding how the confidential student records will be obtained and secured will be based on the school's procedure for records management, acquisition, and confidentiality. This procedure will fully outline the system that will be implemented for maintaining school records and disseminating information. This policy also provides for all of our parents to receive annually the Family Education Rights and Privacy Act (FERPA) notice. This will also be posted on our web site. All regular Board meetings will be held in accordance with the Commonwealth's Open Meetings Law. All policies and procedures will be compliant with all FERPA and privacy laws.

F. Describe your system for maintaining accurate student enrollment information as required under Section 1748-A, Enrollment and Notification.

The TLC Bucks Arts Charter High School will implement a system for maintaining student enrollment information as required by the Charter High School Law (Act 22 of 1997). Specifically, the TLC Bucks Arts Charter High School will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education (i.e. PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership) as they pertain to Charter High Schools. Additionally, the TLC Bucks Arts Charter High School will use a student information software system, such as MMS Student Information Management System, Administrators Plus, or PowerSchool, to track enrollment data to make sure that our enrollment figures are always up-to-date, reflecting new students and any withdrawals. The school will maintain accurate records, which will include the basic data for each student that is needed to complete child accounting forms and other student data forms to be submitted to the Department of Education. This basic data includes:

¹ School policies shall be implemented so as to meet the requirements of FERPA and other privacy laws, and shall be updated from time to time to reflect changes in these laws.

- Student name
- Names and addresses of parents or legal guardians
- Nonresident status of student
- Date of birth
- Sex
- Ethnic code
- Grade level
- Entry code
- Entry date
- Withdrawal code
- Withdrawal date
- Exceptionality code

i. **Attendance**

Students will be expected to attend school every day. If a student is absent, every attempt will be made to contact the parent or guardian to inquire about the reason for their absence. The school will follow the attendance guidelines set forth in the Public School Code regarding unexcused absences. The school will institute Truancy Elimination Plans where required.

The student information software system mentioned above will also be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the administration and the parents.

Student Evaluation

A. Describe plans to evaluate student performance.

Student performance will be evaluated in a range of ways that reflect the goals of the TLC Bucks Arts Charter High School. Students will experience authentic and holistic assessments that are performance-based and related to goals and objectives; standardized tests that provide information on student achievement relative to their peers and grade level expectations; and thorough ongoing formative evaluation techniques (writing, classroom activities and assessments) that provide students and teachers with regular and appropriate information about daily learning.

B. How will student development toward the school's overall learning goals and objectives be measured?

- Authentic assessments, including concerts (dance, choral), art exhibits, authors' nights where students present their writing, presentations.
- The TLC Bucks Arts Charter High School will administer those standardized tests required by the Commonwealth as well as tests determined by the Trustees to be in accordance with the school's mission.
- Classroom evaluations including portfolios, frequent writing assignments, Reading and math assessments quizzes and assignments where students demonstrate understanding and proficiency.
- Diagnostic math and literacy assessments. Frequent use of these assessments will provide teachers with information on individual student development and needs. Every August, teachers will meet each student – both new and returning students - to do initial reading and math assessments for the upcoming school year. This will provide baseline data on every child. Teachers will assess student development in literacy and math again in late fall and mid spring and use the student's report card and progress report to provide a view of each child's development over time as well as the overall developmental trajectory and needs of the class.

C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

- Reading and math assessments will be given three times a year. The data from these assessments will be collated to examine the developmental path of each individual student and of the whole class. Information from the assessments will be used to individualize instruction for each student and to help choose appropriate materials, pedagogy, and groupings for all students.

- Because authentic assessments are often public presentations (concerts, exhibits, presentations), we will be able to determine whether or not students are meeting both academic and non-academic goals (as stated in #2, above). Student, faculty, parent, and community feedback on this form of assessment will be used to modify, when necessary, curricular and pedagogical approaches.
- Classroom assessments will be teacher developed and will assist teachers in determining how students are progressing toward the goals established within the School, by the TLC Bucks County School District, and by the State.

* It is important to us that the TLC Bucks Arts Charter High School students meet or surpass the academic standards set by the TLC Bucks County School Districts and the State of Pennsylvania as stated in Chapter 49 and as measured by the state standardized tests. Students will take the appropriate standardized tests, and School staff will use these test results to help determine areas of relative strength and weakness in the curriculum. This information will be used as staff choose materials, develop teaching plans, and work on appropriate pedagogies for the children at the School.

E. School Community

A. Describe the relationship of your school with the surrounding community.

The TLC Bucks Arts Charter High School is in the process of building relationships with a wide range of area businesses and organizations in the county. The School has several letters of support from established businesses and programs and is in the process of gathering more. These will be presented at our public hearing. As noted in the charter application, we will build these relationships to provide internships, externships, mentoring programs and the use of certain facilities. The relationships will focus on the needs of the students of Bucks County.

The TLC Bucks Arts Charter High School is working to establish a parent committee, comprised of Bucks County residents, which will soon be meeting bi-monthly.

B. Describe the nature and extent of parent involvement in the school's mission.

The TLC Bucks Arts Charter High School recognizes that parents, grandparents, guardians, and other family members are the children's primary teachers. The school will be dedicated to strengthening and reaffirming the family, because as our families grow stronger, so will our school, and our children will become better students and better people.

It is imperative that our families understand that the TLC Bucks Arts Charter High School's mission centers on the concepts of arts integration and arts enrichment. Given this understanding, we expect families to put forth their best effort to support their children's education in this unique environment. With equal commitment and dedication to both academics and the arts, family support is essential to the school's overarching objective: to guide all children to develop their full potential.

The TLC Bucks Arts Charter High School strongly believes in the partnership between school and home. We will not be successful without family help, support, and continued academic, emotional, and behavioral reinforcement. To this end, every parent/guardian will sign a compact, committing themselves to behaviors and actions that will help ensure their children's success.

C. Describe procedures established to review complaints of parents regarding operation of the Charter High School.

The TLC Bucks Arts Charter High School's parents have the right to expect that we will demonstrate complete accountability to our academic and non-academic goals and we will adhere to our mission and vision as they are outlined in this charter application. We recognize that, in any community, a certain number of problems arise out of differences in opinions and learning to work together; and that a minimal number of oversights, which can negatively impact stakeholders, naturally occur as a school grows. It is the responsibility of all staff members to make problematic situations regarding parents and students known to the administration at the onset of the problem.

Informational questions regarding the TLC Bucks Arts Charter High School's progress toward meeting its goals will be answered as soon as possible, either face-to-face, by telephone or via e-mail. Parents will be encouraged to phone, e-mail, make an appointment for a visitation in order to request information from staff members who can address questions and provides information most appropriately and thoroughly. Most parent concerns or complaints concerning their child's progress will be resolved in the day-to-day interaction among staff, parents and students.

Unresolved concerns will be addressed in the following manner. Parents must always first contact the Principal or designee, who will then contact the staff member involved in the situation, if deemed appropriate. If an accommodation is not reached within three days of this meeting, parents will be invited to communicate electronically, via telephone or in person with the Principal. If after five days the issue remains unresolved, parents and the student will meet with the Principal and other interested parties at the Principal's discretion either in person or through a teleconference. The Principal's decision is presumed to be final. The parent has the right to continue the process by taking the concern to the Board of Trustees, which will make a final and binding decision at its next scheduled meeting.

Questions or complaints regarding the school and its progress towards meeting its goals can be brought to the attention of the school by addressing the concern with the TLC Bucks Arts Charter High School Advisory Committee, or requesting that the parent member of the Board of Trustees raise the issue at its next scheduled meeting. Such concerns will be handled expeditiously and diplomatically with the intention of bringing those concerned to a consensus and/or the achievement of a win/win solution.

Within the first month of opening, the TLC Bucks Arts Charter High School will create an ad-hoc grievance committee to consider complaints by parents or community members of alleged violations of the law and/or the school's charter and make recommendations of resolution to the Principal. The Grievance Committee will consist of six voting members: 2 parents, 2 Board members, 2 teachers, and the Principal (who presides over the committee and is a non-voting member). Any stakeholder who is directly impacted by actions of the school may submit a grievance. If our mission is to play an active and positive role in the community, then we must be committed to resolving all grievances in a timely, satisfactory fashion.

The committee will develop a procedure for hearing grievances. A sample procedure is offered as follows:

1. A grievance form is completed and submitted to the Principal. The grievance form contains identifying information, the complaint, a summary of facts, a request of recourse, and any steps taken to address the problem prior to appealing to the grievance committee. If the grievance is with the Principal, then the form will be submitted to the Executive Director.

2. The grievance form is circulated to members of the grievance committee.

3. Committee members determine whether the grievance merits a hearing and responds within a week.

4. Complaints or allegations that do not merit a hearing are turned over to the appropriate staff member for resolution.

5. Grievances that merit a hearing are heard at a meeting of the Committee within a month.

- Hearings are attended by the interested parties and the Principal.
- The Committee will determine who shall speak and for what length of time.
- The Committee, by majority vote, will make non-binding recommendations to the Principal.
- The Executive Director, in consultation with the Principal and the School's legal advisor will approve the recommendations if they are appropriate and lawful.
- On rare instances, the Executive Director will pass on the recommendations to the School's Board of Trustees to determine a resolution at its next meeting.

F. Extra-curricular activities (athletics, publications and organizations)

As an arts-focused high school, a few traditional extra-curricular activities will be offered. Many students may be bussed, curtailing their ability to stay for such activities. We will be utilizing a special schedule, however, in order to provide internal programs to meet the needs of students who "need more" or to continue some of the performing arts, including ensembles, drama and dance, from which the students entering into High School will be transitioned as part of their matriculation. For instance, Graphic Art students might utilize the Special Activities period to try out Theatre or Music. Students in academic need will have formal extra help available during this time. Additionally, the TLC Bucks Arts Charter High School is looking into the feasibility of providing the students a working broadcast television and radio studio whereby the students involved in Journalistic Arts may produce their own television and radio programs for the School and outside community.

The TLC Bucks Arts Charter High School reserves the right to introduce new extracurricular activities as the need arises.

A. Describe the program of extracurricular activities planned for the Charter High School.

Note: Charter High Schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

The academic programs will be designed for students who need extra reinforcement of school-time skills. Specific programs could include:

- After-school homework help
- Tutoring
- Activities that are curriculum-related
- Computer Literacy

Enrichment programs will be designed for students who express interest in developing skills not covered during the school day. These could include, but not be limited to:

- Theater
- Choral
- Dance Program
- Chess Club
- Odyssey of the Mind
- Reading Olympics
- Robotics
- Model United Nations
- Student Government Association
- Community Service Club
- Television and Radio broadcasting

The TLC Bucks Arts Charter High School will also identify additional programs as are deemed appropriate for the student body. Parents and students will be informed of these activities (the dates, times, and any relevant enrollment forms and fees) so that they may make the best possible choices for their students, should they choose activities provided by outside organizations.

B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the Charter High School students in extracurricular activities within the school district. Explanation: Identify organized program of activities that complements the mission of the Charter High School and the similar programs in the school district of students' residence.

The TLC Bucks Arts Charter High School has every intention of working with the Bucks County School Districts regarding the participation of our students in extracurricular activities within the District.

In sum, these essential elements -rigorous inquiry-based academics, a stellar unique arts program, a focus on character development, and inclusive family programming- represent in their whole a new and different kind of school community for students at these grade levels. The TLC Bucks Arts Charter High School model provides the necessary autonomy to implement this type of innovative program.

The charter model will allow the Charter High School to serve students who need a rich and varied academic and arts program to thrive in school, and in life.

II. NEEDS ASSESSMENT

A. Statement of Need:

A. Why is there a need for this type of school?

Most large urban school districts in the United States provide their own – separate high school for the arts. Financial concerns make it close to impossible for smaller urban and suburban schools to provide these models. In the Lehigh Valley there exists a very successful high school for the performing arts that serves the area and, more recently, an artistic focused middle school. Dr. Lubben founded that school and served as their Superintendent from 2003-2010. He went on to form a 5-8 Middle School for the Arts in Salisbury, 2012 and two Arts Academy Elementary Charter schools in 2015 and 2018 respectively. These schools all serve students from over 25 surrounding school districts. Interested students from Bucks County have been traveling to the Lehigh Valley to participate in these schools. The TLC Bucks Arts Charter High School believes that the presentation of the major visual and performing arts with integration of other unique arts (Culinary Arts, Digital and Graphic Arts, Journalistic Arts) will create a strong and rigorous academic and artistic program that will have a major impact upon the students the School will serve.

We have clearly identified the wide range of students both in Bensalem and Bucks County in the material below. We have no way, at this point, to accurately predict school population numbers with respect to language, special needs, or poverty rates. The school recognizes that because of the diversity of Bensalem and nearby Bucks County and Montgomery County districts, a certain percentage of the student population may be students whose dominant language is not English. We will meet all requirements that this highly diverse student population presents to us--in all areas. We further anticipate that our student population will have a broad range of diversity- since school choice is a real advantage to disadvantaged and minority families.

In addition, we are reaching out to a broad spectrum of students throughout Bucks County. The statistics shown below indicate the wide disparity within the county. A model of integration through the Arts can become a beacon for the future of the combined area. Poor children need the arts as much as wealthy children. Poor children can (and will) benefit from the Arts as much as wealthy children--provided they have opportunities such as those that will be uniquely provided by this model.

B. Explain why the Charter High School model is an appropriate vehicle to address this need. Explanation: Provide recognition of potential opportunities to improve service and expand choices for students and parents.

The TLC Bucks Arts Charter High School recognizes that every student is a curious being who thirsts for creativity and discovery. Whether they can or they must, all the students who come to our school will be given constant opportunities to fulfill their creative and artistic potential.

There is a deep infusion in and with all areas of the arts that no traditional school can replicate. In addition, class time devoted to the arts far exceeds what traditional schools can provide.

Additionally, the TLC Bucks Arts Charter High School will be using an educational and teaching model that is different in many respects from what is currently being used in the Bensalem schools. It infuses the creative arts into a rigorous project and inquiry-based curriculum. Further, in order to

absorb and adopt this instructional approach, staff members will participate in intensive professional development over a prolonged period of time. This often requires extra mandatory hours for teachers. And once these teachers are trained, it is important that they are kept on staff based on their success in the classroom.

These essential elements - rigorous inquiry-based academics, a stellar arts program, a focus on character development, and inclusive family programming - represent in their whole a new and different kind of school community. The Charter High School model provides the necessary autonomy to implement this type of innovative program.

Further, whereas the district administrations and teachers recognize the importance of the arts, there are not resources available to the regular public schools to offer **extensive** arts opportunities presented in this model. The charter model will allow the school to serve students who need a rich and varied academic and arts program to thrive in school, and in life.

Finally, the charter model provides choice for a disadvantaged population that has historically not had the opportunity to select their schools. Prior to Charter High School law, "school choice" was for those who could afford to send their children to private or parochial schools- or move into districts with higher performing schools. This will truly be a school of choice, not previously available for disadvantaged students.

B. School Demographics:

A. What are the school's enrollment projections for the first five years? What is the school's ultimate enrollment goal? What grades will be served? What is the age of kindergarten and age of beginner students? How many students are expected to be in each grade or grouping?

PROJECTED STUDENT ENROLLMENT Grades 9-12

	2019	2020	2021	2022	2023
Gr. 9	100	110	110	110	110
Gr. 10	90	100	110	110	110
Gr. 11	70	95	100	110	110
Gr. 12	25	70	95	100	110
Totals	285	375	415	430	440

In its first year of operation, the Charter High School will accept approximately 300 students in Grades 9-12. Each year thereafter, it will accept more students as it expands to the projected @475 students in Year 5. The chart above demonstrates the enrollment projections for the first five years.

It is difficult to specifically predict the number of students and the districts from which they will come. Our budget will fluctuate as a result. The school will continue to market itself to

Bucks County residents and will give admissions priority to Bensalem students, as per the Charter School Law.

B. Describe the community or region where the school will be located.

The Bucks County School Districts represent a unique mix of urban, suburban and rural school districts. Other school districts and municipalities differ considerably from the City of Bensalem. We have enclosed the demographic breakdown of both Bucks County as a whole and Bensalem as an independent city earlier in this document

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

As explained elsewhere in this application, the TLC Bucks Arts Charter High School is based on the work Dr. Thomas Lubben completed by founding the Lehigh Valley High School for the Performing Arts, the Arts Academy Charter Middle School and the Arts Academy Elementary School. Dr. Lubben has committed himself to working in Bucks County and to providing a similar school for the Bucks community. In addition, he has consulted with other experts in arts curriculum to design this unique program. The current charter arts high school in Bethlehem draws from over 40 school districts and more than 10 counties! Currently students travel from Bucks and Montgomery County in order to take advantage of this unique program. Having a school in this area will enable students and parents to easily get to our program.

With that in mind, TLC has worked for over two years with a variety of realtors to locate a suitable location within Bucks County. The site identified herein, became available to the board in the summer of 2018. This former bank headquarters is perfectly suited for our needs.

D. Describe any unique demographic characteristics of the student population to be served, including primary languages spoken. Explanation: Provide a description of the students to be served and the community in which the school will be located.

The students of Bucks County, like those of the Lehigh Valley, confront many of the challenges that all school students face. While these characteristics are not considered to be unique, they certainly support the need for providing additional options that are special and unique for the students of the Bucks County. We will be particularly cognizant of students with any special needs, including Language problems.

We have reviewed, and included in this work the demographic statistics on Bucks County and Bensalem.

Bensalem/ Bucks County General Demographic Information

As of the 2010 census, the township of Bensalem had a total population of 60,427, which makes it the largest municipality in Bucks County, and the ninth largest in Pennsylvania. The per capita income for the township was \$22,517. 7.4% of the population and 6.0% of families were below

the poverty line. Of the total population, 6.8% of those under the age of 18 and 10.6% of those 65 and older were living below the poverty line.

The 2010 census further indicated that the township was 72.1% Non-Hispanic White, 7.3% Black or African American, 0.5% Native American, 10.2% Asian, and 2.6% of the population were of two or more races. 8.4% of the population were of Hispanic or Latino ancestry. Although the community is 72.1 % Non-Hispanic white, the Bensalem High School population is, according to the May Issue of US News and World Report, 56% white with a 44% Minority Population. The report further indicated that the percentage of “Economically Disadvantaged”, at the high school, was 48%.

Schools: There are currently three established charter schools operating within Bensalem. In addition, there are 8 private and parochial schools. Including two Catholic high schools.

By comparison, a small neighboring school district, Bristol, has the following information: As of a 2014 estimate, the borough was 69.2% Non-Hispanic White, 16.4% Black or African American, 1.5% Native American and Alaskan Native, 0.2% Asian, 3.5% Some other race, and 3.4% were Two or more races. 15.0% of the population were of Hispanic or Latino ancestry and 16% of the population were below the poverty line.

This simply indicates that Lower Bucks County is far more reflective of the racial composition of the United States, our schools, by example are ALWAYS reflective of the community and surrounding communities. TLC Bucks will join these more than a dozen area private, parochial, and charter schools to offer further unique SCHOOL choice to the ENTIRE community.

C. District Relations/Evidence of Support (see Appendix A)

A. What efforts have you made to notify the district(s) from which your Charter High School would draw students?

Dr. Lubben contacted Dr. Sam Lee, the Bensalem Township School District Superintendent, and met with him on July 18, 2018. The purpose of this contact was to discuss possible areas of cooperation between the District and the TLC Bucks Arts Charter High School. The school hopes to work with the Bensalem Township School District and the surrounding districts on cooperative programs.

B. What efforts will be implemented to maintain a collaborative relationship with school districts? Note: Letters of intent must be sent to all school districts from which the Charter High School could reasonably expect to draw students.

The Founding Board of the TLC Bucks Arts Charter High School will continue to work with the Bensalem Township School District to ensure that this is a public charter high school in the truest sense of the word. The TLC Bucks Arts Charter High School intends to model a partnership approach that will set a new standard and win the trust and support of the community.

C. Convey the scope of community backing for the proposed Charter High School and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others through the use of letters of support, surveys, or other

tangible means. Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents, and evidence that the breadth of community support extends beyond the core group of founders.

The Artistic Community in TLC Bucks County and Bensalem is broad and highly rich and diverse. By including area artists on our founding board, we have begun the process of building lasting- relationships. It will be a primary function of the Executive Director to broaden and deepen those relationships once the charter is approved.

The Founding Board began to advertise an arts charter high school in the area beginning in the August of 2018. We held our first open house on Tuesday, August 21st. We followed up with 7 additional open houses at the school site. We utilized the following methods: (1) mailers to the parents of children in the Bucks County school districts ages 11-17; and distributed flyers and brochures during this time. We have created a Facebook page and website to spread the word about our project. On average, about 25 people attended each open house. Parents were provided with a tour of the facility and with a Power Point presentation outlining all aspects of our school. To date, we have received over 75 pre-enrollment forms, and 200 additional statements of support. This number is changing daily and will be further updated at our public hearing. It is anticipated that once the charter is approved, we will meet or exceed our initial enrollment projections of approximately 295 students. We have included all statements of interest under Appendix A.

1. We have been distributing flyers throughout the community.
2. We have visited area churches, local libraries, boys and girls clubs, and the area YMCA.
3. We continue to host new open houses at the school site.

Note: Once again, the heaviest enrollment will occur in January through March of 2019. This is due to the obvious fact that Artistic Concentration is a draw for people over a wide area.

III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM

A. Profile of Founding Coalition and its Partners

A. Describe the makeup of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

Interested county residents began meeting in early 2018 about an extension of the artistic charter schools already formed in the Lehigh Valley. We spent the better part of 2018 looking for an acceptable site location. The following people have come together as members of the Founding Coalition:

Their resumes are in Appendix B.

BUCKS FOUNDING BOARD CONTACT INFORMATION

FIRST NAME	LAST NAME	POSITION	PHONE NUMBER	EMAIL	MAILING ADDRESS
Nickie	Trottier	President	267-738-1643	llt903@aol.com	903 Eagle Lane, Doylestown, PA 18901
Robert	Grossman		215-694-1848	robert.alan.grossman@gmail.com	510 Creek Rd., Doylestown, PA 18901 5 South Main St., Apt 6, Doylestown, PA 18901
Joel	Metzger		215-489-2522	joelme333@gmail.com	18901
Juan	Navia		215-262-8116	jlnavia.jln@gmail.com	3884 Stable Court, Doylestown, PA 18902
Mitchell	Goldberg	Vice-Pres.	267-679-3008	mitchellgberg157@gmail.com	249 Carson Way, Yardley, PA 19067
Louise	Ottito	Treasurer	215-380-3755	louiseottito@gmail.com	2347 Whitmore Street, Furlong, PA 18925
Barbara	Bjerring		267-265-0113	bbjerring@gmail.com	225 Easton Road, Riegelsville, PA 18077

Please keep in mind that founding boards change during the formative months preceding the actual opening of the school.

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

TLC Arts LLC had been searching for a current school sight in Bucks and Montgomery County for over the past two years. Once we identified our sight we began to contact people who had reached out to us for help with our school. During September through December of 2017, we began to meet with varied individuals from Bucks County to explain our program and to identify our need for a Board of Trustees. This resulted in several one-on-one meetings and eventually the board met to form a "founding board" in February of 2018. Since that time they have been meeting each month.

The Founding Board represents, themselves, several major facets of the community and are seeking to expand these arrangements with others as the charter progresses. In addition, we have opened up the line of communications with a vast number of the artistic organizations in Bucks County.

Our Unique History

TLC Bucks Arts Charter High School: Why Will It Be Different?

- The TLC Bucks Arts Charter High School will offer a comprehensive artistic program, within one facility, for grades 9-12.
- The TLC Bucks Arts Charter High School will have core classroom instruction in a wide range of the respective art forms.
- The TLC Bucks County Arts Academy will provide eligible High School students the opportunity for internships and externships throughout their chosen fields of artistic study. Such opportunities could lead to permanent employment after graduation.
- We will be one of the few high schools in the NATION to offer a MAJOR in musical theatre! These students will have to demonstrate ability in three areas: dance, theatre, and vocal

music. In addition, TLC Arts are the only schools in the nation that offer FIGURE SKATING as a major.

- The TLC Bucks Arts Charter High School may provide the Journalistic Arts students the ability to produce their own television and radio programs for over-the-air broadcast.

In addition, the Founding Coalition is developing in its membership a range of associates who are committed to the TLC Bucks Arts Charter High School's goal of excellence for students of Bucks County. This coalition will provide a wide level of support.

Upon charter approval, the Founding Coalition will work with community members, organized community groups, and parents who intend to send their students the school, in the planning of the Charter High School. Individuals from these groups with particular organizational skills and educational knowledge will be solicited to serve on the Charter High School's board of trustees.

C. Include any plans for further recruitment of founders or organizers of the school.

The Founding Coalition will reach out to families and organizations in Bucks County to recruit more founding members, partners, and organizers of the TLC Bucks Arts Charter High School. The Founding Coalition is building strong relationships with many individuals, families and institutions in the community from which to draw ideas and support. Also, parents who indicate their interest in sending their children to the charter high school are helping in the planning of it.

D. Provide information on the manner in which community groups are involved in the Charter High School planning process. Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school.

We are continuing the process of reaching and meeting with a wide group of community organizations. These groups will support us, once the charter is approved. Our coalition support will be comprised by a variety of art-affiliated groups in the greater Bensalem area.

Our coalition of support will be comprised of a variety of affiliated groups within the greater Bensalem area in the following fields: Performing and Studio Arts, Digital Arts and Graphic Design (including internet design companies and digital billboard display companies), and Broadcast and Print Journalism (including local radio and television stations and newspapers).

After the application submission, the Founding Coalition will work with organized community groups in the planning of the Charter High School. Individuals from these groups with particular organizational skills and educational knowledge will continue to be solicited to serve on the Charter High School's Board of Trustees.

B. Governance

- A. Describe the proposed management organization of the school, including the following requirement.**

Corporate Status: Our incorporated status is still in process. We will submit it as an addendum once obtained from the state of Pennsylvania.

An affirmative vote of a majority of the members of the Board of Trustees of the Charter High School, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

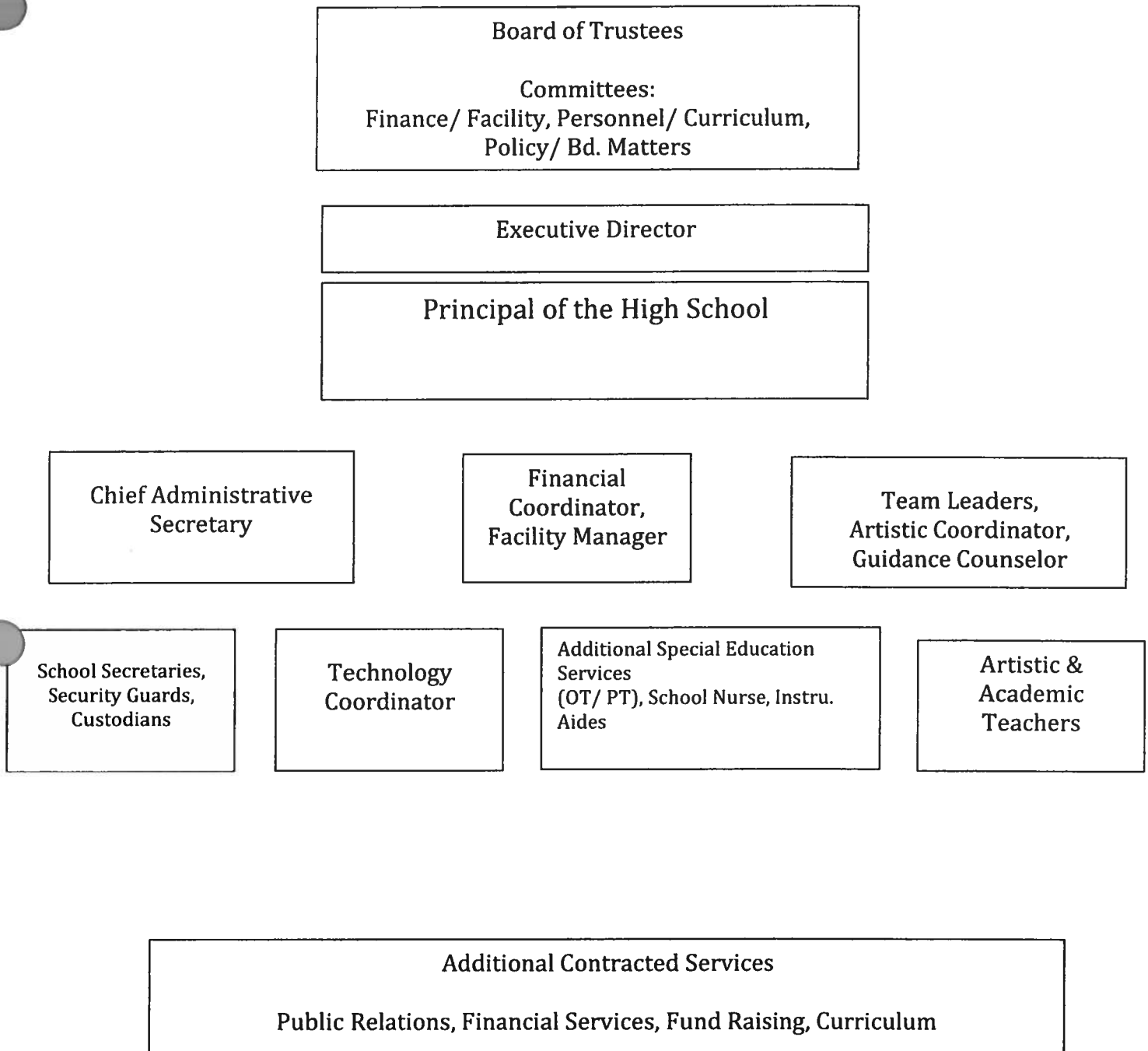
- School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for the purpose of ordinary instruction, on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturday, except when Monday is fixed by the board of directors as the weekly holiday for the entire school year).
- Adopting textbooks.
- Appointing or dismissing Charter High School administrators.
- Adopting the annual budget.
- Purchasing or selling of land.
- Locating new buildings or changing the locations of old ones.
- Creating or increasing any indebtedness.
- Adopting courses of study.
- Designating depositories for school funds.
- Entering into contracts of any kind where the amount involved exceeds \$200.
- Fixing salaries or compensation of administrators, teachers, or other employees of the Charter High School.
- Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.

As a public school, the TLC Bucks Arts Charter High School will ultimately be responsible to the Bensalem School District Board of Control and the Department of Education of the Commonwealth of Pennsylvania. A Board of Trustees will govern all operations of the school, delegating day-to-day management functions to the Principal and establishing a reporting relationship between the Board, Executive Director, and the Principal. The Board will be responsible for ensuring that the school is run in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability. An affirmative vote of a majority of the members of the TLC Bucks Arts Charter High School Board of Trustees will be required to take action on the above-listed items.

The organizational chart below demonstrates that the Board will set policy for all operations of the school, having ultimate control and responsibility for maintaining proper relationships between the Trustees and school staff, parents, and members of the community. The Board will retain the right to delegate certain of operating decisions including day-to-day management to the Executive Director and his or her designees. The Board of Trustees will be accountable for ensuring that the school is operated in compliance with its Charter and all applicable laws and regulations.

TLC Bucks Arts Charter High School

ORGANIZATIONAL CHART



B. How the Board of Trustees will be selected?

In its first year of operation, the TLC Bucks Arts Charter High School Board of Trustees will be comprised of a minimum of five members and a maximum of twelve members chosen by a consensus of the Founding Coalition. Some members of the Founding Coalition will become Trustees.

The initial founding members of the Board of Trustees will serve between one and three year terms. This will allow for a staggered replacement of the board.

The following provisions will govern the selection of the Board of Trustees:

- Board of Trustees members will be selected every April when terms end.
- The Board will consist of a minimum of five and a maximum of twelve members, including at least (if possible) one parent of a student enrolled in the Charter High School and one community member who shall serve at the invitation of the other Trustees.
- The Executive Director and Principal will be a nonvoting, ex-officio member of the Board.
- A faculty representative to the Board, to be elected by the teaching staff, will attend Board meetings in a nonvoting capacity.
- The Board of Trustees will elect officers from within its membership.
- All officers of the Board of Trustees will serve three-year terms with re-elections allowable as determined by the founding Board of Trustees.

Initial terms will be staggered to insure that only 1/3rd of the members terms end each year.

A sample copy of TLC Bucks Arts Charter High School Bylaws is attached to this application as Appendix C. These are in draft form and will be amended and adopted by the founding members of the Board of Trustees.

C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?

The Founding Board Members believe that the key to maintaining long-term continuity between their vision and the Board of Trustees lies in board development and orientation. Specifically, the Board will have a Board Development Committee, whose function will be to manage the Board recruitment process and convey the school's mission and the individual expectations for Board members to all candidates, so that newly recruited Board members enter with a firm understanding of the school's mission, the Founding Coalition's vision, and their role within the Board. A formal orientation program at the beginning of each new term will also serve as a forum for founders to articulate their vision to the Board while allowing an opportunity for new and old board members to merge into an effective team.

The Board will also develop a strategic plan after its first year of operation to set forth goals and define the Board's course of action. In addition to providing more organization for the Board, the strategic plan will allow for greater continuity as board members leave and new board members are added.

The Board will recruit potential new board members from the general community and from the parent community.

The topics to be covered through on-going governance training will include but not be limited to the following areas:

1. What Do Boards (and Board Members) Do?
2. The Board/Executive Director Relationship

3. Recruiting and retaining the peak-performing board
4. Better Board Meetings
5. Accountability & Oversight
6. Long-Range Planning
7. Effective Committees
8. What Boards Should Know About Fundraising

It is our plan to include in our Policies Manual a policy on nepotism and ethics. All actions of employment will be done in public session and the board member will be expected to register a non-vote or abstention on any item by which they have any personal involvement.

D. Description of the roles and responsibilities of the Board

The Founding Coalition of the TLC Bucks Arts Charter High School understand that the Board of Trustees must maintain ultimate authority to manage and control the Charter High School, including, but not limited to its educational philosophy, budgeting, curriculum, staffing, and operating procedures.

Among the broader roles and responsibilities of the Board of Trustees are:

- Determining the Charter High School's mission and purpose
- Selecting the Charter High School administrator or management company
- Supporting the Charter High School administrator and reviewing his or her performance
- Ensuring effective organizational planning
- Ensuring adequate resources
- Managing resources effectively
- Determining and monitoring the Charter High School's programs and services
- Enhancing the Charter High School's public image
- Assessing its own performance

The specific responsibilities of the Board officers include (All officers will assume all responsibilities set for under school code and the bylaws):

- **President.** The President shall preside at all meetings of the Board of Trustees. The President shall sign, execute, and acknowledge, in the name of the Board, all contracts or other instruments authorized by the Board, except in cases where the signing and execution thereof shall be expressly delegated by the Board, or by these Bylaws, or by law, to some other officer, agent, or employee of the Board or the School. The President shall perform all duties incident to the office of President and such other duties as from time to time may be assigned by the Board.
- **Vice President.** The Vice President shall have all the powers and perform all duties of the President if the President is absent or unable to fulfill his duties. The Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board.
- **Secretary.** The Secretary shall record, or provide for the recording, of the minutes of all Board meetings, or ensure that such occurs, including all votes of the Board, in a book or

books to be kept for that purpose as required by law. The Secretary shall also see that written notices of upcoming meetings, along with the minutes from the previous meeting, are provided to all Board members five day in advance of the upcoming meeting. The Secretary shall maintain a current list of all Board members, including addresses, telephone numbers, and terms of office. The Secretary shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Board or the President. Before undertaking the duties of office, the Secretary shall furnish a bond.

- **Treasurer.** The Treasurer, in coordination with the Business Manager shall oversee the receipt of all funds, including local, state and federal funds as well as privately donated funds. The Treasurer shall also make payments out of the same on proper order approved by the Board of Trustees, signed by the President of the Board. The Treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the School will receive a discount or other advantage. The Treasurer shall ensure that the Board permanently retains each annual auditor's report, and each annual financial report. All other financial records must be kept for six years. Records may be kept on microfilm or as photographs. The Treasurer shall also discharge such other duties as may from time to time be assigned by the Board or the President. The Treasurer shall settle his/her accounts annually with the Board or each school year. Before undertaking the duties of office, the Treasurer shall be furnished with a bond. Other specific responsibilities have been outlined by law and are described above and reaffirmed in our By Laws.

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

The small size of the TLC Bucks Arts Charter High School will facilitate close working relationships between administrators and teachers. The Principal will hold weekly staff meetings to discuss such topics as goals and objectives, professional development, curriculum development, performance appraisal, and other matters of relevance to the school. Furthermore, teachers will be guaranteed a voice in the decision-making process, as each year the teaching staff will elect one teacher to serve as an ex- officio member of the Board of Trustees in a non-voting capacity.

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

The success of the TLC Bucks Arts Charter High School hinges on the active participation of all its members in the decision-making process. Therefore, TLC Bucks Arts Charter High School endeavors to provide a variety of avenues for parents, community members and students to offer input on issues concerning the Charter High School. A Parent Advisory Committee will be formed (most likely from the those initially interested and involved parents) to hold regular meetings to review the school's progress and offer advice on operational matters. The Parent Advisory Committee will be open to all TLC Bucks Arts Charter High School parents. Additionally, there will always be (when applicable) at least one parent on the Board of Trustees.

G. Submit copies of the school's bylaws, contracts and other documents required by pending Charter High School legislation or applicable law. The requirements for the bylaws follow:

By-laws are included as Appendix C.

- The bylaws contain the following provision for “failure to organize or neglect of duty”: a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter High School Law.
- No board member shall as a private citizen, engage in any business transaction with the Charter High School of which he or she is a trustee, be employed in any capacity by the Charter High School of which he or she is a trustee, or receive from such Charter High School any pay for services rendered to the Charter High School.
- A Charter High School Board of Trustees shall have a designated treasurer who shall receive all funds, including local, state and federal funds, as well as privately donated funds. The Treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment, the charter will receive a discount or other advantage.
- Procedures for dismissal of an employee must be contained in the bylaws.

H. Submit board members’ names, addresses, phone numbers and resumes.

Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.

The following Founders have indicated a willingness to serve on the Board of Trustees after we receive our charter. Recruitment for additional board members will be on going:

BUCKS FOUNDING BOARD CONTACT INFORMATION

FIRST NAME	LAST NAME	POSITION	PHONE NUMBER	EMAIL	MAILING ADDRESS
Nickie	Trottier	President	267-738-1643	llt903@aol.com	903 Eagle Lane, Doylestown, PA 18901
Robert	Grossman		215-694-1848	robert.alan.grossman@gmail.com	510 Creek Rd., Doylestown, PA 18901 5 South Main St., Apt 6, Doylestown, PA 18901
Joel	Metzger		215-489-2522	joelme333@gmail.com	3884 Stable Court, Doylestown, PA 18902
Juan	Navia	Vice-	215-262-8116	jlnavia.jln@gmail.com	
Mitchell	Goldberg	Pres.	267-679-3008	mitchellgberg157@gmail.com	249 Carson Way, Yardley, PA 19067
Louise	Ottito	Treasurer	215-380-3755	louiseottito@gmail.com	2347 Whitmore Street, Furlong, PA 18925
Barbara	Bjerring		267-265-0113	bbjerring@gmail.com	225 Easton Road, Riegelsville, PA 18077

IV. FINANCE AND FACILITY

A. Financing

It should be noted that all school budgets are in a state of flux. As an experienced Superintendent I can appreciate the work that goes into budget preparation that result in constant, ongoing changes. This is even more evident in developing a new school.

A. Develop a preliminary startup and operating budget. Applicants are to use the guidance provided in the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools to create those budgets. Contact Marlene Kanuck at (717) 783-9294 or by email, mkanuck@pa.gov for a sample copy of the budget form PDE-2028.

REVISED Copies of the TLC Bucks Arts Charter High School startup and operating budgets are attached to this application as Appendix D.

Included in these forms are:

- Operating Budget for Fiscal Years Ended 2016-2022
- Employee Worksheet for Fiscal Years Ended 2018-2022

B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services. Note: For additional financing procedures see Section 1725-A of the Charter High School Law.

The purchasing procedures of the TLC Bucks Arts Charter High School will comply with section 1725-A of Charter High School legislation. The goal of the financial procedures will be to provide flexibility while maintaining adequate controls and oversight. The Board of Trustees will approve the financial budget and financial procedures. The School anticipates engaging an independent Business Manager to provide the School with back-office and fiscal management services. The Business Manager will oversee the school's financial system and ensure that budgets are itemized per the Board's requirements.

The Principal will be authorized to spend up to \$200 for any single transaction. Expenditures from \$200 to \$5,000 will be permitted when allocated funds are available in the budget category. The Executive Director and Business Manager must approve these expenditures before these expenditures are made. The Board Treasurer will check to ensure that competitive bids have been entertained where required by law.

Expenditures over \$5,000 must receive prior Board or Executive Committee approval. The Business Manager will report on the financial status to the Board of Trustees at each meeting of the Board. The Board will develop additional procedures as the need arises.

C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

The TLC Bucks Arts Charter High School's Founding Coalition recognizes that a successful fundraising campaign is necessary for the long-term financial viability of the Charter High School. Once the charter is approved, the founders will work with the Board of Trustees to seek funds through partnerships with local businesses and write proposals for funding from Title I, Title 2, Title 6, Link to Learn, E-Rate, 21st Century Grants, and other sources, including federal, state and foundation funds.

Additionally, the school is applying for its 501c) (3) status, which will allow individuals to make contributions to the school on a tax-deductible basis.

D. Describe the implementation of the following required financial procedures:

The treasurer of the charter shall deposit the funds belonging to the Charter High School in a depository approved by the board and shall, at the end of each month, make a report to the charter board of the amount of funds received and disbursed by him or her during the month. All deposits of Charter High School funds by the charter treasurer shall be made in the name of the Charter High School. The Board of Trustees of a Charter High School shall invest Charter High School funds consistent with sound business practice. Authorized types of investments for Charter High Schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentalities
- Deposits in savings accounts, time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4440.1 of the Pennsylvania School Code.

The Business Manager of TLC Bucks Arts Charter High School shall deposit the funds belonging to the school in a depository approved by the board and shall at the end of each month make a report to the Board of Trustees of the amount of funds received and disbursed by him or her during the month. All deposits of school funds by the Business Manager shall be made in the name of the school. The Board of Trustees of the school shall invest school funds consistent with sound business practices.

Authorized types of investments for Charter High Schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentalities.

- Deposits in savings accounts or time deposits or share account of institutions insured by the depository to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall pledge Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or have any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat. 789, 15 U.S.C. *80a-1 et seq.) as defined by PA 24 PS 4-440.1 of the Pennsylvania School Code

Note: All investments shall be subject to the standards set forth in PA 24PS-440.1 of the Pennsylvania School Code

The Business Manager shall settle his accounts annually with the Board of Trustees for each year.

An annual audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter High School Boards of Trustees are required to follow the requirements set forth for School Boards in this section.

The TLC Bucks Arts Charter High School is planning to implement the policies and procedures defined above. Specifically, the following are examples of the proposed financial procedures that the TLC Bucks Arts Charter High School will follow:

Budgets

No later than 90 days prior to the beginning of each fiscal year (July 1), the Business Manager and the School administration will prepare and submit together to the Board of Trustees a proposed budget ("Proposed Operating Budget") for the operation of the school during the ensuing school year. Each Proposed Operating Budget will set forth all of the revenues that the School anticipates receiving, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the School, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget will reflect the School administration and Business Manager's view of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates.

The Board of Trustees will, after reviewing and analyzing the Proposed Operating Budget, communicate to the Business Manager and the school administration any changes, additions or deletions it believes should be made in such Proposed Operating Budget. After making such changes the Board of Trustees will then approve the Proposed Operating Budget.

It is understood, however, that each operating budget will be an estimate only and that unforeseen circumstance such as, but not limited to, the costs of labor, material, services and supplies, casualty, operation of law, or economic and market conditions may make adherence to the operating budget impracticable, and departures, therefore, may be required due to causes of the foregoing nature or for other business reasons. Accordingly, if revenues of the school for any year are less than budget or if the School will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Trustees, school administration, and the Business Manager will meet promptly to determine if an adjustment to the operating budget is necessary.

Financial Statements

The Business Manager will report to the School's Board of Trustees in writing monthly, for the proceeding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the School for such month and cumulatively for the fiscal year to date, as well as any recommended changes to the then-current approved Operating Budget that the Business Manager considers necessary or appropriate. The TLC Bucks Arts Charter High School Board of Trustees and the Administration will examine the monthly financial statements to ensure that the School is meeting or exceeding the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Trustees and school administration in making decisions that ensure the School's financial viability while meeting the School's mission.

Audit

The Board Treasurer, or the Finance Committee, in consultation with the Business Manager, will engage an accounting firm or other appropriate third party to perform an audit of the books and records maintained for the school in accordance with applicable regulations. This appointment will have to be approved by the Board of Trustees. The audit is to be completed and a report to be furnished according to the timeline established by PDE. The annual school audit will be conducted according to the requirements of Article 24 of the School Code of 1949, using the requirements set forth for school boards.

At the present time, we plan to engage Hutchinson, Gillahan & Freeh, PC as our audit firm. They have been in existence for more than 30 years and service many of the Charter High Schools in this area. The firm has extensive experience with Charter High School financing. However, the board retains the right to engage a different qualified firm if the board believes that to be appropriate.

Operating Account

The Business Manager will establish, on an agency basis for the School, one or more bank accounts, with mutually acceptable financial institutions (the "Operating Accounts"). The Business Manager will cause all gross revenues to be deposited into the Operating Accounts, and cause all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the School. The Operating Accounts shall be used exclusively in connection with the operation of the school.

Working Capital

The Business Manager's personnel shall provide assistance to the school to seek a line of credit facility with a financial institution to be utilized to fund seasonal or other cash flow deficiencies.

Payroll

The Business Manager will provide "back-office" accounting services for the School, including the following:

- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures.
- Accounts payable services (including, but not limited to, the processing thereof).
- Accounts receivable services.
- Maintaining accounting system records and reports.
- Petty cash management.
- Tracking of expenditures for furniture, fixtures and equipment.

The School will employ appropriate on-site record keepers as necessary to provide the Business Manager with operational data.

B. Facility

- A. **Provide descriptions of and addresses for the physical facilities under consideration and the ownership thereof and any lease arrangements.**

We identified the building after considerable searches from varied realtors and developers. We finally, June 2018), had the opportunity to view the building at 1000 Northbrook Drive, Trevose, Pennsylvania. It was a former bank headquarters, currently still in use as a bank branch office.

Our developer, ALT Realty- Bethlehem, PA., has entered into a purchase agreement with the current owners. They (the developer) will in turn provide our Board of Trustees with a lease agreement. We have a letter of intent on the property use included as Appendix E. The building consists of 41,000 square feet. Preliminary plans indicate that we will have 8-10 performance studios and 15-18 academic classrooms. We will have a performance space, a student commons areas, and substantial offices for a variety of uses. The building will not require extensive renovation before we open. In addition, there are over 150 available parking spaces.

The owner will bring the building into compliance with local code before our students occupy the building.

Parents, students, and citizens who have toured during our open houses, have marveled about the potential to restore the building and create an arts focused 6-12 school!

B. Explain how this site(s) would be a suitable facility for the proposed school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

As noted above, we will have adequate classroom and performance space to meet the needs of a maximum of 500 students. The building is fully compliant for individuals with disabilities. Since it is a relatively new building, heating, ventilation, lighting, rest rooms, and water supply are all up to code.

It will be the responsibility of the Charter High School to install art specific additions (such as Dance Floors or Radio/TV Studio. Appropriate numbers are provided in the revised budget.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

The school will hire its own custodian/maintenance staff. They will be on site at all times. The responsibility of the long-term facility maintenance of the building will be dually held, with the building owner responsible for the general maintenance (i.e. heating, ventilating, lighting, sanitary conditions, water supply, exterior and roof maintenance, etc.) and the TLC Bucks Arts Charter High School responsible for the daily operational maintenance (i.e. fixtures, light bulbs, interior painting etc.)

D. Discuss any progress, partnership developments or other future steps toward acquisition of a facility/land.

It is our desire and intention to make this site the permanent home for our school. At this time it is anticipated that the identified facility will more than amply fulfill our educational needs for the long-term future. As we enter year 6 of our charter we will meet with the building owner to discuss additional spaces - if needed.

E. Describe facility financing plans. Explanation: Describe progress toward identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

This is a lease arrangement. The owner will make all needed improvements prior to opening in agreement with our lease. We are in a serious commitment with the owner and do not anticipate needing any alternative facilities within this school district. Our Founding Board has a letter of intent with the current building owner and is in the process of negotiating a lease, which will be finalized upon the approval of the charter. [The letter of intent is attached as E]

C. Liability and Insurance

A. Describe your school's insurance coverage plans, including health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer's liability coverage (see Section 1727-A of the Charter High School legislation). Explanation: Provide evidence of insurability in all areas identified above.

The TLC Bucks Arts Charter High School will obtain all necessary insurance through a broker who has already been contacted. It will obtain the best rates through competitive bidding or by allowing the broker to shop rates consistent with the quality of coverage or through joining a consortium of Charter High Schools that have already obtained competitive premiums.

The school will secure general liability insurance (including coverage for after-school and field trip activities), errors and omissions coverage, Directors and Officer's Liability, employee liability, property insurance and Workman's Compensation.

We clearly outlined our insurances and cited the name of our broker who will be providing the insurances once we have a charter in hand.

All coverage will be provided by an insurance company that has a rating of A or better and a financial size category of VII or better, according to **Hampson Mowrer Kreitz Insurance**, 54 S Commerce Way Bethlehem, PA 18017. Copies of appropriate certificates of insurance will be provided to the Bensalem School District prior to the opening of the school. The chart below provides a more detailed view of the types of insurance and limits the Charter High School will secure:

Type of Insurance	Limit
Business Personal Property	\$550,000
Inland Marine Coverage (Computers)	\$100,000
General Liability	\$2,000,000 general aggregate
Products- completed operations	Included
Personal Injury	\$1,000,000 per occurrence
Advertising Injury	\$1,000,000 per occurrence
Damage to Premises Rented	\$100,000 per occurrence
Medical Expense	\$5,000 per occurrence
Sexual Abuse Occurrence Limit	\$1,000,000
Sexual Abuse Aggregate Limit	\$2,000,000
Crisis Event Expense	\$100,000
Employee Dishonesty & Forgery/Alterations	\$250,000
Commercial Automobile (School Buses)	\$1,000,000
Workers Compensation Insurance and Employers Liability	Per Law
Student Accident Policy	\$25,000 per person (Excess)
Accidental Death, Dismemberment or Loss of Sight	\$20,000 per person
Educators Legal and Professional Liability	\$2,000,000
Employment Practices Liability	\$2,000,000
Umbrella-Excess Liability Coverage	\$4,000,000

Medical insurance will be limited to a Preferred Provider Organization (PPO) or an HMO; indemnity coverage will be provided if it can be obtained and if the employee will pay a share of the premiums similar to that paid by school employees in the Bensalem Township School District or in surrounding counties. Prescription, dental, and vision plans will be matched up to plans offered to the Bensalem Township School District staff. The representatives of the TLC Bucks Arts Charter High

School understand the requirement to provide medical insurance coverage for employees equal to, or exceeding that provided in their former school district, if experienced. It also understands the need to protect the Board and employees in the conduct of their work exceeding that provided in their former school district, if experienced. It also understands the need to protect the Board and employees in the conduct of their work.

As indicated, liability insurance with umbrella coverage, auto liability (in the event that staff uses their own vehicles on Charter High School business), professional liability, directors and officers liability, insurance for errors and omissions, fire theft and vandalism on building and contents, workers' compensation and appropriate riders will be obtained through a broker when a Board is established, assets are acquired, employees hired, etc.

D. Child Accounting

A. Describe your school enrollment and attendance procedures.

Note: State child accounting procedures must be followed. (24 PS 13-1332)

Explanation: Charter High School funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards

Enrollment

In accordance with the TLC Bucks Arts Charter High School code of conduct, students will be expected to attend school daily. The TLC Bucks Arts Charter High School will implement a system for maintaining student enrollment information as required under the Charter High School Law (Act 22 of 1997).

Specifically, the TLC Bucks Arts Charter High School will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education (i.e. PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership) and the participating school districts. Additionally, the TLC Bucks Arts Charter High School will use a student information software system, such as Administrators Plus or Power School, to track enrollment data to make-sure that the enrollment figures are always up-to-date, reflecting new students and any withdrawals.

Attendance

Students will be expected to attend school every day. If a child is absent, every attempt will be made to contact that child's parent or guardian to inquire about the reason for their absence. The school will follow the attendance guidelines set forth in the Public School Code regarding unexcused absences.

When absences occur it is the responsibility of the student's parent or guardian to provide a written note regarding the reason for the absence. In the case of frequent absences or absences not accompanied by a note, the Attendance Coordinator will contact the student's parent or guardian to determine the cause of the absence(s) and appropriate action will be taken, if needed.

The student information software system mentioned above will also be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the administration and the parents.

V. IMPLEMENTATION AND ADMINISTRATION

A. Recruitment and Marketing Plan:

A. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.

The members of the Founding Coalition and Board of Trustees will work in concert to recruit students.

Expected activities include:

- Design and mail postcards to many households in Bucks County and the Bensalem Township School District, with the possibility of admissions opportunities made known to other area school districts
- Disseminate fact sheets
- Host open houses and informational meetings
- Place ads in local papers

An initial effort to recruit students began with a mailing approach to all eligible students currently enrolled in the 7th through 11th grades. The TLC Bucks Arts Charter High School will also continue to use print and media displays throughout Bucks County and Bensalem Township. The TLC Bucks Arts Charter High School brochure and prospectus will be developed to assist with community awareness of school events and activities. It will be distributed to local schools and to a variety of community organizers and social service agencies and become available online via the school website.

Additionally, the school will create a database of arts groups, children's services, and educational, faith-based, government, and community organizations. They will be provided with printed material about the school and their employees and will be invited to information sessions. These sessions will also be publicized at community centers, in local newspapers, and on the radio. In addition to these meetings, we will make our website and printed material readily available and easily accessible.

Note: Since we are applying prior to October 2018, we know, by experience, that the bulk of our enrollment will occur after parents are assured of our approval. This was true in all of the other schools created by Dr. Lubben.

B. Type of outreach that will be made to future potential students

It should be noted that the prime time for enrollment of students will be in the late winter and early Spring when we anticipate completing our initial enrollment of 290 students. To facilitate this, we will be hosting 4-5 additional major open houses at the school site in February and- March. We

fully anticipate that our enrollment will be filled during these events.

B. Admissions Policy

A. Describe the admission methods and eligibility criteria you will use to select students. Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

The TLC Bucks Arts Charter High School will adhere to the requirements of The Charter Law: 17:1723 (b)(2) "A Charter School may limit admission to a particular grade level, a targeted population composed of at-risk students, or areas of concentration of the school such as mathematics, science, or the Arts. A Charter High School may establish reasonable criteria to evaluate prospective students that shall be outlined in the charter." Priority in admissions will be given to students from the Bensalem Township School District.

Formal auditions will take place in February and March prior to the opening of the school in September of 2019. No student will be denied admission to the school based on their audition; instead, auditions will be used solely for student placement within their major of choice (i.e., beginner or advanced level). These dates will be subject to change as we move forward.

Students will be enrolled on a first come, first served basis. If more students apply than can be enrolled, a lottery will be utilized in accordance with the Charter School Law. Preference will be given to students enrolling from the Bensalem Township School District. Preference will also be given to the siblings of currently enrolled students and the children of our staff and teachers, whenever possible.

- A. Auditions: Students may sign up for one or more audition areas. They may, however, have to select only one from those as their "major." Rubrics and directions for auditions will be provided to all candidates prior to the audition date. We will also provide a seminar for audition procedures in advance of the formal auditions. We have attached a sample rubric for each of the artistic areas as Appendix F.
- B. Grades and Special Needs: In accordance with charter law, student grades or special needs will not be a consideration in the acceptance of any students. We will have interpreters present at the auditions (and the audition tryouts) to assist non-English speaking students. In addition, accommodations will be provided for students with disabilities. No students will be denied admission due to a language issue or a disability.
- C. Parents or guardians must fill out a student application and supply the following documentation listed below in order to be eligible for admission. Where necessary, the staff will help to secure those records when the parents are unable to get them from their present districts or schools:
 - Birth certificate or other official documentation proving birth date

- Documentation of Immunizations
- Family proof of residency in their local district
- Parent registration form
- Student Enrollment Notification Form
- Immunization and medical forms as required by la
- Family Information sheet
- Permission for Field Trip form
- Emergency Contact form
- Photo and video authorization or denial form
- Signed and dated Family Acknowledgement of Receipt of the Parent Handbook
- Student Transportation Plan Form
- Home Language Survey

B. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

We are currently accepting preliminary applications. We will continue to utilize this method until we commence our audition-placement activities (March-April of 2019). If artistic departments are full, there will be a waiting list based on the rubric for their respective department. Waiting lists will only be utilized in grades or departments that are over-enrolled.

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with Charter School law (Section 1723-A).

See enrollment above. This process is within keeping of established Charter School Law and has been used successfully and beyond reproach in the other artistic schools created by the Founder. The process gives the required priority to Bensalem Township residents.

C. Human Resource Information

A. Describe the standards to be used in the hiring process of teachers, administrators and other school staff.

Teachers, administrators and other school staff must be committed to the goals of the charter, able to see all children as successful learners, and dedicated to providing children with the resources and skills needed to be ongoing, critical learners. In most cases educators will be hired who are certified by the state of Pennsylvania in their area of expertise, although past experience and demonstrated proficiency will also be considered.

The TLC Bucks Arts Charter High School will employ professional staff who demonstrate a deep understanding of their academic area, are interested in working in a team environment, subscribe to the theory of the teacher as coach and facilitator in the delivery of instruction, are at

least minimally literate in computer technology, and have a desire to continue learning. We further expect that all candidates be able to explain their relationship to the arts, since this will be our focus.

We will also take steps solicit staff members who are bilingual and take steps to provide multicultural and cross-cultural training for our staff.

The Principal must be a person sufficiently knowledgeable in at least one academic area to meet the requirements outlined for the teaching staff, while also capable of inspiring staff to perform at their maximum. The Founding Coalition will begin the process of selecting the Executive Director and the Principal as soon as the charter is approved.

The faculty will meet the certification requirements for the charter high school under relevant state and federal laws. The Principal will have the responsibility of recommending all other employees, including teachers, to the School's Board of Trustees for their approval. The Principal will follow criteria established by a committee of the Board to determine the most qualified candidates. In every case the Board will adhere to all laws governing non-discriminatory practices in the workplace. The positions will be posted on educational websites and in professional publications. The Board will also distribute job announcements to local universities and will ask relevant departments to refer qualified candidates.

In all of the previous schools created by the Founder, full, certificated staff were recruited via the website and Facebook page, with no need for formal advertisements.

B. What is the targeted staff size and teacher/student ratio?

It is the philosophy of the TLC Bucks Arts Charter High School to maintain an in-class student/teacher ratio of no more than 25:1. However, because of the unique program of instruction, the use of teaching assistants, and the academic integration with the arts, the actual teacher/student ratio will often be approximately to 15:1 in the classrooms.

The program of instruction and the rigor of the academic-oriented curriculum will require an intensive and intimate educational setting. The staff chart displayed below in Section E clearly supports our commitment to making this happen.

C. What professional development opportunities will be available to teachers and other staff?

Professional development will occur at the classroom level, the school level, and through opportunities provided to teachers and other school staff through outside organizations. **A sample professional development plan for year one is attached as Appendix G.**

Classroom: The school schedule will be developed so that all teachers at a given grade level will have **common preparation and planning times several times a week**. Teachers will be expected to use this time for curriculum development, problem solving, and examination of student progress through assessment materials. **Teachers will also be expected to spend several weeks each summer developing curriculum, collecting materials, and working together to plan and coordinate thematic curriculum within and across grade levels.**

School: Teachers in the school will gather weekly to discuss and develop plans for working on school-based issues and themes. They will, for example, be responsible for examining and modifying, as needed, a discipline code for the school, the school schedule, curriculum areas, and classroom configurations. Teachers and administrators will engage in action research, when appropriate, to gather and analyze data related to identified areas of interest and concern. **This will occur every Wednesday afternoon as noted in our very unique school schedule.**

Students and faculty from the various departments of educational studies at local colleges and universities will support them in the process of doing research, when possible (Several courses and seminars in these departments engage students in school-based research).

External: Eventually, funding will become available for teachers and administrators to attend at least one professional conference a year. They will be expected to share what they have learned with their colleagues when they return, so that all staff can take advantage of the experience. Teachers and administrators will also have access to resources and programs presented through area colleges and universities, in particular those sponsored by the Department of Educational Studies. These include speakers, workshops, and the Educational Materials Center, which houses books, current journals in the field of education, and curriculum resources.

D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, sick and other leave, and benefits.

The first step to facilitate retaining staff is to hire highly qualified individuals who believe in and actively support the mission and educational program of the TLC Bucks Arts Charter High School. Beyond that, the team structure described above and the active participation by both faculty and administration in planning activities and other aspects of the instructional program will reinforce and strengthen the atmosphere of mutual trust, respect and collegiality that are found in successful schools and provide a firm basis for staff retention and continuity. The school will not discriminate in hiring under any of the grounds applicable under state and federal laws.

The TLC Bucks Arts Charter High School is developing policies and procedures to be used for establishing salaries, hiring, terminating, and determining benefits for all employees. Below is a description of the considerations that will go into establishing the policies:

- **Salary:** Salaries shall be commensurate with qualifications and experience, and shall approximate salaries for other Charter High Schools, in addition to private and parochial schools in the area.
- **Contracts:** Employees will receive written contracts that describe their duties, terms of employment, compensation, benefits, etc., prior to the onset of employment.
- **Hiring:** The school wishes to promote diversity and equal access to all categories of employment, including retention and professional advancement, and will ensure equal opportunity, without regard to age, gender, sexual orientation, race, color, creed, religion, ancestry, national origin, social or economic status, parenthood, marital status or handicap.

- **Dismissals:** An employee may be dismissed or resign with 30 days notice. The definition of cause is contained in the Public School Code of 1949. The process for dismissal of faculty members will follow the guidelines outlined by the Pennsylvania Department of Education.
- **Sick Leave/Personal Leave:** The Board of Trustees shall provide sick leave and personal leave to full time employees. The number of days will be determined later.
- **Medical Coverage:** As provided under Act 22 full-time employees will be eligible to receive medical coverage commensurate with the coverage provided by the Bucks County School District. Employees will be responsible for the requisite level of co-pay and other obligations associated with the coverage.

We are working with a qualified employee benefits company, who currently provides health coverage for Lehigh Valley Charter Arts High School, Arts Academy Middle School, and Arts Academy Elementary School. This is a first-rate policy that offers an equivalent or better plan than some local school districts. The cost projections for this plan are based on costs for similar charter high schools, such as the Lehigh Valley Performing Arts School and The Arts Academy Elementary Charter Schools in Allentown and Easton.

It is the responsibility of our broker to provide the highest level of health care and we require a very low reimbursable from staff with families or spouses. The school recognizes its obligation to provide the same health care benefits as the employee would be provided if he or she were an employee of the Bensalem district pursuant to section 17-1724-A.

- **State Retirement:** In accordance with Charter School law, we will work through Penn-Serve to provide the legal alternative to PSERS for Charter Schools.

We are applying with PenServe (Plan Services for Retirement Services) for participation. PenServe is approved as an alternative to PSERS for Charter Schools, or other educational organizations interested in joining. This process cannot be completed until our charter is approved. Once approved, we will formally apply to PenServe who in-turn contact PSERS for final approval. This process is moving smoothly through existing Charter High Schools. PenServ maintains a 457 plan.

A Section 457 Plan is a nonqualified deferred compensation plan generally maintained by a State, political subdivision of a State, an agency or instrumentality of a state or political subdivision of a state, or a tax-exempt organization. The school will adopt a §457(b), generally referred to as "eligible plans"

Pen serv describes itself as follows:

Full Service Employee Benefit and Retirement Consultants

PenServ Plan Services, Inc. is an independent third party administrator offering recordkeeping and administrative services for qualified retirement plans. With more than 25 years of experience in providing high quality consulting and reporting, PenServ understands that accessibility and responsiveness are critical in selecting a firm to administer retirement plans. We strive to provide exceptional compliance and oversight

to ensure plans meet IRS regulations and ERISA reporting and disclosure requirements. In addition, PenServ maintains a knowledge base of state regulations to ensure compliance for governmental 403(b), 457(b) and 401(a) Plans.

The PenServ team strives for lasting and positive relationship with our clients. We work closely with financial advisors to ensure the client's retirement plan is best suited for their organization and their employees. Additionally, PenServ offers plan sponsors the flexibility to select from a list of hundreds of investments in order to create a customized retirement program tailored to meet the needs of the plan.

E. Identification of the proposed faculty

To build a staff of teachers with the enthusiasm and open minds necessary to provide this innovative learning environment, the school will recruit a variety of individuals with a wide range of experience (both in industry and education), educational credentials, and interests. Those applying for regular classroom teacher positions should show experience and/or skill in child-centered, inquiry-based learning methods. We further try to engage academic teachers and support staff who share the artistic philosophy and background of the school. By offering an environment rich in creativity, resources, support, and student involvement, the school will attract qualified, innovative, and eclectic individuals who will work as a team towards the school's stated mission.

The TLC Bucks Arts Charter High School will use a number of resources in order to recruit the very best staff. Positions will be posted, as necessary, on widely used web sites, at teaching institutions that promote progressive pedagogy, and in educational journals.

It is critical to our educational philosophy that we provide all of the necessary staff to fully engage our students in all phases of our unique educational program. To this end we have developed a staffing plan that we believe will permit us to provide the full scope of the support needed to make our program successful especially as we developed the arts as an integral part of our mission. Once the school is open, **Staffing will be adjusted as needed to provide for the correct teacher/student ratios for actual class sizes.**

See the staffing chart below:

(12/30/17)	Year 1	Year 2	Year 3	Year 4	Year 5
Position Title	Pos.	Pos.	Pos.	Pos.	Pos.
Chief Executive Officer	1.00	1.00	1.00	1.00	1.00
Principal	1.00	1.00	1.00	1.00	1.00
COO	1.00	1.00	1.00	1.00	1.00
Finance Officer	1.00	1.00	1.00	1.00	1.00
Test Coordinator		1.00	1.00	1.00	1.00
IT Coordinator	1.00	1.00	1.00	1.00	1.00
School Sect.	3.00	3.00	3.00	3.00	3.00
Guidance Counselor	2.00	2.00	3.00	3.00	3.00
Facility Manager					
Special Ed	1.00	1.00	1.00	1.00	1.00

Coordinator					
Security Guards	1.00	1.00	1.00	1.00	1.00
Soc. Studies	2.00	2.00	2.50	2.50	2.50
Mathematics	2.00	2.00	2.50	3.00	3.00
English	2.00	2.00	2.50	2.50	2.50
Science	2.00	2.00	2.50	2.50	2.50
Spanish	2.00	2.00	2.50	2.50	2.50
PT Aides (6@50%)	3.00	3.00	3.00	4.00	4.00
Team Leader Stipends	2.00	2.00	2.00	2.00	2.00
Art. Coord. Stipend	0.00	1.00	1.00	1.00	1.00
Dance Specialists	3.00	3.00	3.00	4.00	4.00
Vocal Music	2.00	2.00	2.50	3.00	3.00
Theatre Specialists	2.50	2.50	2.50	2.50	2.50
Art Specialists	2.00	2.00	2.50	2.50	2.50
Musical Theatre	1.00	1.00	1.00	1.00	1.00
Instrum. Music	2.00	2.00	2.00	2.00	2.00
IM Part Timers	2.00	2.00	3.00	4.00	4.00
figure Skating	1.00	2.00	2.00	2.00	2.00
Spec. Ed. Teacher	2.00	3.00	3.00	4.00	4.00
Nurse	1.00	1.00	1.00	1.00	1.00
Sped. Assistant	1.00	1.00	1.00	1.00	1.00
ESL Staff (2 PT)	1.00	1.00	1.00	1.00	1.00
Reading Specialist	0.50	0.50	0.50	0.50	0.50
Math Specialist	0.50	0.50	0.50	0.50	0.50
PT Art Aides 2@50%	2.00	4.00	4.00	4.00	4.00
Bus. Driv./ Kitchen	4.00	4.00	4.00	4.00	4.00
Cust./ Main.	3.00	3.00	3.00	3.00	3.00
Totals	58.00	64.50	70.00	75.00	75.00

START UP BUDGET

2017-2019

*TLC will cover start expenses up to the opening of the school.

**These expenses will be repaid, with no interest, to TLC during the first three years of operation.

Other:

Interest

Income

Loan

TLC – LLC

\$150,000.00

Total Revenue

\$150,000.00

Personnel Cost:

Salaries (Secreterial)

\$36,000.00

Contracted Services:

Legal

\$20,000.00

Insurance:

General Property & Liability

\$3,263.00

Consumable Supplies:

Administrative

\$8,000.00

Other Costs:

Marketing

\$20,000.00

Printing & Binding

\$10,000.00

Postage

\$2,000.00

Dues & Fees	
Loan Repayment	\$0.00
Line of Credit repayment	\$0.00
Interest Expense	\$0.00
Expense	
Total Expenditures	<u>\$99,263</u>
Projected Surplus/(Deficit) Final Year Operations	\$50,370

These are contingent projections based on the creation of the charter and final student enrollment figures..

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals who shall have direct contact with students.

All staff and volunteers will be required to satisfy the requirements for providing criminal background checks and the school will comply with all applicable statutes that provide prohibitions for hiring (or allowing volunteering by) individuals charged or convicted of certain crimes. The school will suspend or terminate any staff member or volunteer as required by law if an individual is charged or convicted of crimes which require their termination or suspension.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 Subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.

Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

All new staff also must provide the school with the completed, original Child Abuse History Clearance, in accord with 23 Pa. C.S. Chapter 63 subchapter C.2 from the Department of Public Welfare and must satisfy the requirements of the Charter High School Law and other statutes which govern the hiring of staff. Staff and volunteers shall cooperate with updated clearance requests as required by law.

Upon request, we will provide copies of clearances upon the hiring of all new staff. No staff can be hired prior to the awarding of the charter.

D. Code of Conduct:

A. Discuss any rules or guidelines governing student behavior.

The TLC Bucks Arts Charter High School Academy will require all students and parents to sign a contract that specifies standards for acceptable behavior. This will be done as a part of the formal orientation process. It is the general philosophy and deep belief of the Founders that a child cannot learn if he or she is not present in School. It is further believed that the actions of a minority of students should not interfere with the academic growth of their peers. To this end we will develop a

full set of guidelines that will be in place in the rare instances where they must be implemented for the general health and safety of both staff and students alike.

The contract with students and parents will reflect the Code of Conduct to be developed by the Board of Trustees, and will reflect the philosophy that an effective instructional program is built in an orderly environment in which students and staff know and abide by reasonable standards of socially acceptable behavior and respect the rights, person and property of others. The contract will afford students and parents the opportunity to know what specifically is expected of them and what responsibility the school has in relation to implementation of the Code of Conduct. The founders believe the school will be more successful in realizing its mission if everyone understands and agrees with a uniform Code of Conduct.

A draft of a complete Code of Conduct has been developed and will be reviewed, changed as needed, and approved by the Board of Trustees prior to the enrollment of students. The Code of Conduct will comply with all applicable local, state and federal rules and regulations. The school recognizes its responsibility to follow the provisions in 22 Pa.Code, Chapter 12, regarding student conduct and acknowledges its responsibility to examine a student's disability. If a disabled student violates the code of conduct, the school will conduct manifestation determinations as required by law.

The Board, the Principal and other representatives of the staff will expand this Code of Conduct into a student handbook. All parents and students will receive a copy of the handbook and will have to sign a statement indicating that they understand the provisions of the Code of Conduct. This contract will be kept in the student's file.

The Code of Conduct will be designed with the mission of the School in mind, and, as such will be based on the belief that all students have the right to be physically safe, emotionally secure, and be taught effectively in a positive, focused learning environment.

The Principal will be responsible for monitoring the implementation of the Code of Conduct.

The Board of Trustees, with feedback from the Principal, the administrative team, parents and faculty will continually review the Code of Conduct and make changes as necessary

The Code of Conduct will include the following rules and guidelines governing student behavior:

- Students will attend school daily;
- Behavior will be directed to supporting an atmosphere of learning, sharing and cooperating;
- Behavior will be directed at supporting the school's mission and programs;
- Behavior and language will be civil at all times;
- Students will be free of illegal drugs and alcohol;
- Conduct will be respectful of all property, including school property, public property and that of staff and other students;
- Students will abide by the dress code and maintain a clean and well-groomed appearance.

D. Describe your school's policies regarding student expulsion and suspension, including students with disabilities.

The TLC Bucks Arts Charter High School's Code of Conduct will contain specific policies and procedures that describe the conditions under which violations of the code will result in suspension or expulsion from the School. Students identified as at risk, based on violations of the code, will be referred to appropriate School staff for the development of a family-based intervention.

All due process requirements will be respectively followed for regular and special education students. In the specific case of students with disabilities, the guidelines established by IDEA and by subsequent court rulings will be carefully followed. Manifestation determination meetings will take place as required by the IDEA and Section 504 in a manner consistent with the law.

C. Describe your school's mandatory student attendance plan and its fit with the code of conduct.

Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

Attendance is one of the most significant factors that will lead to student success academically and socially within the school setting. We will monitor student attendance carefully in order to determine when a student is starting to indicate some attendance problems.

Lateness and absences must be minimized for all students. To this end, we will employ attendance software that will give us daily, weekly and monthly reports on those students who are displaying irregular and spotty attendance records. Teachers will be required to report on any student who misses two days in a row or who starts to develop a pattern of absences such as Fridays and Mondays or days before a holiday etc.

Follow-up will be done on a daily basis for each absence. Classroom teachers will be responsible to make a home contact to verify absences. When and if a student's absences continue, the Principal will start the process of bringing in the parents for a conference and to develop a plan to ensure that the student is meeting attendance requirements. Unexcused absences in excess of an established maximum will be included in the school's Code of Conduct as grounds for expulsion.

The School will follow all laws regarding truancy elimination plans.

E. Transportation

A. Describe your transportation program, including transportation for Special Education students and suggestions for improvement.

The TLC Bucks Arts Charter High School will use applicable school district busing services.

The TLC Bucks Arts Charter High School will either use the local transportation services for special education students (those who require special busing and/or transportation services for

acute mental or physical handicaps) or will contract out elsewhere to ensure that the mandated services are provided.

B. What arrangements will be made to transport students and if you plan to implement an extended-day or extended-year program that requires transportation beyond that which the district provides?

If there will be a required extended-day educational and arts program for our students, we will work with the Bucks County School Districts as required under Charter Law.

C. What plans are being made for the coordination of transportation of students who live outside the local district to be transported to the school? The school district of student residence must provide transportation to a Charter High School up to ten miles from its border.

Explanation: Establish workable arrangements for safely transporting students to and from school.

Nonresident students shall be provided transportation under section 17-1726-A of the Charter High School Law. The school district of student residence must provide transportation to a Charter High School up to ten miles from its border

F. Food Service

A. Describe the food service plan of the school.

The TLC Bucks Arts Charter High School is absolutely committed to providing its students with fresh, healthy meals and in teaching the children the importance of a good diet. The School will be responsible for monitoring the health of students and when necessary will take steps to insure that students failing to eat adequately will be provided with all necessary assistance. The Board of Trustees will establish guidelines to assure that no student is without appropriate meals as required by statute. The School will apply and join appropriate existing programs providing free and reduced price meals for eligible students.

Additionally, the proposed building already includes a kitchen facility.

G. Timetable:

Timetable

All dates are subject to change upon notification of approval.

Formation of the Founding Board	February 2018
Notification of area Superintendent	July 2018
Press Conference Announcing the School	August 21, 2018
Submission of Charter to District	Planned for late September, 2018
Public Hearing	Within 45 days of Charter Submission: Nov.
Notification of Charter Approval	No later than 75 days of the hearing: Jan.
Public Information Meetings Commence	April, 2018- through Present Time

Site Lease Approve by Founding Board	Pending
School Leaders Identified (Exec. Dir. & Princ.)	January, 2019
Student Recruitment	Now through Opening
Teacher Recruitment	Now through Opening
Preliminary Staff In-services	May, 2019
Formal Board Reorganization	Upon Charter Approval
Press Conference to Introduce Administrative Staff	February, 2019
Building Renovations Commence	Upon Charter Approval
Licenses and Documents to Authorities	April-August 2019
Preliminary Staff on board and on salary	July, 2018
Furniture, Textbook, Computer, etc., etc... Delivery	July & August, 2019
Formal Staff In-service	August, 2019
Grand Opening	September, 2019

H. Safety

A. Submit written documentation of intent to comply with all applicable safety requirements including the following to demonstrate the safety and structural soundness of the school:

It is our intention and commitment to fulfill all of the local, state and federal health and safety laws and regulations as required. This includes all required local inspections by a local building inspector, inspection by a local fire department, approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school, compliance with all other federal, state, and local health and safety laws and regulations and application for certificates, licenses, etc.

We will obtain all necessary certificates and occupancy permits prior to the opening of the Charter High School.

In our outline above we have indicated that we will finalize our lease for the selected site and begin all necessary preparations on or before April 1, 2019. We will start to submit all necessary requests for any required licenses and inspection approvals by April 15, 2019 and anticipate getting a Certificate of Occupancy by July 1, 2019. These dates are also outlined as a part of our timetable for action.

We will also begin the process of developing a school safety plan. The TLC Bucks Arts Charter High School is committed to providing a safe, orderly learning environment for its students. To make

this a reality the Founding Coalition has developed a comprehensive school safety plan that incorporates the provisions of Act 26 and includes protocols for responding to crisis situations in the Charter High School. Below is an outline of the steps that will be taken to finalize the TLC Bucks Arts Charter High School safety plan. The document will be reviewed and updated once the staff has been identified and hired in order to modify and change this plan to meet the real needs of the school, the facility, its staff and the community.

The steps that will be taken to review and modify the final safety plan include the following:

- 1. Form a School Safety Committee that includes: Founding Coalition; community representatives; and representatives of the local Police and Fire Departments, and parents.
- 2. Review Act 26, The Safe Schools Act.
- 3. Review the Bensalem School District safety plans to ensure accordance.
- 4. Review safety plans from other cities for content and presentation ideas.
- 5. Develop goals and timelines.
- 6. Draft school safety plan.
- 7. Circulate draft safety plan to Founding Coalition and community partners for review.
- 8. Finalize school safety plan.

B. Maintaining School Safety and Reporting Act 26 Violations

School safety will be a primary responsibility of the Principal and his/her designee. He or she will oversee the security systems of TLC Bucks Arts Charter High School as well as the behavior of the students and reporting Act 26 violations. In addition, all staff members will be expected to take responsibility for their classrooms and for anything they see. Their primary responsibility is to create a climate of respect and focus, but they will also be the eyes and ears of the building. Students will also be expected to set a tone of respect, order, and purposefulness.

Particular responsibility will fall to staff to model good and safe behavior and to handle or report inappropriate or unsafe behavior or events.

I. **School Health Services:**

A. Describe your plan for providing school health services as required under Article XIV of the Public School Code.

In total compliance with the State School Code, pursuant to Charter School law, including Article XIV requirements, the Board of Trustees of the TLC Bucks Arts Charter High School shall require that students submit to appropriate health and dental examinations to ensure that each student’s health status is at an optimal level and that achievement is not lessened as a result of unresolved or undiagnosed health problems. Every student attending the TLC Bucks Arts Charter High School will be provided the following services by the school as detailed in the chart below:

SERVICE	9	10	11	12
Medical Examination As Needed)				

Dental Examination (As Needed)				
Growth Screen	X	x	X	X
Vision Screen	X	x	X	X
Hearing Screen (As Needed)				
Scoliosis Screen				
Tuberculin Test (Age-Appropriate)				
School Nurse Services	X	X	X	X
Maintenance of Health records	X	x	X	X
Immunization Assessment	X	x	X	X

B. Describe how school-nursing services, including administration of medication will be delivered.

For each student transferring to the school, the Principal or his/her designee, the Nurse shall request an adequate health record from the transferring school. The individual student records of health examinations shall be maintained as confidential record subject to statute and the policies of this School.

A student who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial health menace to the health of other persons.

Where it appears to School health officials or teachers that a child deviates from normal growth and development or where School examinations reveal conditions requiring health or dental care, the parent or guardian of the student shall be so informed and a recommendation shall be made that the parent consult a private physician or dentist or a local community-based health center. The parent shall be required to report to the School the action taken subsequent to such notification.

Parents and guardians of students who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination and encouragement that the parent or guardian attends. Such notice may also include notification that the parent may have the examination conducted privately at the parents' expense and encouragement that the parent does so in the interest of providing continuity in the student's health care; and, notification that the student may be exempted from such examination if it is contrary to the parents' religious beliefs.

The nurse will be ultimately responsible for overseeing the student health services program.

The nurse shall instruct all staff members to observe students continually for conditions that indicate physical defect or disability and to report such conditions promptly to the nursing service. When the principal receives a report of the existence of a communicable disease in a student's family, the nurse must be notified.

When the nurse discovers a student in school with a communicable disease, they shall notify the Principal immediately; the Principal will then provide for the reporting of this information as noted.

J. PUBLIC CHARTER HIGH SCHOOL PROGRAM ASSURANCES FOR PUBLIC CHARTER HIGH SCHOOLS

Pursuant to section 10303(b) of Public Law 108-382; Improving America's Schools Act of 1994, as a duly authorized representative of a Public Charter High School, I certify the following:

- ◆ the Charter High School, with an enabling state statute, is exempted from state and local rules that inhibit the flexible operations and management of public schools;
- ◆ the Charter High School will make a contribution to assisting educationally disadvantaged and other students in achieving State content standards and State student performance standards and, in general, will contribute to the State's education improvement plan;
- ◆ the Charter High School is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- ◆ the Charter High School operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- ◆ the Charter High School provides a program of elementary or secondary education, or both;
- ◆ the Charter High School does not charge tuition;
- ◆ the Charter High School complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1993, and part B of the Individuals with Disabilities Education Act;
- ◆ the Charter High School admits students on the basis of a lottery, if more students apply for admissions that can be accommodated;
- ◆ the Charter High School agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State;
- ◆ the Charter High School meets all applicable Federal, State, and local health and safety requirements; and
- ◆ the Charter High School operates in accordance with State Law.

TLC Bucks Arts Charter High School
Authorized Representative

Date



Pre-Enrollment from Website

First	Last	Street	City	State	Zip	District	Grade	IEP
Josie	Kindred	2216 Yardley Rd	Yardley	PA	19067	Pennsbury		8 No
Madelyne	Devine	741 mansion st	Bristol	Pa	19007	Bristol Borough		10 No
Autumn	Miller	2034 Lansing Street	Phila	PA	19152	Phila		6 No
Katelyn	Lettini	2647 Brownsville Rd.	Feasterville	PA	19053	Neshaminy		5 No
Christophe	Shimkus	6 Mayflower Road	Levittown	Pennsylvania	19056	Bristol Township		7 No
Arianna	Rivera	602 B South Dove Road	Yardley	PA	19067	Pennsbury		6 No
Makayla	Riley	2211 ogden ave.	Bensalem	PA	19020	St. Charles Borromeo		4 No
Allison	Beveridge	14010 Napier Street	Philadelphia	PA	19116	Philadelphia		10 No
Benjamin	Jones	4803 Mead Drive	Doylestown	PA	18902	Bucks		9 No
Alize'	Nieves	301 Heights Lane Apt.35B	Feasterville Trevoose	PA	19053	Neshaminy		10 No
Ruby	Thompson	30 Kenwood Dr. N	Levittown	PA	19055	Bristol Township		9 No
Carolyn	Ansinn	432 Belmont Ave	Doylestown	PA	18901	CBSD		11 No

Vocal	Design	Instrument	Parent First	Parent Last	Phone	Email	Date
TRUE	TRUE		Dawn	Schannen	215-704-9997	dschannen@comcast.net	9/23/2018
TRUE			Erica	Cruz-Devine	2676883303	Mizzdevine@comcast.net	9/23/2018
TRUE	TRUE		Robin	Miller	267-565-0542	robinmiller568@gmail.com	9/23/2018
	TRUE		Stacey	Lettini	7328955098	slettini@gmail.com	9/23/2018
	TRUE	TRUE	Susan	Shimkus	2155478366	sSwuzzieq822@verizon.net	9/23/2018
			Jessica	Moore	215-470-5994	Jmoore8719@gmail.com	9/22/2018
			Kelly	Vile	215-873-6631	kvile@yahoo.com	8/21/2018
	TRUE		Kimberly	Beveridge	2156056010	kjbev2625@comcast.net	9/20/2018
TRUE		TRUE	Jill	Jones	2672408042	4jonesjill@gmail.com	9/20/2018
TRUE			Tanya	Nieves	2156178981	tnieves211@yahoo.com	9/19/2018
			Katherine	Thompson	(215) 519-4183	kate.west77@yahoo.com	9/18/2018
			Bridget	Ansinn	215-313-0634	bridget@balletarts.com	9/13/2018

First	Last	Address	City	State	Zip	District	Grade	IEP	iepDescription	De.....
Mia	Mastromarco	340 Davisville Rd.	Warminster	PA	18974	Centennial		6		

Ineatre	Musical	The Skating	Vocal	Design	Instrument	Parent Firs	Parent Last	Phone	Email
TRUE	TRUE	TRUE		TRUE	TRUE	Silvia	Mastromarco	215-370-9829	Smastrome 9/24/2018



Pre-Enrollment from Open House

TLC BUCKS ARTS CHARTER HIGH SCHOOL

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Lowman First Name: Kenna MI: D Date of Birth: 12/18/06
Home Address: 23 Quill Rd City: Lewistown State: PA Zip: 17057
Home Telephone: (717) 839 4696 E-mail: snbogart@yahoo.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Carl Sandburg Middle School
Address of Former School: Highland Park, Lewistown PA
Grade Student will be Entering in September of 2019: 7th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: _____ Last Name: _____

Home Address: _____

City/State/Zip: _____ Cell Phone: () _____

Home Phone: () _____ Work Phone: () _____

E-mail: _____

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 8/23/18

Recruiter's Name (if applicable): _____

Date: _____

THE BERKS
ARTS ACADEMY
CHARTER SCHOOL

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Northampton, PA 18067

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Founder

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www.BerksArtAcademy.org

CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Willever First Name: Aleah MI: F Date of Birth: 6/4/08
Home Address: 307 S Wyomissing Ave City: Shillington State: PA Zip: 19607
Home Telephone: (610) 780-3922 E-mail: amwawillever@aol.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☒ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Gaermer Mifflin Intermediate School
Address of Former School: 600 Governor Dr. Shillington, PA 19607
Grade Student will be Entering in September of 2019: 6
Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: William & Amy Last Name: Willever

Home Address: 307 S Wyomissing Ave

City/State/Zip: Shillington, PA 19607

Cell Phone: (610) 780-3922

Home Phone: ()

Work Phone: ()

E-mail: amwawillever@aol.com

I understand that the TLC Berks Arts Charter High School will service students from Berks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, **non-binding** and indicative of my interest and support for this school.

Signature of Parent/Guardian: Amy M Willever

Date: 9/8/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Riker First Name: Harmony MI: E Date of Birth: 12-17-2004
Home Address: 304 Dogwood Dr City: Levittown State: Pa Zip: 19055
Home Telephone: (267) 579 8632 E-mail: nuttynetty27@yahoo.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Neil Armstrong Middle School
Address of Former School: 475 Wistar Rd Fairless Hills PA 19020
Grade Student will be Entering in September of 2019: 9
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Joanette Last Name: Riker
Home Address: Same as above
City/State/Zip: _____ Cell Phone: () _____
Home Phone: (267) 579 8632 Work Phone: () _____
E-mail: nuttynetty27@yahoo.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Joanette Riker
Recruiter's Name (if applicable): _____

Date: 9/18/18
Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Wagner First Name: Madisyn MI: R Date of Birth: 2/24/05
Home Address: 2056 Hulmeville Rd City: Bensalem State: PA Zip: 19020
Home Telephone: 215-638-0407 E-mail: jenniferwagner19@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☒ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Shafter
Address of Former School: _____
Grade Student will be Entering in September of 2019: 8
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Jennifer R Last Name: Wagner

Home Address: 2056 Hulmeville Rd
City/State/Zip: Bensalem PA 19020 Cell Phone: (215) 801-3258
Home Phone: 215-638-0407 Work Phone: ()
E-mail: jenniferwagner19@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Jennifer Wagner

Date: 9-18-18

Recruiter's Name (if applicable): _____

Date: _____

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Pre-Enroll Today!

The TLC Bucks Arts Charter High School will serve students from Bucks & surrounding counties in grades 9-12. This school will focus on a variety of visual and performing arts, along with a strong academic program. The form below is a preliminary application; it is non-binding and is only indicative of your interest and support for this school.

Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

Henry

M

Filiatrault

Address

117 Cornwall Drive

Chalfont

PA

18914

Gender

Male

Home School District

Central Bucks

Grade in 18-19

7

Areas of Interest

☐ Dance☐ Visual Music☐ Theater☐ Design & Digital Art☐ Musical Theater☐ Instrumental Music☐ Figure Skating

Is your child receiving special services? please explain

Yes

Gifted and High Functioning Autism

Parent / Guardian's name

Katrina

Filiatrault

(267)221-8045

Katrina.filiatrault@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks & surrounding counties. I further understand that this school will focus on a variety of visual and performing arts, along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Please Type Signature in Box Below:

Katrina O. Filiatrault

7/13/2018

I have read and understand the statement above

Submit Application

TLC 000091

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: McKenna First Name: Madeline MI: PA Date of Birth: 4.27.05
Home Address: 518 Chestnut Ct. City: Langhorne State: PA Zip: 19047
Home Telephone: 615-750-0521 E-mail: bryanmaureen@verizon.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Maple Point Middle Sch.
Address of Former School: Langhorne - Yardley Rd. Langhorne PA
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Maureen Last Name: McKenna
Home Address: 518 Chestnut Ct.
City/State/Zip: Langhorne PA 19047 Cell Phone: (609) 439-3477
Home Phone: 615-750-0521 Work Phone: () N/A
E-mail: bryanmaureen@verizon.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: h. McKenna

Date: 9/16/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Ansinn First Name: Carolyn MI: I Date of Birth: 7/29/03
Home Address: 432 Belmont He City: Dylesburg State: PA Zip: 15001
Home Telephone: (215) 3130634 E-mail: bridget@balletarts.ca Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Central Bucks SD

Address of Former School: _____

Grade Student will be Entering in September of 2019: _____

Is your child receiving special services? No: ☐ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Bridget Last Name: Ansinn

Home Address: 432 Belmont He

City/State/Zip: Dylesburg PA 15001

Cell Phone: (215) 313 0634

Home Phone: () _____ Work Phone: () _____

E-mail: bridget@balletarts.ca

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 9/6/18

Recruiter's Name (if applicable): _____

Date: _____

TLC BUCKS ARTS CHARTER HIGH SCHOOL

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Apice First Name: John MI: I Date of Birth: 7-26-05
Home Address: 3202 Clive Ave City: Bensalem State: PA Zip: 19020
Home Telephone: 215-245-8302 E-mail: jlapice@verizon.net Gender: M

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: School Lane Charter School
Address of Former School: 3350 Millman Dr

Grade Student will be Entering in September of 2019: 9th

Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below): hearing support

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Jodi Last Name: Apice

Home Address: 3202 Clive Ave

City/State/Zip: Bensalem

Cell Phone: (267) 977-6985

Home Phone: ()

Work Phone: ()

E-mail: jlapice@verizon.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 9-16-18

Recruiter's Name (if applicable): _____

Date: _____

**TLC BUCKS
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Dr. Thomas S. Lubben
Founder

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Sneider First Name: Emily MI: _____ Date of Birth: 12-11-05
Home Address: 10 Larkspur Rd City: _____ State: _____ Zip: 19056
Home Telephone: () 215 848 1433 E-mail: Emilyredens@gmail.com Gender: Female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: _____ Figure Skating: _____ Instrumental Music: ☒ Theatre: _____ Literary Arts/ Media: ☒
Design & Digital Art: ☒ Vocal Music: ☒ Print/Media Journalism: _____ Musical Theatre: _____

Name of Last School attended: Carl Sandburg
Address of Former School: 30 harmony road
Grade Student will be Entering in September of 2019: 8
Is your child receiving special services? No: ☒ Yes: _____ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: _____ Both Parents Alternately: ☒ Father Only: _____ Mother Only: _____ Guardian Only: _____

Parent or Legal Guardian: First Name: Edward Last Name: Sneider
Home Address: 10 Larkspur Rd
City/State/Zip: 19056 Cell Phone: () _____
Home Phone: () _____ Work Phone: () _____
E-mail: _____

*I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, **non-binding** and indicative of my interest and support for this school.*

Signature of Parent/Guardian: _____

Date: _____

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Daniels First Name: Emily MI: L Date of Birth: 8/11/06
Home Address: 369 Snowball dr. City: _____ State: _____ Zip: _____
Home Telephone: 215-943-2520 E-mail: alddh523@verizon.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: _____ Figure Skating: _____ Instrumental Music: ☒ Theatre: _____ Literary Arts/Media: _____
Design & Digital Art: ☒ Vocal Music: ☒ Print/Media Journalism: _____ Musical Theatre: ☒

Name of Last School attended: Carl Sandburg
Address of Former School: 30 Harmony rd.
Grade Student will be Entering in September of 2019: 8
Is your child receiving special services? No: ☒ Yes: _____ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: _____ Father Only: _____ Mother Only: _____ Guardian Only: _____

Parent or Legal Guardian: First Name: Andrea Last Name: Daniels

Home Address: 369 Snowball dr.

City/State/Zip: Levittown Pa

Cell Phone: (215) 962-1759

Home Phone: 215-943-2520 Work Phone: () _____

E-mail: alddh523@verizon.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Andrea Daniels

Date: 9/16/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Klinck First Name: Lorelei MI: 0 Date of Birth: 6/6/05
Home Address: 2310 Rittenhouse Sq City: Bensalem State: PA Zip: 19020
Home Telephone: () 215-380-0654 E-mail: denisemitch@comcast.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☒ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: School Lane Charter School
Address of Former School: 3350 Tillman Drive
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: 4 Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☒ Guardian Only: ☐

Parent or Legal Guardian: First Name: Denise Last Name: Mitchell

Home Address: 2310 Rittenhouse Sq.
City/State/Zip: Bensalem PA/19020 Cell Phone: (215) 380-0654
Home Phone: () Work Phone: ()
E-mail: denisemitch@comcast.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Denise Mitchell

Date: 9/16/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Smith First Name: Peyton MI: E Date of Birth: 8/2/04
Home Address: 1010 Poughessing Ave 19116 City: Philadelphia State: PA Zip: 19116
Home Telephone: () 215-969-0705 E-mail: dawnsmith1986@gmail.com Gender: female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Arts Academy at Benjamin Rush

Address of Former School: _____

Grade Student will be Entering in September of 2019: 10th

Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):

IEP

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Dawn Last Name: Smith

Home Address: 1010 Poughessing Ave

City/State/Zip: Philadelphia PA 19116

Cell Phone: (215) 840-3791

Home Phone: () 215-969-0705 Work Phone: () 215-745-4100

E-mail: dawnsmith1986@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 9/10/18

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT **PRE-ENROLLMENT** NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Fields First Name: Jackquill MI: W Date of Birth: 05/31/01
Home Address: 1022 B Fox Chase rd City: Jenkintown State: PA Zip: 19046
Home Telephone: (215) 8880482 E-mail: Fieldsjack90@gmail.com Gender: Male

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Abington senior High school
Address of Former School: 900 Highland ave
Grade Student will be Entering in September of 2019: 12
Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):
He had a IEP but is in all general ed classes

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☒ Guardian Only: ☐

Parent or Legal Guardian: First Name: Michele Last Name: McCrimmon
Home Address: 1022 B Fox Chase rd
City/State/Zip: Jenkintown, PA, 19046 Cell Phone: (215) 8880482
Home Phone: () MA Work Phone: () MA
E-mail: MA

*I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, **non-binding** and indicative of my interest and support for this school.*

Signature of Parent/Guardian: MM

Date: 9/11/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Gradsky First Name: Jacob MI: J Date of Birth: 3-10-05
Home Address: 3610 Creamery Rd City: Bensalem State: PA Zip: 19020
Home Telephone: 215-378-4240 E-mail: joanngradsky@aol.com Gender: M

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☒ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: St Charles Borromeo
Address of Former School: _____
Grade Student will be Entering in September of 2019: _____
Is your child receiving special services? No: ☐ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: JoAnn Last Name: Gradsky
Home Address: 3610 Creamery Rd
City/State/Zip: Bensalem Cell Phone: (215) 378-4240
Home Phone: () _____ Work Phone: () _____
E-mail: joanngradsky@aol.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: JoAnn Gradsky

Date: 9/9/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Impriano First Name: Jemie MI: M Date of Birth: 6/8/09
Home Address: 3678 Kingston Way City: Bensalem State: Pa Zip: 19020
Home Telephone: (215) 245-0462 E-mail: BigRed666@verizon.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☒ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Faust Elementary

Address of Former School: _____

Grade Student will be Entering in September of 2019: 5

Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):

She has an IEP for reading/writing

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☒ Guardian Only: ☐

Parent or Legal Guardian: First Name: Trish Last Name: Pedrick

Home Address: 3678 Kingston Way

City/State/Zip: Bensalem Pa 19020 Cell Phone: (267) 322-2026

Home Phone: (215) 245-0462 Work Phone: (215) 826-0558

E-mail: BigRed666@verizon.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 9/22/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Blowitski First Name: Katrina MI: H Date of Birth: 02/26/04
Home Address: 127 Kingsclere Dr City: Southampton State: PA Zip: 18966
Home Telephone: 610 364 1696 E-mail: Blowitski@yahoo.com Gender: F

Area of Interest: **Please check the student's areas of interest for audition. You may check more than one.**

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☒ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: William Tennent High School
Address of Former School: 333 Centennial Road
Grade Student will be Entering in September of 2019: 10
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Danella Last Name: Blowitski
Home Address: 127 Kingsclere Dr
City/State/Zip: Southampton PA Cell Phone: (215) 554-0058
Home Phone: () Work Phone: ()
E-mail: Blowitski@yahoo.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 9/22/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT **PRE-ENROLLMENT** NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Kuchefski First Name: Gabriella MI: N Date of Birth: 08/25/2005
Home Address: 360 Holly drive City: Levittown State: PA Zip: 19055
Home Telephone: () 215 354 8580 E-mail: CBAG7576@gmail.com Gender: Female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/Media: ☒
Design & Digital Art: ☒ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Armstrong Middle School
Address of Former School: _____
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Carol Last Name: Kuchefski

Home Address: 360 Holly Dr.

City/State/Zip: Levittown PA 19055

Cell Phone: (267) 393-0654

Home Phone: () _____

Work Phone: () _____

E-mail: CBAG 7576@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Carol Kuchefski

Date: 9/22/2018

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: ABERDEEN First Name: Ellison MI: N Date of Birth: 10/02/02
Home Address: 14010 Maple Street City: Philadelphia State: PA Zip: 19116
Home Telephone: (215) 677-3682 E-mail: ABERDEEN21@GMAIL.COM Gender: Female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Archbishop Ryan High School
Address of Former School: Academy Rd Philadelphia PA
Grade Student will be Entering in September of 2019: 11th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Kimberly Last Name: Beveridge
Home Address: 14010 Maple St
City/State/Zip: Phila PA 19114 Cell Phone: (215) 605-6010
Home Phone: () 215-677-3682 Work Phone: () _____
E-mail: KjDev2025@comcast.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Kimberly Beveridge

Date: 9-22-18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Riley First Name: Makayla MI: AR Date of Birth: 3-30-2009
Home Address: 2211 Ogden Ave City: Bensalem State: PA Zip: 19020
Home Telephone: () 215-380-1134 E-mail: Kvile at yahoo.com Gender: female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: St. Charles Borromeo
Address of Former School: Bristol PA + RI 513
Grade Student will be Entering in September of 2019: 5th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Kelly Last Name: Vile

Home Address: 2211 Ogden Ave.

City/State/Zip: Bensalem Cell Phone: (215) 873-6631

Home Phone: () Work Phone: ()

E-mail: KVile@yahoo.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, **non-binding** and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 9-22-18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Juba First Name: Hailey MI: B Date of Birth: 10/13/01
Home Address: 303 Logan Ave City: Claydon State: Pa Zip: 19021
Home Telephone: () _____ E-mail: haileyjuba@gmail.com Gender: female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: _____ Figure Skating: _____ Instrumental Music: _____ Theatre: _____ Literary Arts/ Media: _____
Design & Digital Art: _____ Vocal Music: ☒ Print/Media Journalism: _____ Musical Theatre: ☒

Name of Last School attended: Harry S Truman High School
Address of Former School: Green Lane
Grade Student will be Entering in September of 2019: 12
Is your child receiving special services? No: ☒ Yes: _____ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: _____ Both Parents Alternately: _____ Father Only: _____ Mother Only: ☒ Guardian Only: _____

Parent or Legal Guardian: First Name: Kelly Last Name: Juba

Home Address: 303 Logan Avenue

City/State/Zip: Claydon, Pa

Cell Phone: (215) 510-1890

Home Phone: () _____ Work Phone: () _____

E-mail: kjuba@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 9/22/18

Recruiter's Name (if applicable): _____

Date: 9/22/18

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Nieves First Name: Alize MI: Date of Birth: 2/11/03
Home Address: 301 Heights Ln Apt. 35B City: Easterville State: PA Zip: 19053
Home Telephone: 915 617 8981 E-mail: tnieves211@yahoo.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: Figure Skating: Instrumental Music: Theatre: ☒ Literary Arts/ Media:
Design & Digital Art: Vocal Music: ☒ Print/Media Journalism: Musical Theatre:

Name of Last School attended: Neshaminy High School
Address of Former School:
Grade Student will be Entering in September of 2019: 11
Is your child receiving special services? No: Yes: (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: Both Parents Alternately: Father Only: Mother Only: ☒ Guardian Only:

Parent or Legal Guardian: First Name: Tanya Last Name: Nieves
Home Address: 301 Heights Ln Apt. 35B
City/State/Zip: Easterville PA 19053 Cell Phone: (215) 617 8981
Home Phone: () Work Phone: ()
E-mail: tnieves211@yahoo.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: 

Date: 9/22/18

Recruiter's Name (if applicable):

Date:

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Juba First Name: Brenna MI: Date of Birth: 12/17/04
Home Address: 303 Logan Ave City: Croydon State: Pa Zip: 19021
Home Telephone: 215 431-2973 E-mail: Jubakk@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: Figure Skating: Instrumental Music: Theatre: Literary Arts/ Media:
Design & Digital Art: Vocal Music: ✓ Print/Media Journalism: Musical Theatre: ✓

Name of Last School attended: F.D.R.
Address of Former School: Bristol, Pa
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ✓ Yes: (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: Both Parents Alternately: Father Only: Mother Only: ✓ Guardian Only:

Parent or Legal Guardian: First Name: Kelly Last Name: Juba
Home Address: 303 Logan Ave
City/State/Zip: Croydon Pa 19021 Cell Phone: 215, 431-2973
Home Phone: () Work Phone: ()
E-mail: Jubakk@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 9/22/18

Recruiter's Name (if applicable):

Date:

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information: "Molli"

Student's Last Name: Lane First Name: Amalia MI: S Date of Birth: 03.24.2008
Home Address: 17 Milyko Dr. City: Wash. Xing State: PA Zip: 18977
Home Telephone: (610) 215-595-6472 E-mail: Lornaliz17@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Council Rock - North

Address of Former School: Newtown, PA

Grade Student will be Entering in September of 2019: 11

Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below): 504 Accom.

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Lorna Last Name: Lane

Home Address: 17 Milyko - ABOVE

City/State/Zip: _____ Cell Phone: (____) _____

Home Phone: (____) _____ Work Phone: (____) _____

E-mail: _____

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Lorna Lane

Date: 9.22.2018

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: BARANOSKI First Name: JACK MI: R Date of Birth: 10-23-2003
Home Address: 6513 SENATOR LANE City: BEWSALEN State: PA Zip: 19020
Home Telephone: (610) 239-7030 E-mail: RAY@BARANOSKI.COM Gender: M
MEGAN DIANE MCBINTY @ GMAIL.COM

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: ARCHBISHOP WOOD
Address of Former School: 655 YORK RD, WARMINSTER, PA 18974
Grade Student will be Entering in September of 2019: 10
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☒ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: RAYMOND Last Name: BARANOSKI

Home Address: 1415 ALGATE CT

City/State/Zip: BEWSALEN PA 19020

Cell Phone: (267) 980-7339

Home Phone: () _____ Work Phone: () _____

E-mail: RAY@BARANOSKI.COM

MEGAN DIANE MCBINTY @ GMAIL.COM

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 9-22-2018

Recruiter's Name (if applicable): _____

Date: _____

**TLC BUCKS
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www.tlcbucks.org

CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Carr First Name: Kaitlin MI: A Date of Birth: 1-21-05
Home Address: 1434 Williams Ave City: Levittown State: Pa Zip: 19057
Home Telephone: (267) 202-1094 E-mail: fscarr01@aol.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Neil Armstrong Middle School
Address of Former School: 475 Wistar Rd Fairless Hills 19030
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Sandra Frank Last Name: Carr

Home Address: 1434 Williams Ave
City/State/Zip: Levittown Pa 19057 Cell Phone: (267) 202-1095 mom
Home Phone: () Work Phone: () 215-750-4023 mom
E-mail: fscarr01@aol.com

267-202-1094 dad

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 9-9-18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Keily First Name: Grace MI: A Date of Birth: 5/3/2003
Home Address: 1957 Mulberry Ln City: Warrington State: PA Zip: 18976
Home Telephone: 215 343 0077 E-mail: mkeely@tmusd.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Villa Joseph Marie
Address of Former School: _____
Grade Student will be Entering in September of 2019: 11
Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: M Keely Last Name: _____

Home Address: same address

City/State/Zip: _____ Cell Phone: (215) 982 0087

Home Phone: () _____ Work Phone: () _____

E-mail: _____

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: M Keely

Date: 9/9/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Williams First Name: Leah MI: D Date of Birth: 08/02/05
Home Address: 1004 Franklin Ave City: Croydon State: PA Zip: 19021
Home Telephone: 267 987-6208 E-mail: Kimberly_wms@yahoo.com Gender: Female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: FDR Middle School
Address of Former School: 1001 Veterans Hwy, Bristol PA 19007
Grade Student will be Entering in September of 2019: 9
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Derrick & Kimberly Last Name: Williams

Home Address: 1004 Franklin Ave

City/State/Zip: Croydon, PA 19021

Cell Phone: (215) 970-4854

Home Phone: 267 987-6208 Work Phone: (215) 351-2665

E-mail: kimberly_wms@yahoo.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Kimberly L. Williams

Date: 9/9/2018

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Colacchio First Name: Isabella MI: NJ Date of Birth: 01/21/02
Home Address: 35 Chancery Road City: Langhorne State: PA Zip: 19047
Home Telephone: (215) 741-1871 E-mail: Cara.colacchio@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☒ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Commonwealth Connections Academy / The Arts Academy at Benjamin Rush
Address of Former School: _____
Grade Student will be Entering in September of 2019: 12th
Is your child receiving special services? No: ☐ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Cara Last Name: Colacchio

Home Address: 35 Chancery Road

City/State/Zip: Langhorne, PA 19047

Cell Phone: (267) 229-2100

Home Phone: (215) 741-1871

Work Phone: () _____

E-mail: Cara.colacchio@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 9/7/18

Recruiter's Name (if applicable): _____

Date: _____

Contact

tlcbucks@gmail.com

484-264-7302

The TLC Bucks Arts Charter High School will serve students from Bucks & surrounding counties in grades 9-12. This school will focus

on a variety of visual and performing arts, along with a strong academic program. The form below is a preliminary application;

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it is non-binding and is only indicative of your interest and support for this school.

Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

Dylan

J

DeCaro

Address

1334 Bradford Lane

Bensalem

PA

19020

Gender

Female

Home School District

Bensalem

Grade in 18-19

8

Areas of Interest

- ☒ Dance ☐ Vocal Music
☒ Theatre ☐ Design & Digital Art
☒ Musical Theatre ☐ Instrumental Music
☒ Figure Skating

Is your child receiving special services? Please explain

Yes

Dylan is presently in the gifted program
and receives a GIEP
each year.

Parent / Guardian's name

Joy

DeCaro

215.962.3769

joyndecaro@gmail.com

I understand that the TLC Bucks Arts Charter High School will
service students from Bucks & surrounding counties.

I further understand that this school will focus on a variety of visual
and performing arts along with a strong academic program. I further
understand that this is a preliminary application, non-binding and
indicative of my interest and support for this school.

Please Type Signature in Box Below:

Joy DeCaro

8.29.18

☒ I have read and understand the statement above

Submit Application

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

Autumn

A

Stressman

Address

619 Parkvale Ave

Langhorne

PA

19047

Gender

Female

Home School District

Horsesham

Grade in 18-19

8

Areas of Interest

☐ Dance☐ Visual Arts☐ Theater☐ Literary Arts☐ Figure Skating☐ Music☐ Other (specify)

Is your child receiving special services, please specify:

No

Describe any special services

Parent / Guardian's name

Rebecca

Stressman

2155043600

gnobius5@gmail.com

I understand that the TLC Bucks Arts Charter High School will serve students from Bucks & surrounding counties in grades 9-12. This school will focus on a variety of visual and performing arts, along with a strong academic program. I understand that this is a preliminary application, non-binding and indicative of my interest, not a contract for this school.

Please Type Signature in Box 5: _____

Rebecca Stressman

08/26/2018

I have read and understand the statement above

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Applicant's Name
 Boyton
 Smith

Address
 610 Possessing Avenue
 Philadelphia Pa 19116

Gender **Parent School District** **Grade 9-12**
 Female Pennsdelphia 9

Is your child currently in a public school?
 Yes

Parent / Guardian's Name
 Dawn Smith
 215-846-3791
 dawnsmith1986@gmail.com

Parent / Guardian's Signature
 Dawn Smith 8/27/2018

Submit Application



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CHARTER SCHOOL STUDENT **PRE-ENROLLMENT** NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Kauffman First Name: Makenzie MI: N Date of Birth: 3.6.03
Home Address: 72 Goldenridge Dr City: Lewistown State: PA Zip: 19057
Home Telephone: 215-214-2140 E-mail: OT0887@gmail.com F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Harry Struman HS
Address of Former School: 3001 Green Ln Lewistown 19057
Grade Student will be Entering in September of 2019: 11TH
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Megan Last Name: Kauffman

Home Address: 72 Goldenridge Dr

City/State/Zip: Lewistown PA 19057

Cell Phone: (215) 264-2140

Home Phone: () Work Phone: ()

E-mail: OT0887@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Megan Kauffman

Date: 8/26/18

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Johnson First Name: Chase MI: S Date of Birth: 7-9-05
Home Address: 30 Hill Ave City: Morrisville State: PA Zip: 19067
Home Telephone: (267) 981-1511 E-mail: kmurphy@newtownfriends.org Gender: M

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☒ Musical Theatre: ☐

Name of Last School attended: Newtown Friends School
Address of Former School: 1450 Newtown-Langhorne Rd
Grade Student will be Entering in September of 2019: 9
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☒ Guardian Only: ☐

Parent or Legal Guardian: First Name: Katherine Last Name: Murphy

Home Address: 30 Hill Ave

City/State/Zip: Morrisville, PA 19067 Cell Phone: (267) 981-1511

Home Phone: (267) 968-2225 Work Phone: 968-2225

E-mail: kmurphy@newtownfriends.org

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Katherine Murphy

Date: 8-26-18

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Hunsberger First Name: Sarah MI: L Date of Birth: 08/17/03
Home Address: 22 Bellaire Dr. City: Langhorne State: PA Zip: 19047
Home Telephone: 267 391-5864 E-mail: hunsberger31@gmail.com Gender: Female
Sarah delnw 413@gmail.com

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Neshaminy High School
Address of Former School: _____
Grade Student will be Entering in September of 2019: 10th
Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):

assistance through an IEP for Math

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Tonya Bee Last Name: Hunsberger
Home Address: 22 Bellaire Dr.
City/State/Zip: Langhorne PA 19047 Cell Phone: 267 391-5864
Home Phone: () _____ Work Phone: () _____
E-mail: hunsberger31@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Tonya Hunsberger

Date: 8/26/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: HAMLOUDA First Name: Mahmoud MI: R Date of Birth: 03/17/01
Home Address: 100 Edison Road City: Doylestown State: PA Zip: 18901
Home Telephone: 215 930 8156 E-mail: pedactor@mail.com Gender: Male

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: CS West High School

Address of Former School: _____

Grade Student will be Entering in September of 2019: 12

Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):

Special needs (physically disabled)

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Rehab Last Name: Hamouda

Home Address: 100 Edison Rd

City/State/Zip: Doylestown, PA 18901 Cell Phone: (215) 890 8156

Home Phone: () _____ Work Phone: () _____

E-mail: pedactor@mail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 03/26/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: HAMOUNDA First Name: Ali MI: R Date of Birth: 04/02/05
Home Address: 100 Edison Road City: Doylstown State: PA Zip: 18901
Home Telephone: 715 980 8156 E-mail: predactor@mail.com Gender: Male

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Towhickan middle school
Address of Former School: _____
Grade Student will be Entering in September of 2019: 10
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Rehab Last Name: Hamouda

Home Address: 100 Edison Rd

City/State/Zip: Doylstown PA 18901 Cell Phone: (715) 980 8156

Home Phone: () _____ Work Phone: () _____

E-mail: predactor@mail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 08/26/18

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Brounce First Name: Barley MI: M Date of Birth: 7/10/06
Home Address: 39 Round Hill Road City: Levittown State: PA Zip: 19056
Home Telephone: 215 547 9424 E-mail: talk5JB@verizon.net Gender: F
bolsme1@verizon.net

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Pen Byn School
Address of Former School: 50 Olds Blvd Fairless Hills 19020
Grade Student will be Entering in September of 2019: NO
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Susan + Barry Last Name: Brounce

Home Address: 39 Round Hill Road

City/State/Zip: Levittown PA 19056 Cell Phone: (215) 378 0456 - Susan

Home Phone: 215 547 9424 Work Phone: ()

E-mail: talk5JB@verizon.net

bolsme1@verizon.net

215 378 0277 - Barry

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Susan M. Brounce

Date: 8/26/18

Recruiter's Name (if applicable):

Date:

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Ape It First Name: Eva MI: M Date of Birth: 7/27/07
Home Address: 105 Bald Cypress Ln City: Littletown State: PA Zip: 19054
Home Telephone: () _____ E-mail: apeit13@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: _____ Figure Skating: _____ Instrumental Music: X Theatre: X Literary Arts/ Media: _____
Design & Digital Art: _____ Vocal Music: X Print/Media Journalism: _____ Musical Theatre: X

Name of Last School attended: Manor Elementary (Pennsbury)

Address of Former School: _____

Grade Student will be Entering in September of 2019: 7

Is your child receiving special services? No: X Yes: _____ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: X Both Parents Alternately: _____ Father Only: _____ Mother Only: _____ Guardian Only: _____

Parent or Legal Guardian: First Name: Eric Last Name: Ape It

Home Address: 105 Bald Cypress Ln

City/State/Zip: Littletown PA 19054 Cell Phone: () _____

Home Phone: () 267 945 2557 Work Phone: () _____

E-mail: apeit13@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 8/26/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Harris First Name: Courtney MI: L Date of Birth: 6/7/06
Home Address: 152 Trenton Ave City: Hulmeville State: PA Zip: 19047
Home Telephone: 610-757-6012 E-mail: michelchar@verizon.net Gender: Female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Maple Point middle School
Address of Former School: _____
Grade Student will be Entering in September of 2019: 7th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: ☒ Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Michelle Last Name: Harris

Home Address: 152 Trenton Ave

City/State/Zip: Hulmeville PA 19047 Cell Phone: 610-499-4621

Home Phone: (610) 757-6012 Work Phone: ()

E-mail: michelchar@verizon.net

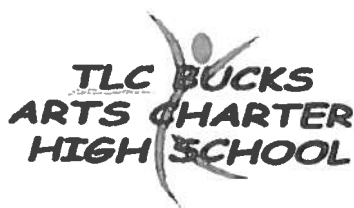
I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Michelle Harris

Date: 8/26/18

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Cataldi First Name: London MI: 6 Date of Birth: 10/31/04
Home Address: 927 Circle Drive City: Southampton State: PA Zip: 18966
Home Telephone: 215 208 - 2006 E-mail: minadrakul@baltimore.com Gender: M.

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☒
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Klinger Middle
Address of Former School: Southampton PA
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Jennifer Last Name: Cataldi

Home Address: same

City/State/Zip: 18966

Cell Phone: () _____

Home Phone: () _____ Work Phone: () _____

E-mail: _____

215 208 - 2006

I understand that the TLC Bucks Arts Charter High School will serve students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 8/26/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Kearney First Name: Katherine MI: K Date of Birth: 10-1-04
Home Address: 5024 Sunrise Ave City: Bensalem State: Pa Zip: 19020
Home Telephone: 215-400-0555 E-mail: tKearney1974@hotmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Bensalem High School
Address of Former School: Hulmeville Rd
Grade Student will be Entering in September of 2019: 10th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Tina & Matt Last Name: Kearney
Home Address: 5024 Sunrise Ave
City/State/Zip: Bensalem Pa 19020 Cell Phone: (215) 400-0555
Home Phone: () Work Phone: ()
E-mail: tKearney1974@hotmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Tina Kearney

Date: 8/22/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: W. J. [unclear] First Name: [unclear] MI: PA Date of Birth: 12/2/94
Home Address: 712 [unclear] St City: East [unclear] Hills State: PA Zip: 19022
Home Telephone: () 215-123-4567 E-mail: [unclear] Gender: Female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☒
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: William Penn Middle School
Address of Former School: Yardley, PA
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):
GIFP reading, gifted and talented

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: M. [unclear] Last Name: Von [unclear]
Home Address: 712 [unclear] St
City/State/Zip: [unclear] PA 19022 Cell Phone: () 215-123-4567
Home Phone: () 215-123-4567 Work Phone: () [unclear]
E-mail: [unclear]

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: M. Von [unclear]

Date: 8/21/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: STANTON First Name: MICHAELA MI: R Date of Birth: 1/12/05
Home Address: 48 MACINTOSH Rd. City: LEVITOWN State: PA Zip: 19056
Home Telephone: (215) 828-1089 E-mail: STANTUK68@YAHOO.COM Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☒
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: NEIL A. ARMSTRONG MIDDLE SCHOOL
Address of Former School: WISTAR Rd. LEVITOWN PA
Grade Student will be Entering in September of 2019: 9TH
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☒ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Kelly Last Name: ROPER

Home Address: 48 MACINTOSH Rd.

City/State/Zip: LEVITOWN PA. 19056 Cell Phone: (215) 828-1089

Home Phone: () _____ Work Phone: () _____

E-mail: STANTUK68@YAHOO.COM

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Kelly Roper

Date: 8/21/18

Recruiter's Name (if applicable): _____

Date: _____



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Pre-Enroll Today!

The TLC Bucks Arts Charter High School will serve students from Bucks & surrounding counties in grades 9-12. This school will focus on a variety of visual and performing arts, along with a strong academic program. The form below is a preliminary application; it is non-binding and is only indicative of your interest and support for this school.

Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

kyares d johnson

Address

6353 edge ave

bensalem

pa

19020

Gender

Female

Home School District

bensalem

Grade in 18-19

9

Areas of Interest

Dance

Vocal Music

Theatre

Design & Digital Art

Musical Theatre

Instrumental Music

Figure Skating

Is your child receiving special services? please explain

No

Describe any special services

Parent / Guardian's name

jasmine johnson

2675752823

jsmebjnsn@gmail.com

I understand that the TLC Bucks Arts Charter High School will serve students from Bucks & surrounding counties.

I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Please Type Signature in Box Below

jasmine johnson

8/22/18

I have read and understand the statement above

Submit Application

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Collins First Name: Devon MI: C Date of Birth: 8/15/06
Home Address: 1060 Hackney Circle City: Warrington State: PA Zip: 18976
Home Telephone: 610-500-5193 E-mail: keclock1@verizon.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: John Brailly Elementary

Address of Former School: _____

Grade Student will be Entering in September of 2019: 8th

Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):

PEN - Gifted Education Program

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☒ Guardian Only: ☐

Parent or Legal Guardian: First Name: Kimberly Last Name: Clock

Home Address: 1060 Hackney Circle

City/State/Zip: Warrington, PA 18976 Cell Phone: (215) 500-5193

Home Phone: () _____ Work Phone: () _____

E-mail: keclock1@verizon.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: K. Clock

Date: 5/6/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Fuges First Name: Gabriel MI: J Date of Birth: 11/12/03
Home Address: 3771 Sweetland Drive City: Duyllestown State: PA Zip: 18902
Home Telephone: 267 471 4338 E-mail: scfuges@comcast.net Gender: Male

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Lenape Middle School
Address of Former School: 313 West State Street Duyllestown PA 18901
Grade Student will be entering in September of 2019: 8th
Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Stephen Last Name: Fuges
Home Address: 3771 Sweetland Drive
City/State/Zip: Duyllestown PA 18902 Cell Phone: (267) 471 4338
Home Phone: () Work Phone: ()
E-mail: scfuges@comcast.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 4-22-18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM

For 2019-2020 School Year

I. Student Information:

Student's Last Name: CERINO First Name: Summer MI: D Date of Birth: July 20, 2006
Home Address: 210 Newington Drive City: Hatboro State: PA Zip: 19040
Home Telephone: (215) 206 7532 E-mail: cgpineapple@yahoo.com Gender: Female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts / Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Upper Merland Middle School
Address of Former School: 4000 Orangemans Rd. Hatboro, PA 19040
Grade Student will be entering in September of 2019: 8th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Calmie Last Name: Cerino

Home Address: 210 Newington Drive

City/State/Zip: Hatboro, PA 19040 Cell Phone: (215) 206 7532

Home Phone: () Work Phone: ()

E-mail: CGPINEAPPLE@yahoo.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Calmie Cerino

Date: April 17, 2018

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT **PRE-ENROLLMENT** NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Cecere First Name: Lily MI: G Date of Birth: 3.16.04
Home Address: 112 DEER RUN RD. City: PERKASIE State: PA Zip: 18944
Home Telephone: 215 257-4864 E-mail: Vicki.Cecere@verizon.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Pennridge North Middle School
Address of Former School: 1500 N. 5th St. PERKASIE, PA 18944
Grade Student will be Entering in September of 2019: 10th
Is your child receiving special services? No ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐
Parent or Legal Guardian: First Name: Craig/Vicki Last Name: Cecere
Home Address: 112 DEER RUN
City/State/Zip: PERKASIE PA Cell Phone: 215 262-8170
Home Phone: 215-257-4864 Work Phone: ()
E-mail: Vicki.Cecere@verizon.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Vicki Cecere Date: 4/14/18
Recruiter's Name (if applicable): Date:



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CHARTER SCHOOL STUDENT **PRE-ENROLLMENT** NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Rose First Name: Maya MI: D Date of Birth: 12.15.04
Home Address: 627 Meadow Creek Ln City: Perkasie State: PA Zip: 18944
Home Telephone: (215) 257-1955 E-mail: Sarahbeth.rose71@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Pennridge Central Middle School
Address of Former School: Walnut Street (Route 152)
Grade Student will be Entering in September of 2019:
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Sarahbeth Rose Last Name: Rose

Home Address: Same as above

City/State/Zip: Cell Phone: ()

Home Phone: () Work Phone: ()

E-mail:

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: 

Date: 5.6.19

Recruiter's Name (if applicable):

Date:

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM

For 2019-2020 School Year

I. Student Information:

Student's Last Name: Rich First Name: Lilah Gene MT: PA Date of Birth: 9-15-06
Home Address: 2150 Rosedale Rd. - Farmhouse City: Quakertown State: PA Zip: 18951
Home Telephone: (215) 932-5558 E-mail: Vmrichabctv@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☒ Theatre: ☒ Literary Arts/ Media: ☒
Design & Digital Art: ☒ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Homeschool (Kindergarten - Present)
Address of Former School: _____
Grade Student will be entering in September of 2019: 8th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Tori Marie Last Name: Van Hise
Home Address: 2150 Rosedale Rd. - Farmhouse
City/State/Zip: Quakertown PA 18951 Phone: (215) 932-5558
Home Phone: () Work Phone: ()
E-mail: Vmrichabctv@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 4-21-18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Sabran First Name: Sierra MI: L Date of Birth: 6/30/02

Home Address: 30 Pebble Woods Dr. City: Dalestown State: PA Zip: 18901

Home Telephone: (215) 340-2212 E-mail: Suzsabran@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Center for Performing Fine Arts / PALCS

Address of Former School: Carter Dr, West Chester, PA

Previous Grade: 9 Withdrawal Date from Former School: _____

Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Suzanne Last Name: Sabran

Home Address: 30 Pebble Woods Dr.

City/State/Zip: Dalestown PA 18901 Cell Phone: (215) 942-7325

Home Phone: () _____ Work Phone: () _____

E-mail: Suzsabran@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Suzanne Sabran Date: 3/23/18

Recruiter's Name (if applicable): _____ Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Sabran First Name: Anna Shea MI: MI Date of Birth: 12/13/04
Home Address: 30 Pebble Woods Dr. City: Doylestown State: PA Zip: 18901
Home Telephone: 215 340-2212 E-mail: SUZsabran@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Lewistown MS
Address of Former School: 313 W. State St., Doylestown, PA
Previous Grade: 7 Withdrawal Date from Former School:
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: ☒ Both Parents ☐ Both Parents Alternately ☐ Father Only ☐ Mother Only ☐ Guardian Only ☐

Parent or Legal Guardian: First Name: Suzanne Last Name: Sabran

Home Address: 30 Pebble Woods Dr.

City/State/Zip: Doylestown PA 18901 Cell Phone: (215) 962-7325

Home Phone: () Work Phone: ()

E-mail: SUZsabran@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Suzanne Sabran

Date: 3/25/18

Recruiter's Name (if applicable):

Date:

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Stachel First Name: Alexa MI: K Date of Birth: 4/28/05
Home Address: 422 Longleaf Dr. City: Perkasie State: PA Zip: 18944
Home Telephone: 215-258-0735 E-mail: Kristystachel@gmail.com Gender: F
267-614-3196

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: Penn Central MS
Address of Former School: Walnut Street Perkasie PA 18944
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: ☒ Both Parents ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Kristy Last Name: Stachel

Home Address: 422 Longleaf Dr

City/State/Zip: Perkasie PA 18944 Cell Phone: (267) 614-3196

Home Phone: () 215-258-0735 Work Phone: () _____

E-mail: Kristystachel@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Kristy Stachel

Date: 3/24/19

Recruiter's Name (if applicable): _____

Date: _____

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Northampton, PA 18067

Dr. Thomas S. Lubben
Founder

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www.tlcbucks.org

CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Morton First Name: Delaney MI: J Date of Birth: 08/13/03
Home Address: 165 Pebble Woods Dr City: Daylstown State: PA Zip: 18901
Home Telephone: 267-880-6023 E-mail: lisanmarkm@msn.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Lenape Middle School
Address of Former School: Rt 202, Daylstown PA
Grade Student will be Entering in September of 2019: 11th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Lisa Last Name: Morton

Home Address: 165 Pebble Woods Drive
City/State/Zip: Daylstown PA 18901 Cell Phone: (267) 885-4144
Home Phone: (267) 880-6023 Work Phone: ()
E-mail: lisanmarkm@msn.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 3/24/18

Recruiter's Name (if applicable):

Date:



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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: McMullen First Name: Brenner MI: L Date of Birth: 03-19-04
Home Address: 1634 Sweetbriar Road City: CHESHAM State: PA Zip: 18942
Home Telephone: 607 368 8440 E-mail: McMullen_jill@comcast.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: River Valley Waldorf School
Address of Former School: 1395 Bridge St. Piquette, MI 48672
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☐ Yes: ☐ (If yes, describe below):
Math-tutoring (1st yr)

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☐ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☒ Guardian Only: ☐

Parent or Legal Guardian: First Name: Jill Last Name: McMullen
Home Address: 1634 Sweetbriar Road
City/State/Zip: CHESHAM PA 18942 Cell Phone: (607) 368-8440
Home Phone: () N/A Work Phone: () N/A
E-mail: McMullen_jill@comcast.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Jill McMullen

Date: 3-24-18

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Hackenberg First Name: Mary Katherine MI: _____ Date of Birth: 3/29/2006
Home Address: 40 N Church St City: Doylestown State: PA Zip: 18901
Home Telephone: 919 880-3501 E-mail: Marijane.Harris@uphoo.com Gender: female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: _____ Figure Skating: _____ Instrumental Music: _____ Theatre: _____ Literary Arts/ Media: ☒
Design & Digital Art: _____ Vocal Music: ☒ Print/Media Journalism: _____ Musical Theatre: _____

Name of Last School attended: Newtown Friends School
Address of Former School: Newtown, PA
Grade Student will be Entering in September of 2019: 7th
Is your child receiving special services? No: ☒ Yes: _____ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: _____ Father Only: _____ Mother Only: _____ Guardian Only: _____

Parent or Legal Guardian: First Name: Marijane Last Name: Harris
Home Address: 40 N Church St
City/State/Zip: Doylestown, PA 18901 Cell Phone: 919 880-3501
Home Phone: () _____ Work Phone: () _____
E-mail: _____

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 03/24/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Chickanosky First Name: Ella MI: M Date of Birth: 1-25-05
Home Address: 920 W. Bristol Rd City: Warminster State: PA Zip: 18974
Home Telephone: (607) 743-3014 E-mail: jdecoc@verizon.net Gender: Female

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Log College Middle School
Address of Former School: 730 Nantuxen Rd Warminster
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Danielle Last Name: Chickanosky
Home Address: 920 W. Bristol Rd
City/State/Zip: Warminster PA 18974 Cell Phone: (607) 743-3014
Home Phone: () Work Phone: ()
E-mail: jdecoc@verizon.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Danielle Chickanosky

Date: 3-24-18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Briggs First Name: Brylee MI: M Date of Birth: 6/1/05
Home Address: 524 W 3rd Ave City: Warminster State: PA Zip: 18974
Home Telephone: 215 348 6946 E-mail: jmlanzetta@buckscounty.org Gender: F
work cell 215 620 3993 or jenny.girl@verizon.net
Area of Interest: Please check the student's areas of interest for audition. You may check more than one.
Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: St Joseph St Roberts
Address of Former School: Euclid Ave. Warminster PA
Grade Student will be Entering in September of 2019: 9th
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐
Parent or Legal Guardian: First Name: Jennifer Last Name: Briggs
Home Address: Same As Child
City/State/Zip: _____ Cell Phone: () _____
Home Phone: () _____ Work Phone: () _____
E-mail: _____

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: _____

Date: 3-24-18

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: Benner First Name: Bylin MI: F Date of Birth: 05-26-07
Home Address: 193 Westbury Dr. City: Warminster State: PA Zip: 18974
Home Telephone: (215) 773-0426 E-mail: sum1else2nc@verizon.net Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Willow Dale Elementary

Address of Former School: _____

Grade Student will be Entering in September of 2019: 8th

Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Alyssa Last Name: Benner

Home Address: 193 Westbury Dr.

City/State/Zip: Warminster, PA 18974

Home Phone: (215) 773-0426 Work Phone: ()

E-mail: sum1else2nc@verizon.net

Cell Phone: (215) 932-7224

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Alyssa Benner

Date: 03-24-18

Recruiter's Name (if applicable): _____

Date: _____



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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM
For 2019-2020 School Year

I. Student Information:

Student's Last Name: MORGAN First Name: BRAYDEN MI: 14 Date of Birth: 3-16-07
Home Address: 988 PRINCETON PL. City: WARMINSTER State: PA Zip: 18974
Home Telephone: 610-987-1514 E-mail: Jeanell024@comcast.net Gender: Male

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☐ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/ Media: ☐
Design & Digital Art: ☒ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: WARWICK ELEMENTARY
Address of Former School: 111 HAWTHORNE ROAD, WARWICK, PA 18974
Grade Student will be Entering in September of 2019: 7th
Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):
IEP / Special Needs Autism

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Jeanell Last Name: MORGAN

Home Address: Same as above
City/State/Zip: AS Cell Phone: ()
Home Phone: () Work Phone: ()
E-mail:

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: J Morgan

Date: 3/23/18

Recruiter's Name (if applicable):

Date:

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM

For 2019-2020 School Year

I. Student Information:

Student's Last Name: Madison First Name: Maireade MI: M Date of Birth: 9/8/2004
Home Address: 449 W. Countyline Rd City: Hatboro State: PA Zip: 19040
Home Telephone: 267 802-9711 E-mail: dense.madison50@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Keith Valley Middle School
Address of Former School: 227 Meekins House Rd Horsham
Previous Grade: 8th Withdrawal Date from Former School:
Is your child receiving special services? No: ☐ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐
Parent or Legal Guardian: First Name: Denise M. Last Name: Madison
Home Address: same as above
City/State/Zip: Cell Phone: (267) 278-0000
Home Phone: () Work Phone: ()
E-mail: denise.madison50@gmail.com

I understand that the TLC Bucks Arts Charter High School will serve students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: Denise Madison

Date: 3-20-18

Teacher's Name (if applicable):

Date:

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Murphy First Name: Portia MI: L Date of Birth: 10/28/03
Home Address: 5 HOLME CT City: NEWTOWN State: PA Zip: 18940
Home Telephone: 215 79-1431 E-mail: luludmurphy@gmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☒ Literary Arts / Media: ☐
Design & Digital Art: ☐ Vocal Music: ☒ Print / Media Journalism: ☐ Musical Theatre: ☒

Name of Last School attended: The Keystone School
Address of Former School: Home School
Previous Grade: 9 Withdrawal Date from Former School: Still attending
Is your child receiving special services? No: ☒ Yes: ☐ (If yes, describe below):

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Louise Last Name: Murphy

Home Address: 5 HOLME CT

City/State/Zip: NEWTOWN, PA 18940 Cell Phone: (215) 687-6421

Home Phone: () Work Phone: ()

E-mail: luludmurphy@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/Guardian: [Signature]

Date: 3-19-18

Recruiter's Name (if applicable):

Date:

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM

For 2019-2020 School Year

I. Student Information:

Student's Last Name: Propato First Name: Mia MI: _____ Date of Birth: 7/5/05
 Home Address: 545 Cornell Dr. City: Warrington State: PA Zip: 18976
 Home Telephone: 267 483 5332 E-mail: jpropato@hotmail.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: _____ Figure Skating: _____ Instrumental Music: X Theatre: _____ Literary Arts/ Media: _____
 Design & Digital Art: _____ Vocal Music: X Print/Media Journalism: _____ Musical Theatre: X

Name of Last School attended: Lenape Middle School
 Address of Former School: Doylcroft, PA
 Previous Grade: 7 Withdrawal Date from Former School: _____
 Is your child receiving special services? No: X Yes: _____ (If yes, describe below): _____

II. Parent/Guardian Information:

Child Lives With: Both Parents: X Both Parents Alternately: _____ Father Only: _____ Mother Only: _____ Guardian Only: _____Parent or Legal Guardian: First Name: Jerome Franco Last Name: PropatoHome Address: Same

City/State/Zip: _____

Cell Phone: (215)360.7525Home Phone: () 267.483.5332 Work Phone: () _____E-mail: jpropato@hotmail.com

I understand that the TLC Bucks Arts Charter High School will serve students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Signature of Parent/ Guardian: Jerome FrancoDate: 3/18/18

Recruiter's Name (if applicable): _____

Date: _____

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CHARTER SCHOOL STUDENT PRE-ENROLLMENT NOTIFICATION FORM For 2019-2020 School Year

I. Student Information:

Student's Last Name: Noonan First Name: Ashton MI: P Date of Birth: 5/31/04
Home Address: 508 North St. City: Doylestown State: PA Zip: 18901
Home Telephone: 267-629-9940 E-mail: unca31@yahoo.com Gender: F

Area of Interest: Please check the student's areas of interest for audition. You may check more than one.

Dance: ☒ Figure Skating: ☐ Instrumental Music: ☐ Theatre: ☐ Literary Arts/Media: ☐
Design & Digital Art: ☐ Vocal Music: ☐ Print/Media Journalism: ☐ Musical Theatre: ☐

Name of Last School attended: Lenape Middle School
Address of Former School: 313 W. State St. Doylestown, PA
Previous Grade: 8 Withdrawal Date from Former School: Still enrolled
Is your child receiving special services? No: ☐ Yes: ☒ (If yes, describe below):
504 for type 1 diabetes

II. Parent/Guardian Information:

Child Lives With: Both Parents: ☒ Both Parents Alternately: ☐ Father Only: ☐ Mother Only: ☐ Guardian Only: ☐

Parent or Legal Guardian: First Name: Monica Last Name: Smith

Home Address: same as above

City/State/Zip: _____

Cell Phone: (267) 629-9940

Home Phone: () _____ Work Phone: 267-880-3930

E-mail: unca31@yahoo.com

monicasmithnoonan@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks County in grades 9-12. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, **non-binding** and indicative of my interest and support for this school.

Signature of Parent/Guardian: Monica Smith

Date: 3/14/18

Recruiter's Name (if applicable): _____

Date: _____



Pre-Enrollment from Email to the Office

Child's Name

Eva

Lee

Jakubowicz

Address

218 South 5th St

Perkasie

Pa

18944

Gender

Female

Home School District

Pennridge

Grade in 18-19

9

Areas of Interest

Dance



Vocal Music



Theatre



Design & Digital Art



Musical Theatre



Instrumental Music



Figure Skating

Is your child receiving special services? **If yes please explain**

Yes

Parent / Guardian's name

Tara

Anderson

267-337-5833

tjanderson88@gmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks & surrounding counties.

I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Please Type Signature in Box Below:

Tara Anderson

6/10/20

**I have read and understand the statement above****Submit Application**

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tlcbucks@gmail.com

Pre-Enroll Today!

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Marisa

A

Cosenza

6298 Meshaminy Valley Drive

Bensalem

PA

19002

Female



Bensalem

9



No



Describe any special services

Virginia

Cosenza

215-741-0168

virginia_cosenza@yahoo.com

Virginia Cosenza

8/2/18



Submit Application

TLC 000154

Pre-Enroll Today!

The TLC Bucks Arts Charter High School will serve students from Bucks & surrounding counties in grades 9-12. This school will focus on a variety of visual and performing arts, along with a strong academic program. The form below is a preliminary application; it is non-binding and is only indicative of your interest and support for this school.

Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Glenn
G
Coseria

6208 Neshaminy Valley Drive
Bensalem PA 19006

Female
Bensalem 9

No

Describe any special services

Virginia Coserza
215-741-5168
virginia_coserza@yahoo.com

Virginia Coserza 84-18
✓

Submit Application

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tlcbucks@gmail.com

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Makena

L

Boesenhoier

7 Quail Rd

Levittown

PA

19057

Female

Neshaminy

8

No

Describe any special services

Jacqueline

Boessenhoier

2158609127

pooh143cbm@noimail.com

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tlcbucks@gmail.com

Pre-Enroll Today!

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

Vanessa

M.I.

Dobbins

Address

992 Marian Road

Warminster

PA

18974

Gender

Home School District:

Grade in 18-19

Female

Centennial

8

Areas of Interest

Dance

Theater

Theatre

Design & Digital Art

Musical Theatre

Instrumental Music

Figure Skating

Is your child receiving special services? please explain

No

Describe any special services

Parent / Guardian's name

Corinne

Dobbins

2154708320

kcdobbins1@verizon.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks & surrounding counties. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Please type Signature in Box Below:

Corinne Dobbins

8/4/2018

I have read and understand the statement above

Submit Application

Contact

484-264-7302

484-264-7302

©2018 by TLC Bucks Arts Charter High School

Child's Name

Simone

L

Graves

Address

4604 Murray St

Bristol

PA

19007

Gender

Female

Home School District

Bristol Township

Grade in 18-19

7

Areas of Interest

☐ Dance

☐ Vocal Music

☐ Theatre

☒ Design & Digital Art

☐ Musical Theatre

☐ Instrumental Music

☐ Figure Skating

Is your child receiving special services please explain

No

^

N/A

Parent / Guardian's name

Tamara

Graves

2152665371

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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484-264-7302

tlcbucks@gmail.com

Pre-Enroll Today!

The TLC Bucks Arts Charter High School will serve students from Bucks & surrounding counties in grades 9-12. This school will focus on a variety of visual and performing arts, along with a strong academic program. The form below is a preliminary application; it is non-binding and is only indicative of your interest and support for this school.

Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

Chloe M Cain

Address

137 Penns Grant Drive

Morrisville

PA

19067

Gender

Female

Home School District

Pennsbury SD

Grade in 18-19

9

Areas of Interest

☒ Dance☐ Theatre☐ Musical Theatre☐ Figure Skating☐ Vocal Music☐ Design & Digital Art☐ Instrumental Music

Is your child receiving special services? If yes, please explain

No

Parent / Guardian's name

Tina Cain

207-992-2294

tina_cain@cox.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks & surrounding counties.

I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Please Type Signature in Box Below:

Tina Cain

6/13/2018

☒ I have read and understand the statement above

[Submit Application](#)

Contact

tlcbucks@gmail.com

484-264-7302

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Child's Name

Amber

R

Curtin

Address

33 Plumtree Rd

Levittown

PA

19056

Gender

Female

Home School District

Bristol Township

Grade in 18-19

6

Areas of Interest

☒ Dance☐ Vocal Music☐ Theatre☐ Design & Digital Art☐ Musical Theatre☐ Instrumental Music☐ Figure SkatingIs your child receiving special services? if yes, please explain

No

Describe any special services

Parent / Guardian's name

Bonnie

Curtin

267-363-5164

Bonnie.Curtin@wakefern.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks & surrounding counties.

I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Please Type Signature in Box Below:

Bonnie Curtin

08/10/18

☒ I have read and understand the statement above

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

Samantha

C

McBride

Address

1236 Cushmore Rd

Northampton

PA

18966

Gender

Female

Home School District

Centennial

Grade in 18-19

8

Areas of Interest

Dance

Vocal Music

Theatre

Design & Digital Art

Musical Theatre

Instrumental Music

Figure Skating

Is your child receiving special services? If yes please explain

No

Describe any special services

Parent / Guardian's name

Johnna

McBride

215-485-6491

ajamcb@hotmail.com

I understand that the TLC Bucks Arts Charter High School will service students from Bucks & surrounding counties.

I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Please Type Signature in Box Below:

Johnna McBride

8/11/18

I have read and understand the statement above

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

Alexia

S

Kowalski

Address

4048 Barnsleigh Dr

Bensalem

PA

19020

Gender

Female

Home School District

Bensalem

Grade in 18-19

8

Areas of Interest

- ☐ Dance
 ☐ Vocal Music
☐ Theatre
 ☐ Design & Digital Art
☐ Musical Theatre
 ☐ Instrumental Music
☐ Figure Skating

Is your child receiving special services? If yes, please explain

No

Describe any special services

Parent / Guardian's name

Sue

Kowalski

215-469-0266

salem0168@verizon.net

I understand that the TLC Bucks Arts Charter High School will serve students from Bucks & surrounding counties. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

Please Type Signature in Box Below:

Sue Kowalski

08/07/2018



I have read and understand the statement above

Submit Application

<https://www.tlcbucks.org/admissions>

Contact

tlcbucks@gmail.com

484-264-7302

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name

Brian Jr

C

Donnelly

Address

225 Franklin Street

Bristol

PA

15007

Gender

Male

Home School District

Bristol Borough

Grade in 18-19

6

Areas of Interest

- ☐ Dance
☐ Theatre
☐ Musical Theatre
☒ Figure Skating
☐ Vocal Music
☒ Design & Digital Art
☐ Instrumental Music

Is your child receiving special services? Please explain

No

Describe any special services

Parent / Guardian's name

Jennifer

Donnelly

267-994-2705

jdonnelly2380@comcast.net

I understand that the TLC Bucks Arts Charter High School will service students from Bucks & surrounding counties. I further understand that this school will focus on a variety of visual and performing arts along with a strong academic program. I further understand that this is a preliminary application, non-binding and indicative of my interest and support for this school.

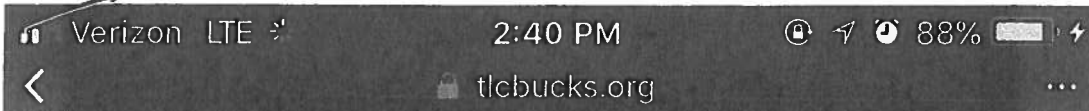
Please Type Signature in Box Below:

Jennifer Donnelly

8/24/18

☒ I have read and understand the statement above

Submit Application



Child's Name

Brenna

Juba

Adress

303 Logan ave

Croydon

Gender

Female

Pennsylvania

Home School District

19021

phone
email: Juba@tgcma
current school
name
Parents name
- ~~Harley~~ Juba
Kelly



tlcbucks.org



Home School District

Grade in 18-19

Areas of Interest



Dance



Theatre



Musical Theatre

School will serve students from Bucks &

surrounding areas in grades 9-12



TLC BUCKS ARTS CHARTER HIGH SCHOOL

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Scan & email completed form to: tlcbucks@gmail.com OR mail completed application to: 2109 Bally Drive, Northampton PA 18067

Child's Name		
Leah	MI	Williams
Address		
1004 Franklin Ave		
Croydon	PA	19021
Gender	Home School District	Grade in 18-
Female	Bristol Township	8
Areas of Interest		
<input checked="" type="checkbox"/> Dance	<input type="checkbox"/> Vocal Music	
<input type="checkbox"/> Theatre	<input type="checkbox"/> Design & Digital Art	
<input checked="" type="checkbox"/> Musical Theatre	<input type="checkbox"/> Instrumental Music	
<input type="checkbox"/> Figure Skating		
If yes please explain		
Is your child receiving special services?		
No		
Parent / Guardian's name		
Kimberly	Williams	
215-351-2665		
kmbrly_wms@yahoo.com		



Master Sign-In List

#	DATE	FIRST NAME	LAST NAME	ST ADDRESS	CITY, STATE, ZIP
1	4/14/2018	Cappy Lewis	Adduci	425 Robin Rd	Hatboro, Pa 19040
2	8/21/2018	Jennifer	Affleck	2712 New Falls Rd	Newportville, PA 19056
3	4/14/2018	Pam	Albright	8204 Brookside Rd	Elkins Park, PA 19027
4	4/14/2018	Cameron	Anble-Branigan	8204 Brookside Rd	Elkins Park, PA 19027
5	9/16/2018	Det	Ansinn	432 Belmar Ave	Doylestown, PA
6	9/16/2018	Bridget	Ansinn	432 Belmar Ave	Doylestown, PA
7	8/26/2018	Eric	Apelt	108 Bald Cypress Lane	Levittown, PA 19054
8	9/16/2018	Jodi	Apice	3202 Clive Ave	Bensalem, PA 19020
9	8/21/2018	Christy	Becker	2 Vista Rd.	Levittown PA 19057
10	8/26/2018	Jane	Belak-Hamer	329 Richard Rd	Yardley, PA 19067
11	3/14/2018	Alyssa	Benner	193 Westbury Dr	Warminster, PA 18974
12	5/2/2018	Barbara	Bjerring		
13	8/21/2018	Jackie	Boesenhofer	7 Quail Rd	Levittown, PA 19057
14	9/18/2018	Travis	Breen	1106 Kater St	Philadelphia, PA 19147
15	3/24/2018	Jennifer	Briggs	524 3rd Avenue	Warminster, PA 18974
16	8/26/2018	Susan	Brounce	39 Round Hill Rd.	Levittown, PA 19056
17	9/9/2018	Bailey	Brounce	39 Round Hill Rd.	Levittown, PA 19056
18	9/9/2018	Barry	Brounce	39 Round Hill Rd.	Levittown, PA 19056
19	3/24/2018	Tom	Brunt	99 Cedar Dr	Doylestown, PA
20	8/21/2018	Colleen	Buchinsky	4728 Anaconda Rd	Bensalem, PA 19020
21	8/21/2018	Tina	Cain	137 Penns Grant Drive	Morrisville, PA 19067
22	9/9/2018	Sandra	Carr	1434 Williams	
23	8/26/2018	Jenifer	Cataldi	927 Circle Dr	Southampton, PA 18966
24	4/14/2018	Vicki	Cecere	112 Deer Run Rd	Perkasie, PA
25	4/14/2018	Lily	Cecere	112 Deer Run Rd	Perkasie, PA
26	5/6/2018	Kim	Clarke	1060 Hackney Circle	
27	9/11/2018	Isabela	Colacchio	35 Chancery Rd	Langhorne, PA 19047
28	8/26/2018	Daniel	Cosenza	6298 Neshaminy Valley Drive	Bensalem, PA 19020
29	8/26/2018	Virginia	Cosenza	6298 Neshaminy Valley Drive	Bensalem, PA 19020
30	8/21/2018	Bonnie	Curtain	33 Plumtree Rd	Levittown PA 19056
31	8/21/2018	Tom	Curtain	33 Plumtree Rd	Levittown PA 19056
32	9/16/2018	Emily	Daniels	369 Snowball Dr	Levittown, PA 19056
33	9/9/2018	Rowena	David	1238 Chedonia Dr	Warminster, PA 18974

CELL PHONE	EMAIL
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215-896-6793	cameronabmail@gmail.com
215-313-0634	bridget@balletarts.com
215-313-0634	
267-908-2557	eapect@gmail.com
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973-903-937	janevet99@gmail.com
215-773-0426	sum1else2no@verizon.net
267-265-0113	hbiering@gmail.com
215-880-9127	pooh143@hotmail.com
718-986-2330	trav4danc@aol.com
215-348-6946, 215-620-3993	jmlanzetta@buckscounty.org
215-547-9424	TalkSJB@verizon.net
215-547-9424	TalkSJB@verizon.net
215-378-0877	B.isme1@verizon.net
215-633-0950	cabuchinsky@gmail.com
267-992-2294	tina_cain@lenox.com
267-202-1095	fscarr01@aol.com
215-880-9529	NickCat73@outlook.com
215-257-4864	
215-257-4864	
215-500-5193	kcclark1@verizon.net
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215-741-0188	danny1828@yahoo.com
215-741-0168, 267-467-3340	virginia_Cosenza@yahoo.com
267-333-5109	sunshine25bc@gmail.com
267-333-5111	curts1167@gmail.com
215-973-2520	alddh823@verizon.net
267-282-4043	RwnDavid@yahoo.com

34	9/9/2018	Cliff	Davis	231 Zachary Way	Yardley, PA 19067
35	8/26/2018	Tina	Dockery	2545 Glenn Ave	Bensalem, PA 19020
36	8/26/2018	Daniel	Dockery	2545 Glenn Ave	Bensalem, PA 19020
37	5/2/2018	Pam	Dragotta		
38	9/11/2018	Jeanine	Eddlemen	2944 Crafton Dr	Bensalem, PA 19020
39	8/21/2018	Jackquill	Fields	1022 B Fox Chase Rd	Jenkintown, PA 19046
40	9/11/2018	Jeanine	Fischer	3572 West Dr	Bensalem, PA 19020
41	5/2/2018	Steve	Fuges		
42	5/2/2018	Christina	Fuges		
43	9/16/2018	Giuliana	Gausz	2813 Country Lane	Langhorne, PA 19047
44	5/2/2018	Paul	Gold	PO Box 1000	Carversville, PA 18913
45	8/21/2018	Mitchell	Goldberg	249 Carson Way	Yardley, PA 19067
46	8/26/2018	Melanie	Goldstein		
47	8/26/2018	Frank	Goldstein		
48	8/21/2018	Tamara	Graves	4604 Murray St	Bristol, PA 19087
49	8/26/2018	Rehab	Hamouda	100 Edison Rd	Doylestown, PA 18901
50	9/9/2018	Margaret	Hang	10821 Pelle Circle	Philadelphia, PA 19154
51	3/18/2018	Marjane	Harris	40 N. Church St	Doylestown PA 18901
52	8/26/2018	Michele	Harris	152 Trenton Ave	Hulmeville, PA 19047
53	8/26/2018	Doug	Harris	152 Trenton Ave	Hulmeville, PA 19047
54	8/26/2018	Courtney	Harris	152 Trenton Ave	Hulmeville, PA 19047
55	5/2/2018	Phil	Hayman		
56	9/16/2018	Eric	Hesser	2813 Country Lane	Langhorne, PA 19047
57	3/14/2018	Rocio	Higney	4612 Old Oak Rd	Doylestown, PA 18902
58	3/14/2018	Joe	Higney	4612 Old Oak Rd	Doylestown, PA 18902
59	8/26/2018	Tonya	Hunsberger	22 Bellaire Drive	Langhorne, PA 19047
60	9/11/2018	Stephanie	Inselberg	3637 Morrow Dr	Bensalem, PA 19020
61	9/16/2018	Nicole	Jacavage	2813 Country Lane	Langhorne, PA 19047
62	8/26/2018	Nolan	Johnson	30 Hill Ave	Morrisville, PA 19067
63	8/21/2018	Kelly	Juba	303 Logan Ave	Croydon, PA 19021
64	9/22/2018	Hailey	Juba	303 Logan Ave	Croydon, PA 19021
65	8/26/2018	Megan	Kaufeld	72 Goldenridge Dr.	Levittown, PA 19057
66	5/6/2018	Reva	Kazman	513 Bogey	Doylestown, PA
67	8/21/2018	Tina	Kearney	5024 Sunrise Ave	Bensalem, PA 19020

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215-962-7509	ifischer@mllinvestments.com
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917-699-1700	goldfilm@comcast.net
215-266-5371	tamara s graves@comcast.net
215-980-8156	pedoctor@mail.com
267-216-7830	mhang210@gmail.com
919-880-3501	marlaneharris@yahoo.com
215-757-6012	michelehar@verizon.net
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215-757-6012	
	hayman.phil@gmail.com
267-566-0576	eric12503@outlook.com
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267-566-0576	nicole51076@yahoo.com
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215-431-2973	jubakk@gmail.com
215-510-1696	Haileybriella@gmail.com
215-264-2140	QT0887@gmail.com
267-483-5118	
215-400-0355	tkearney1974@hotmail.com

68	8/21/2018	Christine	Kelly	324 Hill Ave	Longhorne, PA 19047
69	9/9/2018	Meghan	Kelly	1951 Mulbern Lane	Warrington, Pa 18976
70	3/24/2018	AJ	Kise	835 Radclyff St	Bethlehem, PA
71	8/21/2018	Sue	Kowalski	4548 Barnsleigh Dr	Bensalem, PA 19020
72	9/9/2018	Victoria	Langdon	2 Clearview Ave	Chalfont, PA 18914
73	5/6/2018	J Duncan	LaPlante	PO Box 81	Lambertville, NJ 08530
74	8/21/2018	Shannon	Lowman	23 Quail Rd	Levittown PA 19056
75	3/24/2018	Denise	Madison	649 West County Line Rd	Hatboro, Pa 19040
76	5/2/2018	Mary	Matus		
77	8/21/2018	Johnna	McBride	1236 Cushmore Rd	Southampton, PA 18966
78	9/16/2018	Maureen	McKenna	518 Chestnut Ct	Langhorne, PA 19047
79	3/18/2018	Jill	McMullen	1634 Sweetbriar Rd	Ottsville, PA 18942
80	5/2/2018	Shelly	Mee	245 Hastings Ct	Doylestown, Pa 18901
81	5/2/2018	James	Mee	245 Hastings Ct	Doylestown, Pa 18901
82	4/14/2018	Faye	Meyer	261 N. Tamenend Ave	New Britain, PA 18901
83	9/16/2018	Denise	Mitchell	2310 Rittenhouse Square	Bensalem, PA 19020
84	3/24/2018	Dave	Mohn	401 Woodhill rd	Newtown, PA
85	3/24/2018	Pat	Mohn	401 Woodhill rd	Newtown, PA
86	3/23/2018	Jeanell	Morgan	980 Princeton Pl	
87	3/24/2018	Lisa	Morton	165 Pebble Woods Dr	Doylestown, PA
88	3/24/2018	Delaney	Morton	165 Pebble Woods Dr	Doylestown, PA
89	8/26/2018	Katherine	Murphy	30 Hill Ave	Morrisville, PA 19067
90	8/21/2018	Juan	Navia	3884 Stable Ct	Doylestown, PA 18902
91	8/21/2018	Debbie	Nemeth	215 Central Ave	Croydon, PA 19021
92	8/21/2018	Tina	Newlin	421 Crescent Rd	Hatboro, Pa 19040
93	5/2/2018	Bufy	Parvin		
94	9/9/2018	Colleen	Prendugs	507 Girard Ave	Croydon, PA 19021
95	3/18/2018	Jena	Propato	545 Cornell Dr	Warrington, Pa 18976
96	9/18/2018	JoAnn	Riker	304 Dogwood Dr	Levittown, PA
97	8/21/2018	Maggy	Robinson	549 Kings Rd	Yardley, PA 19067
98	8/21/2018	Kelly	Roper	48 Macintosh Rd	Levittown PA 19056
99	5/6/2018	Sarabeth	Rose	627 Meadow Creek Ln	Perkasie, PA 18944
100	8/21/2018	Maya	Rose	627 Meadow Creek Ln	Perkasie, PA 18944
101	8/21/2018	Julie	Senecoff	3884 Stable Ct	Doylestown, PA 18902

267-288-8578	
215-982-0051	meghankelly@comcast.net
484-939-4578	Kiseal@yahoo.com
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267-222-2557	borta1999@gmail.com
215-598-7218	duncrita@voicenet.com
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267-278-0000	denisemadison5@gmail.com
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215-750-0521	bryanmaureen@verizon.net
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	Faye Meyer@yahoo.com
215-380-0654	denisemitch@comcast.net
215-378-5385	dave@davemohn.com
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267-987-1514	jeanello24@comcast.net
267-880-6023	lisanmarkm@msn.com
267-880-6023	lisanmarkm@msn.com
267-981-1511	Kmurphy@newtownfriends.org
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215-630-5289	starryniteparty@aol.com
215-262-7635	Morgan55@Epix.net
215-588-2245	cspdesignart@gmail.com
215-360-7585, 267-483-5332	
267-579-8632	nuttynetty27@yahoo.com, joann.riker@yahoo.com
215-479-3689	maggyrobinson@hotmail.com
215-828-1089	
215-350-5277	sarabeth.rose71@gmail.com
	senecoff@verizon.net

102	8/26/2018	Kris	Sherer		
103	9/16/2018	Emily	Smeder	10 Larkspur Rd	Levittown, PA 19056
104	9/16/2018	Peyton	Smith	610 Poquessing Ave	Philadelphia, PA 19116
105	9/16/2018	Dawn	Smith	610 Poquessing Ave	Philadelphia, PA 19116
106	8/21/2018	Bette	Sovinee	207 W Ferry Rd	Yardley, PA 19067
107	5/6/2018	Marge	Spinelli	4403 Knox Ct	
108	3/24/2018	Kristy	Stachel	10 Longleaf Dr	Perkasie, PA 18943
109	3/24/2018	Shawn	Stachel	11 Longleaf Dr	Perkasie, PA 18944
110	3/24/2018	Alexa	Stachel	12 Longleaf Dr	Perkasie, PA 18945
111	9/9/2018	Autumn	Stressmen	619 Parkvale Ave	Langhorne, PA 19047
112	9/9/2018	Gabriel	Stressmen	619 Parkvale Ave	Langhorne, PA 19047
113	9/9/2018	James	Taylor	18 Crescent Lane	Levittown, PA 19055
114	3/24/2018	Nickie	Trotter	903 Eagle Lane	Doylestown, Pa 18901
115	9/11/2018	Daniel	Troy	521 Main St	Hulmeville, PA 19047
116	8/21/2018	Nicole	Van Reymerdsdal	723 Chatham Rd	Fairless Hills, PA 19030
117	9/9/2018	Sara	Van Reymerdsdal	723 Chatham Rd	Fairless Hills, PA 19030
118	5/2/2018	Madison	VanHauten		
119	5/2/2018	Tracy	VanHauten		
120	9/18/2018	Jennifer	Wagner	2056 Hulmeville Rd	Bensalem, PA 19020
121	9/18/2018	K	Weimer	BCCT	
122	9/9/2018	Kimberly	Williams	1004 Franklin Ave	Croydon, PA 19021
123	9/9/2018	Derrick	Williams	1004 Franklin Ave	Croydon, PA 19021
128	5/6/2018	Hannah	Yu	1201 Cobblestone Circle	Lansdale, PA 9446
129	3/24/2018	Jaci		1297 Victoria Rd	Warminster, PA 18974
130	3/24/2018	Justin		1297 Victoria Rd	Warminster, PA 18974
131	3/24/2018	Danielle		920 W. Bristol Rd	Warminster, PA 18974
132	3/24/2018	Ella		920 W. Bristol Rd	Warminster, PA 18974
133	5/6/2018	Courier Times			
134	8/26/2018			1039 Byberry	
135	9/22/2018	Tanya	Nieves	301 Heights Apt. 35B	Feasterville, PA
136	9/22/2018	Don	Vile	2211 Ogden Ave	Bensalem, PA 19020
137	9/22/2018	Kim	Beveridge	14010 Napier St	Philadelphia, PA
138	9/22/2018	Daniella	Blowitski	127 Kingsclere Dr	Southampton, PA 18966
139	9/22/2018	Trish	Pidcock	3678 Kingston Way	Bensalem, PA 19020

215-962-1478	whitehorse110@verizon.net
215-840-8855	Emilvredems@gmail.com
215-840-3791	Dancergirl0802@icloud.com
215-840-3791	dawnsmith1986@gmail.com
215-493-1205	bsovinee56@comcast.net, coordinator@artistsofyardley.org
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267-614-3195	
267-614-3196	
267-614-3197	
215-804-8600	autumnstressman@gmail.com
215-804-8601	stressdmn1@aol.com
267-229-6329	drumrocke207@aol.com
267-738-1643	LLT903@aol.com
215-582-1628	dtroyphoto@cs.com
267-793-4056	keithvr@verizon.net
267-793-4056	keithvr@verizon.net
215-205-2880	
215-491-4535	
215-638-0407	jenniferwagner19@gmail.com
267-987-6208	kmbrly_wms@yahoo.com
267-987-6208	
215-380-9870	hanjoice@hotmail.com
	imwart13@verizon.net
607-743-3014	idecoc@verizon.net
607-743-3014	
215-704-0194	
267-596-9490	ccombs4444@msn.com
215-617-8981	tnieves211@yahoo.com
215-639-6584	kvile@yahoo.com
215-605-6010	kibev2625@comcast.net
215-554-0858	Dblowitski@verizon.net
267-322-2026	BigRed666@verizon.net

140	9/22/2018	Cindy	Pidcock	3678 Kingston Way	Bensalem, PA 19020
141	9/22/2018	Jennie	Impriano	3678 Kingston Way	Bensalem, PA 19020
142	9/22/2018	Robert	Lane	17 Millyko Drive	Washington Crossing, PA
143	9/22/2018	Lorna	Lane	17 Millyko Drive	Washington Crossing, PA
144	9/22/2018	Lorna	Alford	43 Aster Way	Newtown, PA
145	9/22/2018	Megan	Baranoski	1415 Algate	Bensalem, PA 19020
146	9/22/2018	Margaret	Fitzgerald	281 High Rd. Apt B2	Bensalem, PA 19020
147	9/22/2018	Keelyn	Fitzgerald	281 High Rd. Apt B2	Bensalem, PA 19020

215-245-0462	cyndrilla50@aol.com
215-245-0462	
215-595-6472	
215-595-6472	Lornaliz17@gmail.com
201-753-0842	cookies08534@gmail.com
267-239-4030	megandianemcginty@gmail.com
609-284-6640	margefitz5670@yahoo.com
609-284-6640	



Sign-In Sheets from Open House

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

9/22/18
Jan Mitchell
House
Back
Roh

Name

Address

Email

Phone

Today's Date

Hailey Lee	303 Logan Ave	Hailey@jillla @jillla	215-510-1890	9/22/18
Tanya Nieves	301 Heights Apt: 35B Festerville PA	tnieves211@yahoo.com	215-617-8981	9/22/18
Virginia Cosenza	60498 Westhamm Valley Dr Bensalem PA 19020	Virginia-Cosenza @yahoo.com	267-467-3346	9/22/18
Don Vile	3411 Olden	K Vile@Yahoo .com	215-639-6584	9-22-18
Kim Beveridge	1490 Napier St. Phila	kibeveridge@comcast.net	215-605-6010	9-22-18
Daniella Blawie	127 Kingslane Dr	DBlowie@verizon.net	215-554-0058	9/22/18
JoAnn Eiker	304 Dogwood Dr	Joann.Eiker@yahoo.com	(202) 579-8232	9/22/18
Denise Mitchell	2310 Rittenhouse Sq Bensalem	Denise.mitch @comcast.net	215-380-0654	9/22/18

9/22/18

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Name	ADDRESS	TELEPHONE	E-MAIL	How have you heard about us?
Trish Piccoli	3078 Fargestad Way	207 322 2026	Gyrfel666@verizon.net	(in Bensalem)
Cindy Pirock	3678 Kingston Way	215-245-0462	Cyndee450@aol	(Bulentin)
Jeanne Impriano	"	"	"	"
+Robert Lorna Lange	17 Mily Kopr. Neuman	215 595 6472	Lorna1217@gmail.com	Neutrium Park
Lorna Afford	43 Aster Way	201 753 0842	lornae508534@gmail.com	"
Megan Taranski	1415 Allgate Bensalem PA	267-239-4030	megandianmcsin@yahoo	
Margaret Itabara	1881 High Rd Apt 108 Bensalem PA	267-284-6445	margaret5670@yahoo.com	Facebook
+Keevin				

DR Kobben -
Frank
Rickie Trotter

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Name

Address

Email

Phone

Today's Date

Jack Fields	1022 S Fox Chase Rd Phila PA 19114	fieldsjacke90@gmail.com	215-888-0482	9/18/19
Travis Breen	1106 Kater ST. Phila PA 19114	Travldance aol.com	718-986-2330	9/18/18
Jennifer Wagner	2057 Hickmanville Rd Bensalem PA	jenniferwagner 19@gmail.com	215-638-0467	9/18/18
Jeanette Riker	304 Dogwood Dr. Levittown	nuttynetty71@yahoo.com jeann_riker@yahoo.com	→ (267) 579-8632	9/18/18
Kuderna	Beet			9/18/18

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Bart
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den

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Name	ADDRESS	TELEPHONE	E-MAIL	How have you heard about us?
Nicole Savage	2813 Country Lane Countryside, PA	610-566-0576	Nicole5101@aol.com	
Meliana Gausz	2813 Countryside Lane Countryside, PA	↓	ggousz22018@gmail.com	
Eric Hesser	2813 Countryside Lane Countryside, PA	↓	eric19503@outlook.com	
Dan Smith	1010 Pocussing Ave 19110	215-840-3791	dancergirl10812@yahoo.com	
Dawn Smith	4110 Rodgers Mill Rd Pottsville, PA	215-840-3791	dawnsmith1986@gmail.com	
Derby Jet Brown	1132 Belmont St Pottsville, PA	215-313-0634	bj.dyer1@bulletarts.com	

9/16/18

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TLC 000183

Name	ADDRESS	TELEPHONE	E-MAIL	How have you heard about us?
Emily Daniels	369 Snowball Dr Levittown, PA 19056	215-943-2520	alddh823@verizon.net	Post Card
Emily Sauer	10 Marks Park Rd Levittown, PA 19056	215-240-8855	Emilyredens@gmail.com	friend
Jedapice	302 Clarks Road Levittown, PA 19056	267-977-1885	10picad@verizon.net	friend/postcard
Jennifer Briggs	524 3rd Ave Levittown, PA 19056	215-620-3993	jenny.girl@verizon.net	facebook
DENISE MITCHELL	2310 Rittenhouse Rd Levittown, PA 19056	215-380-0654	denisemitch@comcast.net	word of mouth
Maureen McKenna	518 Chestnut St Levittown, PA 19047	215-750-0521	maureen@verizon.net	Facebook

TLC 000184

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[illegible]

9/19/18 SUNDAY

TLC BUCKS ARTS

Tom
Louise
Barbara
TLC 000165

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Name	ADDRESS	TELEPHONE	E-MAIL	How have you heard about us?
Kimberly & Derrick Williams	1001 Franklin Ave 19021 Cozyden PA	267-987-6208	kabryl-w@yaho.com	Friend from Dance Studio
Autumn Stressman	6019 Parkview Ave Langhorne, PA 19047	215-804-8600	autumnstressman@gmail.com	A friend
Meg Kelly	1457 Mulberry Ln Manafon, PA 18976	215-682-0057	megkelly@comcast.net	a friend
Sara Van Rymersdal + Nicole Van Rymersdal (Mom)	709 Chatham Rd Fairless Hills, PA 19030	267-793-4056	keith@verizon.net	post card
Susan Brouce	39 Kenneth Rd Levittown 19056	215-5479424	talks53@verizon.net	paper - 2nd vest
Berny Brouce	35 Round Hill Rd	215-378-0877	bernies@verizon.net	paper got us
James Taylor	18 Crescent Ave	267-229-6329	drumrock207@aol.com	paper
Sandra Carr	1434 Williams	267-222-1095	scarr@ad.com	invite
Victoria Landon	2 Clearview Ave. Chalfont PA 18914	267-222-2557	botra1999@gmail.com	Reva Kazman
1 Duplicate Virginia Cosca	6498 Neshaminy Valley DE	267-467-3340	Virginia_Cosca@yahoo.com	Sign
2 Duplicate Daniel Johnson	Bensalem PA 19020	347-393-5477	Danny1828@yahoo.com	Sign

9/9/18

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Name	ADDRESS	TELEPHONE	E-MAIL	How have you heard about us?
Margaret Lang	10821 Pelic Circle 19154	267-216-7830	mlang21@gmail.com	Friend
ROBERTA DAVIS	1338 CATERBARK DR.			
	WILKINSON, PA 15714	267-382-41043	ROB.DAVIS@YAHOO.COM	FB
Carrie Stinson	614 Parkside Ave Chesham, Pa. 19019	248-8141-8601	Stinsoncarrie@yahoo.com	FB
Cliff Davis	231 Belknap Way York, Pa	978-618-0877	CDAVIS@GMAIL.COM	Pages
Colleen Hendry	507 Girard Ave Jordan	215 588 2295	CSdesignart@gmail.com	FB

Tina Mitchell
Nick's Board members
attended

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8/26/18

Parent/Guardian

Name Student Name Address Email Phone How you heard about us

Christina Lusk	Brianne Lusk	1039 Liberty	Combs, Kelly combskelly@gmail.com	267-576-2660	Team
Tanya Hunsberger	Sarah Hunsberger	22 Bellair Rd. Langhorne	hunsberger3@gmail.com	267-391-5864	Signed
Jennifer Caldwell	London Caldwell	927 Park Circle	Miranda Caldwell miranda.caldwell@gmail.com	215-208-2006	online
Melanie Frank Goldstein			memellie@verizon.net		Online
Nichole/Doucy Courtney Harris	Courtney Harris	152 Trenton Hulmeville PA 19047	Nichole Harris doucyharris@gmail.com	215-757-6012	Friends / Signed
Katie Murphy / Danner	Chase Johnson	30 Hill Ave. Morrisville PA 19061	Kmurfynewtonfriends.org	267-981-1511	friend / online
Naomi Kaurfeld	Makenzie Kaurfeld	72 Goldenside Rd Levittown PA 19057	makemk10@gmail.com	215-264-2140	online
Virginia Cosenza	Lianna Cosenza	6298 Meschery Valley De 19380	Virginia Cosenza vycosenza@gmail.com	267-467-3346	Signed
Danny Cosenza	Lianna Cosenza	11 11	Danny 1828 @ yahoo.com	247-343-5477	Signed

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Parent/Guardian Student Name Address Email Phone How you heard about us

Susan Browne	Bailey Browne	398 Grand Ave Levittown, PA 19002	talk513@verizon.net	215-547-9424	Online News
Jane Belak-Hamer	Darci Hamer	329 Richard Rd Hartley, PA 19042	janevet99@gmail.com	973-903-9372	online news
Eric Speit	Ava Speit	108 Bald Cypress Levittown, PA	capc145@gmail.com	267-908-2557	on the news/facebook
Tim Daniel Dockery	Alyssa Dockery	2545 Glenn Ave Bensalem, PA 19004	dandockery@verizon.net	(215) 633-7208	Newspaper
Rehab Hamouda	Mahmoud & Ali	100 Eden Rd Doylestown, PA	Pedocor@wind.com	215-980-8156	Social media
Robert Sker	AP		whitakerse110@verizon.net	215-962-1478	friend has daughter in ballet program friend used to be a ballerina

1001
 Jan Barbara
 Frank
 Stephen
 Rob
 Nick
 Nickie

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8/21/18

Name	Address	Email	Phone	How you heard about us
Rena Kazmau	13 Boney Circle Doylstown, Pa	rkazmau2@gmail.com	267 483 5118	Paper - Bucks
Lamar Graves	4604 Murray St Bristol Pa 19017	lamar-graves@comcast.net	215-266-5371	Yard Sign/Facebook
Debbie Debbie Savine	949 Mirror Lake Yorkley	coordinator@artistsofyorkley.org	215-493-1205	e-mail
Maggie Robinson	949 Mirror Lake Rd Yorkley Pa 19067	past president	215 479 3689	E-Mail
Susan Rava Gene Schwartz	3884 State Cir Duncaster PA 18802			Board member
McNeil Caroline	244 Carson Way Yorkley Pa 19067			BOARD MEMBER
Nickie Frother				Board member
Jackie Buesenmeyer	7 QUAIL ROAD Levittown PA 19057	poohy3com@hotmail.com	215-880-9127	FOCALBOOK
Bonnie Martin	33 Plumtree Rd Levittown PA	sushines5555@gmail.com	267-233 5109	Post Card Face Book

TLC BUCKS ARTS

CHARTER HIGH SCHOOL

8/21/18

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Parent/Guardian

How you heard

Name

Student Name

Address

Email

Phone

about us

Shannon Loman	Kerene Loman	23 Quill Rd Levittown	suborgart@ yahoo.com	215 839 4696	New Paper
Kristen Affler	Caithlin Affler	2712 Mastells Rd Newport Hills, PA	off June Affler gmail.com	267-254- 0434	Inter net
Nicole Van Reymersdal	Sara Van Reymersdal	723 Chatham Fairless Hills, PA	Keith v r verizon.net	267-793- 4056	Postcard
Colleen Buchinsky	Isabella Ave Lytle	4708 Angstrom Riverside	cabuchinsk ymail.com	215-633- 2950	Post card
Christine Kelley	Carlyn & Owen	324 Hill Ave Longmore, PA	Cakeleyo30 gmail.com	267-388-8578	Postcard
Tina Kearney	Katie Kearney	5044 Sunrise Bensalem, PA	tkearney1974 @hotmail.com	215-460-6555	Card Sign
Tina Neudin	Julia Neudin	421 Crescent Rd Hastore, PA	stammnikpauy@aol.com	215-305-2289	Friend
Kelly Koper	Michaela Stanon	418 Marlinsat Rd Levittown, PA	Stanonk6@yahoo.com	215-828- 1087	Postcard
Christy Becker	Wayla Becker	2 Vista Rd. Levittown, PA	Christy9999@ comcast.net	267-338-7615	Friend

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8/21/18

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Name

Address

Email

Phone

Today's Date

Tina Cain	137 Penns Grant Dr MORRISVILLE, PA 19067	tina-cain@lenex.com	267-992-2294	8.21.18
Faye Meyer	261 N. Tannen Creek Rd New Britain, PA	Faye-meyer@cybercom	215-421-3147	8-21-18
Tom Cullen	23 Plumtree Rd Levittown, PA 19056	CRCJ51167@gmail.com	267-833-5111	8-21-18
Johnna McBride	1234 Cushman Rd Southampton, PA	ajmcbdo@gmail.com	215-445-4491	8/21/18
Jacky Will Fields	1022 B Fox Chase Rd Sinking Spring, PA 19446	Fieldsjack92@gmail.com	215-888-0482	8-21-18
Alexa Stachel	402 Longleaf Dr Berks Co, PA 19444	Kristystachel@gmail.com	267-614-3146	8-21-18
Maya Rose	102 Meadow Creek Perkasie, PA 19444	Sambeth1021@gmail.com	215-350-5277	8-21-18
Kelly Juba	303 Locust Ave Linden, PA 19031	JubaK10@gmail.com	(215) 431-2973	8/21/18
Debbie Nemer	215 Chestnut Ave Cochran, PA 19021	pnemer200@gmail.com	267-394-0109	8/21/18

TLC BUCKS ARTS
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Parent/Guardian

How you heard

Name

Student Name

Address

Email

Phone

about us

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Name	Address	Email	Phone	Today's Date
Marge Spindell	4403 Knodt	marge.spindell@gmail.com	215-378-2250	5/6/18 +
Kim Clark	1060 Hackney Cir.	redacted@verizon.net	(815) 500-5193	5/6/18 Student
Reva Kazma	113 Doree			5/6/18 +
Sarahbeth Rose	627 Meadow Creek	sarahbeth.rose@gmail.com	215 350 5277	5.6.18 Student
Whitney Campbell	Courier Times PO Box 81	ccampbell@times.com	215-764-0194	Reporter
J Duncan Lett	Lambertville NJ 08536	duncrite@verizon.com	215 598 7218	5/6/18 +
Hannah Yu	1201 Cobblestone Cranston NJ 08514	hanyuice@gmail.com	215-380-9876	5/6/18 +

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Name

Address

Email

Phone

Today's Date

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

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TLC 000195

Name	Address	Email	Phone	Today's Date	
1 Pat + Ate MICHU	NEWTOWN, PA 401 WOODHILL RD.	dace@dacewindmills.com	215-375-5385	3-24-18	BC Herald
2 Lisa Mester	165 Pebble Woods Doyelstown PA 18901	lisanmester@gmail.com	267-880-6023	3/24/18	
3 Delaney Mester	" "	" "	" "	" "	
3 Alexa Stachel	400 Longleaf Dr. Perkasie, PA 18944	kristystachel@gmail.com	267-644-3196	3-24-18	
1 Kristy Stachel	635 Radcliffe St Doyelstown PA	kristystachel@gmail.com	484-934-4578	3/24/18	
1 Nickie Trotter	903 Eagle Lane Doyelstown PA	LT903@aol.com	267-738-1643	3/24/18	
1 Jena Propato	545 Correll Dr. Warrington, PA 18976	jpropato@hotmail.com	267-483-5332	3/24/18	Facebook
1 Marjane Harris	40 N. Church St. Doyelstown PA 18901	marjaneharris@yahoo.com	919-880-3501	3/24/18	
1 Jill McMullen	1634 Sweetbriar Rd Ottsville PA 18942	mcullen.jill@gmail.com	267-638 8440	3-24-18	Facebook

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Name	Address	Email	Phone	Today's Date
1 Jesse L				
1 Jan				
2 Tom + Carol				
2 Jaci & Jessica	1097 Victoria Rd Edinboro, PA 16741	jessica@verizon.net		3/24/18 week of new
6 Danielle & Ella	Warminster PA 18974 4612 Old Oak Rd Langhorne PA 18902	jdace@verizon.net Miguel y eVerzon.net		3/24/18 4 Students attending JAN -
2 Rocio + Joe Miguel	Langhorne PA 18902	ca-b123@comcast.net	215-896-6793	3/24/18
1 Cameron Auble-Branigan				
1 Duncan LaPlante	PO BOX 81 Lambertville NJ 08530	duncanrita@verizon.net	215 598 7218	3/24/18

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Name

Address

Email

Phone

Today's Date

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4/14/18

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Name Address Email Phone How you heard about us

Faye Meyer	261 N. Townsend Ave.	Faye-Meyer@yahoo.com	18901	Website
Tara Harman	13 Boyer Circle	Doylesburg Pa	267 483 5118	website
Cappy Lewis Adduci	435 Robin Rd.	Hatboro Pa 19040	815-675-0597	daughter
Hannah Auerhart	8204 Brookside Rd Ewing PA 19027	Palbright @comcast.net	215 870 3716	SON WEBSITE

7/14/18

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How you heard about us

[illegible]

5/2/18

1) SUFFY PARVIN *Spdls*
MORGAN55@EPIC.NET
215 262 7635

2) PAUL GOLD
GOLD FILM@COMCAST.NET *Spdls*
917 699 1700

3) Mary Matus
mary_matus@hotmail.com
215 348-9896 *Spdls*

4) Steve & Christina Fuges
scfuges@comcast.net / 267 471 4338 *Spdls*
Friend via Facebook

1- Newspaper
2- facebook
REST WORD of mouth

5/2/18

5)

Shelly Mee 215-906-5683

James Mee 215-779-8740

Trey VanHatten 215 491 4535

Madison VanHatten 215 205 2880

Barbara Bjerring 267.2650113

Pam Dragotta 215-882-1924

Phil Hayman

somalley68@verizon.net friend

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pdragotta92@gmail.com

hayman.phil@gmail.com

1- newspaper
2- facebook
REST of the
month

crowd word of



Master Support Statement List

#	DATE	FIRST NAME	LAST NAME	ST ADDRESS	CITY, STATE, ZIP	PHONE
1	8/21/2018	Jennifer	Affleck	2712 New Falls Rd	Newportville, PA 19056	267-254-0434
2	4/14/2018	Pamela	Albright	8204 Brookside Rd	Elkins Park, PA 19027	215-870-3716
3	9/22/2018	Lorna	Alford	43 Asterway	Newtown, OA 18940	201-753-0842
4	4/14/2018	Cameron	Anble-Branigan	8204 Brookside Rd	Elkins Park, PA 19027	215-896-6793
5	9/16/2018	Det	Ansin	432 Belmar Ave	Doylstown, PA	215-313-0634
6	9/16/2018	Bridget	Ansin	432 Belmar Ave	Doylstown, PA	215-313-0634
7	8/26/2018	Eric	Apelt	108 Bald Cybress Lane	Levittown, PA 19054	267-908-2557
8	9/16/2018	Jodi	Apice	3202 Clive Ave	Bensalem, PA 19020	267-977-6985
9	8/26/2018	Jane	Belak-Hamer	329 Richard Rd	Yardley, PA 19067	973-903-937
10	9/22/2018	Francis	Beveridge	14010 Napier St	Philadelphia, PA 19116	215-677-3682
11	9/22/2018	Allison	Beveridge	14010 Napier St	Philadelphia, PA 19116	215-677-3682
12	9/22/2018	Kim	Beveridge	14010 Napier St	Philadelphia, PA 19116	215-605-6010
13	9/22/2018	Daniella	Blowitski	127 Kingsclere Dr	Southampton, PA 18966	215-554-0858
14	8/21/2018	Caitlin	Boesenhofer	10 nearwood Lane	Levittown, PA 19054	215-801-4408
15	8/21/2018	Jackie	Boesenhofer	7 Quail Rd	Levittown, PA 19057	215-880-9127
16	9/18/2018	Travis	Breen	1106 Kater St	Philadelphia, PA 19114	718-986-2330
17	9/16/2018	Jennifer	Briggs	524 3rd Ave	Warminster, PA 18974	215-620-3993
18	8/26/2018	Barry	Brounce	39 Round Hill Rd.	Levittown, PA 19056	215-378-0277
19	8/26/2018	Susan	Brounce	39 Round Hill Rd.	Levittown, PA 19056	215-547-9424
20	8/21/2018	Colleen	Buchinsky	4728 Anaconda Rd	Bensalem, PA 19020	215-633-0950
21	8/21/2018	Brian	Buchinsky	4728 Anaconda Rd	Bensalem, PA 19020	215-633-0950
22	8/21/2018	Tina	Cain	137 Penns Grant Drive	Morrisville, PA 19067	267-992-2294
23	9/16/2018	Raymond	Capati	2310 Rittenhouse Square	Bensalem, PA 19020	215-400-0291
24	9/9/2018	Sandra	Carr	1434 Williams Ave	Levittown, PA 19057	267-202-1095
25	9/9/2018	Frank	Carr	1434 Williams Ave	Levittown, PA 19057	267-202-1095
26	8/26/2018	Nick	Cataldi	927 Circle Dr	Southampton, PA 18966	215-880-9529
27	4/14/2018	Vicki	Cecere	112 Deer Run Rd.	Perkasie, PA 18944	215-257-4864
28	4/14/2018	Lily	Cecere	112 Deer Run Rd.	Perkasie, PA 18944	215-257-4864
29	9/11/2018	Cara	Colacchio	35 Chancery Rd	Langhorne, PA 19047	215-741-1871
30	8/26/2018	Daniel	Cosenza	6298 Neshaminy Valley Drive	Bensalem, PA 19020	215-741-0188
31	8/26/2018	Virginia	Cosenza	6298 Neshaminy Valley Drive	Bensalem, PA 19020	215-741-0168, 267-467-3340
32	8/21/2018	Bonnie	Curtain	33 Plumtree Rd	Levittown PA 19056	267-333-5109
33	8/21/2018	Tom	Curtain	33 Plumtree Rd	Levittown PA 19056	267-333-5111

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cara.colacchio@gmail.com
danny1828@yahoo.com
virginia_Cosenza@yahoo.com
sunshine25bc@gmail.com
curts1167@gmail.com

34	9/16/2018	Andrea	Daniels	369 Snowball Dr	Levittown, PA 19056	215-9432520
35	9/16/2018	Emily	Daniels	369 Snowball Dr	Levittown, PA 19056	215-973-2520
36	8/21/2018	Jackquill	Fields	1022 B Fox Chase Rd	Jenkintown, PA 19046	215-888-0482
37	9/9/2018	John	Fitzgibbon	507 Girard Avenue	Croydon, PA 19021	267-680-3212
38	5/2/2018	Christina	Fuges	3771 Swetland Drive	Doylestown, PA 18902	267-471-4338
39	5/2/2018	Steve	Fuges	3771 Swetland Drive	Doylestown, PA 18902	267-471-4338
40	5/2/2018	Paul	Gold	PO Box 1000	Carersville, PA 18913	917-699-1700
41	9/9/2018	JoAnn	Grodsky	3610 Creamery Rd	Bensalem, PA 19020	215-378-4240
42	9/9/2018	Matthew	Grodsky	3610 Creamery Rd	Bensalem, PA 19020	215-633-0371
43	8/26/2018	Rehab	Hamouda	100 Edison Rd	Doylestown, PA 18901	215-980-8156
44	8/26/2018	Michele	Harris	152 Trenton Ave	Hulmeville, PA 19047	215-757-6012
45	9/9/2018	Margaret	Haug	11821 Pelle Circle	Philadelphia, PA 19154	267-216-7830
46	8/26/2018	Tonya	Hunsberger	22 Bellaire Drive	Langhorne, PA 19047	267-391-5864
47	9/16/2018	Nicole	Jacavage	2813 Country Lane	Langorne, PA 19047	267-566-0576
48	8/21/2018	Kelly	Juba	303 Logan Ave	Croydon, PA 19021	215-431-2973
49	8/26/2018	Megan	Kauffeld	72 Goldenridge Dr.	Levittown, PA 19057	215-264-2140
50	4/12/2018	Reva	Kazman	13 Bogey Circle	Doylestown, PA 18901	237-483-5118
51	8/21/2018	Tina	Kearney	5024 Sunrise Ave	Bensalem, PA 19020	215-400-0355
52	9/9/2018	Meghan	Kelly	1951 Mulberry Lane	Warrington, PA 18976	215-982-0057
53	8/26/2018	Elizabeth	Kline	783 Henry Ave	Warminster, PA 18974	215-674-2896
54	8/21/2018	Sue	Kowalski	4548 Barnsleigh Dr	Bensalem, PA 19020	215-669-0266
55	9/22/2018	Carol	Kuchefski	360 Holly Drive	Levittown, PA 19055	267-393-0656
56	9/22/2018	Robert	Lane	17 Milyko Dr	Washington Crossing, 18977	215-962-5618
57	8/23/2018	Shannon	Lowman	23 Quill Rd	Levittown, PA 19057	215-839-4696
58	8/21/2018	Johnna	McBride	1236 Cushmore Rd	Southampton, PA 18966	215-485-6491
59	9/16/2018	Maureen	McKenna	518 Chestnut Ct	Langhorne, PA 19047	215-750-0521
60	5/2/2018	James	Mee	245 Hastings Ct	Doylestown, PA 18901	215-279-8740
61	5/2/2018	Shelly	Mee	245 Hastings Ct	Doylestown, PA 18901	215-906-5683
62	8/21/2018	Faye	Meyer	261 N. Tamenend Ave	New Britain, PA 18901	215-421-3147
63	9/16/2018	Denise	Mitchell	2310 Rittenhouse Square	Bensalem, PA 19020	215-380-0654
64	9/16/2018	Krystal	Mitchell	2310 Rittenhouse Square	Bensalem, PA 19020	215-380-0654
65	8/26/2018	Katherine	Murphy	30 Hill Ave	Morrisville, PA 19067	267-981-1511
66	9/22/2018	Tanya	Nieves	301 Heights Apt. 35B	Feasterville, PA	215-617-8981
67	9/9/2018	Louise	Otilio	2347 S. Whitmore St	Furlong, PA 18925	215-380-3755

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fieldsjack90@gmail.com
jftz0223@aol.com
scfuges@comcast.net
scfuges@comcast.net
scfuges@comcast.net
goldfilm@comcast.net
ioanngrodsky@aol.com
matthewgrodsky@aol.com
pedoctor@mail.com
michelehar@verizon.net
mhaug210@gmail.com
thunsberger31@gmail.com
nicole51076@yahoo.com
iubakk@gmail.com
QT0887@gmail.com
rkazman2@gmail.com
tkearney1974@hotmail.com
meghankelly@comcast.net
bkrn250@gmail.com
sailemcat68@verizon.net
cbag7576@gmail.com
RP Lane@verizon.net
snbogart@yahoo.com
aiamcb@gmail.com
bryanmaureen@verizon.net
seamusmee@verizon.net
somalley68@verizon.net
Faye Meyer@yahoo.com
denisemitch@comcast.net
KLMitchell2310@gmail.com
Kmurphy@newtownfriends.org
tnieves211@yahoo.com
louisette@louisette.com



Support Statements from Open House

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

I understand that the TLC Bucks Arts Charter High School will serve students in grades 9-12 from Bucks County and the surrounding areas. Students will receive one-half day of pre-professional artistic training in Dance, Theatre, Music (Instrumental or Vocal), Figure Skating, Musical Theatre, Visual & Graphic Arts, or Literary & Journalism Arts, in addition to a rigorous college preparatory academic program.

*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Lorna Alford
Address: 43 Aster Way City: Newtown Zip: 18940
Telephone: 201 753-0842
Email Address: LOOKIES0853@gmail.com
Date: 9/22/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

We will keep in touch with you as we progress toward our opening. We look forward to your continued support.

Call us at 484-264-7302 or visit our Facebook Page TLC Bucks and Website www.tlcbucks.org. !!!

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: Kelly Juba
Address: 303 Logan Ave City: Croydon Zip: 19021
Telephone: (215) 431-2973
Email Address: JubaKK@gmail.com
Date: 9/22/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: Administrator: Parent: ☒ Board Member:
Artistic Supporter: Interested Citizen: Business-Person:
Other: (Please Indicate...)

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: Donald Vile

Address: 1211 Cornwell Ave. City: Bensalem Zip: 19020

Telephone: 215 639 6584

Email Address: DTIRVile@gmail.com

Date: 9-22-18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) GRAND PARENT

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: Makayla Riley
Address: 2211 Ogden Ave City: Bensalem Zip: 19020
Telephone: 215-380-1134
Email Address: Krill at yahoo.com
Date: 9-22-18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) Student

We will keep in touch with you as we progress toward our opening. We look forward to your continued support.

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: TAMJA NIEVES
Address: 1301 Heights Ln Apt. 35B City: Fenestonville Zip: 19053
Telephone: 215 661 7898
Email Address: tnieves21@yahoo.com
Date: 9/20/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: MARY Anne Vile
Address: 1211 CORNWELLS AVE City: Bensalem Zip: 19020
Telephone: 215-639-6584
Email Address: DJTRVile@gmail.com
Date: 9/22/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) GRANDparent

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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NO TUITION fees. -Charter Schools are Public Schools.*

Name Carol Kuchelski

Address: 360 Holly Dr City: Levittown Zip: 19055

Telephone: 267 393-0656

Email Address: CBA67576@gmail.com

Date: 9/22/2018

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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TLC BUCKS ARTS

CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: Francis X. Beveridge
Address: 14010 Napier St City: Phila. Pa Zip: 19116

Telephone: 215-677-3682

Email Address: KJBREV2625@comcast.net

Date: 9-22-18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: ALLISON Beveridge
Address: 14010 NAPIER ST City: PHILADELPHIA Pa. Zip: 19116
Telephone: 215-677-3680
Email Address: KJBever2625@Comcast.net
Date: 9-22-18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Kim Beveridge
Address: 14010 Napier St City: Philadelphia Zip: 19116
Telephone: 215-605-6010
Email Address: Kjbever2625@comcast.net
Date: 9-22-18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: Administrator: Parent: ☒ Board Member:
Artistic Supporter: Interested Citizen: Business-Person:
Other: (Please Indicate...)

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Name: Daniel Blowitzki

Address: 127 Kingslee Drive City: Schuylkill Zip: 18966

Telephone: 215-554-0858

Email Address: D.Blowitzki@verizon.net

Date: 09/22/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Name: Trish Pidcock
Address: 3678 Kingston Way City: Bensalem Zip: 19020
Telephone: 267-322-2026
Email Address: B9fred666@verizon.net
Date: 9/22/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: ☒ Business-Person: _____
Other: (Please Indicate...) _____

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Denise Mitchell

Address: 2310 Rittenhouse Sq City: Bensalem Zip: 19020

Telephone: 215-380-0654

Email Address: DeniseMitch@comcast.net

Date: _____

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Cynthia B. Pidcock

Address: 13678 Kingston Way City: Pensalem Zip: 19020

Telephone: (215) 245-0462

Email Address: CYNDRILLA 50 @ AOL

Date: 9/22/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☐ Administrator: ☐ Parent: ☒ Board Member: ☐
Artistic Supporter: ☒ Interested Citizen: ☒ Business-Person: ☐
Other: (Please Indicate...) _____

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Name: ROBERT LANE

Address: 17 MILYKO DR

City: WASHINGTON

Zip: 18977

Telephone: 215-962-5618

Email Address: RP_LANE@VERIZON.NET

Date: 9.22.18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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NO TUITION fees.*

Charter Schools are Public Schools.

Name: Travis Breen

Address: 1106 Kater ST City: Phila Zip: PA

Telephone: 718-986-2330

Email Address: Trav4dance@aol.com

Date: 9/18/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☒ Administrator: ☐ Parent: ☐ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) ☐

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Charter Schools are Public Schools.

Name: Jennifer Wagner

Address: 2056 Hulmeville Rd. City: Bensalem Zip: 19020

Telephone: 215 638-0407

Email Address: Jennifer.Wagner.19@gmail.com

Date: 9/18/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Charter Schools are Public Schools.

Name: Jeanette Riker

Address: 304 Dogwood Dr City: Levittown Zip: 19055

Telephone: 267 579 8632

Email Address: nuttynetty27@yahoo.com

Date: 9/18/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☐ Administrator: ☐ Parent: ☒ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) ☐

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: Pat & Bridget Arwin
Address: 432 Belmont Ave City: Doylestown Zip: 18901

Telephone: 215 313 0634

Email Address: bridget@balletarts.com

Date: 9/16/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☒ Administrator: ☐ Parent: ☒ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) ☐

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Call us at 484-264-7302 or visit our Facebook Page TLC Bucks and Website www.tlcbucks.org. !!!

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

I understand that the TLC Bucks Arts Charter High School will serve students in grades 9-12 from Bucks County and the surrounding areas. Students will receive one-half day of pre-professional artistic training in Dance, Theatre, Music (Instrumental or Vocal), Figure Skating, Musical Theatre, Visual & Graphic Arts, or Literary & Journalism Arts, in addition to a rigorous college preparatory academic program.

*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: RAYMOND CAPATI

Address: 12310 RITTENHOUSE SQ City: BENSALEM Zip: 19020

Telephone: 215-400-0291

Email Address: RAYMOND CAPATI @ GMAIL.COM

Date: 16 SEP 2018

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: Administrator: Parent: ☒ Board Member:
Artistic Supporter: ☒ Interested Citizen: Business-Person:
Other: (Please Indicate...)

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: Emily Sneider

Address: 111 Larkspur Road City: Levittown Zip: 19056

Telephone: 215 840 8855

Email Address: emilyredems@gmail.com

Date: 9/16/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Emily Daniels

Address: 369 Snowbolt dr City: Levittown Zip: 19056

Telephone: 215-962-1759

Email Address: alddh823@verizon.net

Date: 9/16/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Dawn Smith
Address: 610 Poquessing Ave City: Phila PA Zip: 19116
Telephone: 215-840-3791
Email Address: dawnsmith1986@gmail.com
Date: Sept. 16, 2018

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Andrea Daniels

Address: 1369 Snowball Dr. City: Levittown Zip: Pa

Telephone: 215-943-2520

Email Address: alddh523@verizon.net

Date: 9/16/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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*This will be a "school of choice" for area residents with
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Name: Jodi Apice
Address: 3202 Clive Ave City: Bengalyn Zip: 19020
Telephone: (267) 477-6985
Email Address: jlapice@verizon.net
Date: 9.16.18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☐ Administrator: ☐ Parent: ☒ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) ☐

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*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Maureen McKenna

Address: 518 Chestnut Ct. City: Langhorne Zip: 19047

Telephone: 215-750-0521

Email Address: bryanmaureen@verizon.net

Date: 9/16/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Krista Mitchell
Address: 2310 Rittenhouse Sq City: Bensalem Zip: 19020
Telephone: (215) 380-0653
Email Address: KLmitchell2310@gmail.com
Date: 9/16/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ~~_____~~ Board Member: _____
 Artistic Supporter: ✓ Interested Citizen: _____ Business-Person: _____
 Other: (Please Indicate...) _____

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Denise Mitchell
Address: 2310 Rittenhouse Square City: Bensalem PA Zip: 19020
Telephone: (215) 380-0654
Email Address: DeniseMitch@comcast.net
Date: 9/16/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ~~me~~ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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TLC BUCKS ARTS

CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Nicole Jaccavage

Address: 2813 Country Ln City: Langhorne Zip: 19047

Telephone: 267 566 0576

Email Address: Nicole51676@yahoo.com

Date: _____

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: ☒ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Jan. email: extra supports

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*This will be a "school of choice" for area residents with
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Name: Jennifer Briggs

Address: 504 3rd Avenue City: Warminster Zip: 18974

Telephone: 215 620 3993

Email Address: ~~jbriggs@tcbucks.org~~ jeny.girl@verizon.net

Date: 9/16/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: Daniel Troy

Address: 521 Main St. Hulmeville, PA 0 City: _____ Zip: 19047

Telephone: 215-582-1620

Email Address: dtroyphoto@cs.com

Date: 9/11/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☒ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: Cara Colacchio
Address: 35 Chancery Road City: Langhorne Zip: 19047
Telephone: 215-741-1871
Email Address: Cara.Colacchio@gmail.com
Date: 9/11/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ____ Administrator: ____ Parent: ☒ Board Member: ____
Artistic Supporter: ____ Interested Citizen: ____ Business-Person: ____
Other: (Please Indicate...) _____

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Name: Sandra Carr

Address: 1434 Williams Ave City: Levittown Zip: 19057

Telephone: 267-202-1095

Email Address: scarr01@aol.com

Date: 9-9-18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☐ Administrator: ☐ Parent: ☒ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) ☐

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: FRANK CARR

Address: 11434 Williams Ave City: Levittown Zip: 19057

Telephone: 267-202-1094

Email Address: fcarr01@aol.com

Date: 9-9-18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: Administrator: Parent: ☒ Board Member:
Artistic Supporter: Interested Citizen: Business-Person:
Other: (Please Indicate...)

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Name: JoAnn Grodsky
Address: 3610 Creamery Rd City: Bensalem Zip: 19020
Telephone: 215-378-4240
Email Address: joanngrodsky@aol.com
Date: 9/9/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Matthew Grudsky

Address: 3610 Creamery Road City: Bensalem Zip: 19020

Telephone: 215-633-0371

Email Address: matthewgrudsky@aol.com

Date: 9/9/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: ☒ Business-Person: _____
Other: (Please Indicate...) _____

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*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Derrick & Kimberly Williams
Address: 1004 Franklin Ave, City: Croydon PA Zip: 19021
Telephone: 267-987-6208
Email Address: kmbrly_wms@yahoo.com
Date: 9/9/2018

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Name: Meghan Kelly
Address: 1951 Mulberry Ln. City: Warminster Zip: 18976
Telephone: 215-982-0051
Email Address: meghan.kelly@comcast.net
Date: 9/9/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☐ Administrator: ☐ Parent: ☒ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) _____

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NO TUITION fees. -Charter Schools are Public Schools.*

Name: John Fitzgibbon

Address: 507 Girard Avenue City: Croydon Zip: 19021

Telephone: 267-680-3212

Email Address: JFITZ0223@AOL.com

Date: 9/9/10

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: _____ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Name: _____

Colleen Pendergast

Address: _____

507 Girard Ave

City: _____

Croydon

Zip: _____

19021

Telephone: _____

215 588 2245

Email Address: _____

Cspendergast@gmail.com

Date: _____

9-9-18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: ☒ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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Name: Margaret Haug

Address: 16821 Pelle Circle City: Phila Zip: 19154

Telephone: 267-216-7830

Email Address: mhaug210@gmail.com

Date: 09/09/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☒ Administrator: ☐ Parent: ☐ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) ☐

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*This will be a "school of choice" for area residents with
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Name: James Taylor

Address: 18 Crescent Lane City: Levittown Zip: 19055

Telephone: 267-229-6329

Email Address: jft109@scarletmail.rutgers.edu

Date: 09/09/2018

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☒ Administrator: ☐ Parent: ☐ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) Guidance Counselor

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

I understand that the TLC Bucks Arts Charter High School will serve students in grades 9-12 from Bucks County and the surrounding areas. Students will receive one-half day of pre-professional artistic training in Dance, Theatre, Music (Instrumental or Vocal), Figure Skating, Musical Theatre, Visual & Graphic Arts, or Literary & Journalism Arts, in addition to a rigorous college preparatory academic program.

*This will be a "school of choice" for area residents with
NO TUITION fees. -Charter Schools are Public Schools.*

Name: Nicole Van Reymerdal
Address: 723 Chatham Rd. City: Farrless Hills Zip: 19030
Telephone: 267-793-4056
Email Address: Keithvr@verizon.net
Date: 9/9/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: ☒ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

We will keep in touch with you as we progress toward our opening. We look forward to your continued support.

Call us at 484-264-7302 or visit our Facebook Page TLC Bucks and Website www.tlcbucks.org. !!!

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: GABRIEL Stressman

Address: 69 Parkville Ave. City: Langhorne Zip: 19047

Telephone: 215-804-8601

Email Address: Stressman1@aol.com

Date: 9/9/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☐ Administrator: ☐ Parent: ☒ Board Member: ☐
Artistic Supporter: ☐ Interested Citizen: ☐ Business-Person: ☐
Other: (Please Indicate...) ☐

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Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: BRUCE TULLO

Address: 2347 S. WHITTAKER ST City: FULLERTON Zip: 18928

Telephone: (215) 485 1060

Email Address: BTULLO@VERIZON.NET

Date: 9/9/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

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Name: Louise Ottilo

Address: 2347 S. Whitmore St. City: Furlong Zip: 18925

Telephone: 215-380-3755

Email Address: LouiseOttilo@gmail.com

Date: 9/9/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: ☐ Administrator: ☐ Parent: ☐ Board Member: ☒
Artistic Supporter: ☐ Interested Citizen: ☒ Business-Person: ☐
Other: (Please Indicate...) ☐

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Rebecca Stressman
Address: 619 Parkvale Ave City: Langhorne Zip: 19047
Telephone: 215-804-8600
Email Address: gnrplus5@gmail.com
Date: 09/09/18

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: _____ Board Member: _____
Artistic Supporter: _____ Interested Citizen: _____ Business-Person: _____
Other: (Please Indicate...) _____

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Elizabeth Klink
Address: 783 Henry Ave City: Warminster Zip: 18974
Telephone: 215-674-2896
Email Address: bkrn250@gmail.com
Date: 8-26-2018

I am interesting in assisting the formation of this school in one or more of the following ways:

Teacher: _____ Administrator: _____ Parent: _____ Board Member: _____
Artistic Supporter: _____ Interested Citizen: ☒ Business-Person: _____
Other: (Please Indicate...) _____

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TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Eric Apeit

Address: 105 Bald Cypress Ln City: Lentham Zip: 19059

Telephone: 267 908 2557

Email Address: eapeit13@gmail.com

Date: 8/26/10

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Rera Kazman
Address: 13 Ridge Circle City: Doylestown Zip: 18901
Telephone: 267 483 5118
Email Address: rkazman2@gmail.com
Date: 8/21/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Rebeka Howards

Address: 100 Edison Rd City: Doylstown Zip: 18901

Telephone: 215 980 8156

Email Address: pedoctar@gmail.com

Date: 08/26/2018

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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NO TUITION fees.*

Charter Schools are Public Schools.

Name: Berry Browne
Address: 39 Round Hill Rd City: Levittown Zip: 19056
Telephone: 215-378-0277
Email Address: B.BROWNE1@VERIZON.NET
Date: 8-26-18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

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Charter Schools are Public Schools.

Name: Jane Belak-Harmer

Address: 329 Richard Rd City: Gardley Zip: 19067

Telephone: 973-903-9372

Email Address: ~~Jane Belak-Harmer~~ Janevet99@gmail.com

Date: 8/26/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Susan Brounce
Address: 29 Round Hill Rd City: Levittown Zip: 19056
Telephone: 215 547 9424
Email Address: talksjb@verizon.net
Date: 8/26/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Katharine Murphy
Address: 30 Hill Ave City: Morrisville Zip: 19067
Telephone: 267 981 1511
Email Address: Kmurphy@newtownfriends.org
Date: 8-26-18

TLC BUCKS ARTS

CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

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Charter Schools are Public Schools.

Email Address: STP887@gmail.com

Date: 8/26/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Michele Harris
Address: 152 Trenton Ave City: Huieville Zip: 19047
Telephone: (215) 757-6012
Email Address: michelchara@verizon.net
Date: 8/26/18

TLC BUCKS ARTS

CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Daniel Cosenza
Address: 6298 Neshaunig Valley Dr City: Bonsalen Zip: 19020
Telephone: (215) 741-0168
Email Address: danny1828@yahoo.com
Date: 8/26/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

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Name: Virginia Cosenza

Address: 6298 Neshaminy Valley DR City: Bensalem Zip: 19020
PA

Telephone: 215-741-0168 OR 267-467-3340 (cell)

Email Address: Virginia_Cosenza@yahoo.com

Date: 8/26/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Tonya Hunsberger

Address: 22 Bellaire Dr. City: Langhorne Zip: 19047

Telephone: 267-391-5864

Email Address: thunsberger81@gmail.com

Date: 8/28/18

8/26/18

TLC BUCKS ARTS

CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Nick Cataldi

Address: 927 Circle Dr City: Southampton Zip: 18866

Telephone: (215) 480-9529

Email Address: Nickcat73@outlook.com

Date: 8/26/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Shannon Lowman

Address: 23 Quill Rd City: Levittown Zip: 19057

Telephone: 215 839 4696

Email Address: snbegarl@yahoo.com

Date: 8/23/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Faye Meyer

Address: 261 N. Tammenden Ave City: New Britain Zip: 17901

Telephone: 215-421-3147

Email Address: Faye-Meyer@yahoo.com

Date: 8-21-18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Caitlin Boesenhof

Address: 10 nearwood lane City: Levittown Zip: 19054

Telephone: 215-881-4408

Email Address: cboesenhof@gmail.com

Date: 8/21/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: JACKIE BOESENHOFF
Address: 7 QUAIL RD City: LEWISTOWN Zip: 19057
Telephone: 215-880-9127
Email Address: Pooh143CBM@hotmail.com
Date: 8/21/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Julie Senecoff
Address: 3884 Stable Ct City: Deglestown Zip: 18902
Telephone: _____
Email Address: j_senecoff@verizon.net
Date: 8/21/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: BETTE SOVINEE
Address: 207 W Feeney Rd City: YAROLEY Zip: 19067
Telephone:
Email Address: bsovinee56@comcast.net
Date: 8/22/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Maggie Robinson
Address: 549 Kings Rd City: Landry Pt Zip: 19067
Telephone: 215 479 3689 c
Email Address: maggierobinson@hotmail.com
Date: Aug. 21, 2018

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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NO TUITION fees.*

Charter Schools are Public Schools.

Name: _____

Tina Cain

Address: _____

137 Penns Grant Drive

City: *Morrisville*

Zip: *19067*

Telephone: _____

267-992-2294

Email Address: _____

tina-cain@lenox.com

Date: _____

8/21/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Bonnie Curtin

Address: 33 Plumtree City: Levittown Zip: 19056

Telephone: 267-333-5109

Email Address: Sunshine25 bc@gmail.com

Date: 8/21/18

7th grade

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Tom CURTIN

Address: 33 Plum Tree RD City: Levittown Zip: 19056

Telephone: 267 333 5111

Email Address: CURTIS1167@gmail.com

*7TH
GRADE*

Date: 8-21-18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Johnna McBride

Address: 1232 Cushman Rd City: Southampton Zip: 18966

Telephone: 215-485-6491

Email Address: ajamcb@gmail.com

Date: 8/01/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Jackquill Fields

Address: 1022 B Fox Chase Rd City: Jenkintown Zip: 19046

Telephone: 215-888-0482

Email Address: Fieldsjack90@gmail.com

Date: 8-21-18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Jennifer Affleck

Address: 2712 New Falls Rd City: Newportville Zip: 19056

Telephone: 267-254-0434

Email Address: jennaaffleck17@gmail.com

Date: 8/21/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Name: Kelly Suba
Address: 303 Logan Ave City: Croydon Zip: 19021
Croydon
Telephone: (215) 431-2973
Email Address: JubaKK@gmail.com
Date: 8/21/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

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Charter Schools are Public Schools.

Name: Colleen Buchinsky
Address: 4728 Ascendo Rd City: Bensalem Zip: 19026
Telephone: 215.633.0950
Email Address: cabuchinsky@gmail.com
Date: 8/21/18

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

SUPPORT STATEMENT

I understand that the TLC Bucks Arts Charter High School will serve students in grades 9-12 from Bucks County and the surrounding areas. Students will receive one-half day of pre-professional artistic training in Dance, Theatre, Music (Instrumental or Vocal), Figure Skating, Musical Theatre, Visual & Graphic Arts, or Literary & Journalism Arts, in addition to a rigorous college preparatory academic program.

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Name: Brian Buchinsky
Address: 4728 Anaconda Rd City: Bensalem Zip: 19020
Telephone: 215-633-0950
Email Address: brianbuchinsky@gmail.com
Date: 8/21/18

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Name: Tina Kearney

Address: 5024 Sunrise Ave City: Bensalem Zip: 19020

Telephone: 215-460-0855

Email Address: tkearney1974@hotmail.com

Date: 8/21/18

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Name: Sue Kowalski
Address: 4578 Barnsleigh Dr City: Bensalem Zip: 19020
Telephone: 215 669 0266
Email Address: Salemcat68@verizon.net
Date: 8/21/18



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Name: PAUL GOLD
Address: PO BOX 1000 City: CARVERSVILLE Zip: 18913
Telephone: 917 / 699 1700
Email Address: goldfilm@comcast.NET
Date: 5/2/18



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Name: James Mee

Address: 245 Hastings Ct. City: Doylstown Zip: 17834

Telephone: 215-279-8740

Email Address: Scamusmee@Verizon.net

Date: 5/2/18

3/20/18

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Name: Shelly mee

Address: 245 Hastings Ct City: Doylstown Zip: 18901

Telephone: 215-906-5683

Email Address: Somalley68@verizon.net

Date: 5-2-18



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Name: Christina & Steve Fuges
Address: 3771 Swetland Drive City: Doylstown Zip: 18902
PA
Telephone: 267 471 4338
Email Address: scfuges@comcast.net
Date: 5/2/18

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Name: PAMELA ALBRIGHT

Address: 8204 BROOKSIDE RD City: EUKINS PARK PA Zip: 19027

Telephone: 215-870-3716

Email Address: palbright@comcast.net

Date: 4/14/18

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Name: Cameron Able - Branigan
Address: 8204 Brookside Rd. City: Elkins Park Zip: 19027
Telephone: 215-896-6793
Email Address: cameranabmail@gmail.com
Date: 4/14/2018

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Charter Schools are Public Schools.

Name: Vicki Cecere
Address: 112 Deer Run Rd. City: Perkasie Zip: 18944
Telephone: 215.257.4864
Email Address: Vicki.cecere@verizon.net
Date: 4/14/18

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Charter Schools are Public Schools.

Name: Lily Cecere

Address: 112 Deer Run Rd. City: Perkasie Zip: 18944

Telephone: 215-257-4864

Email Address: lilyspb@icloud.com

Date: 4/14/18

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Name: Reva Kazman
Address: 13 Bogey Circle City: Doylestown Zip: 18901
Telephone: 237 483 5118
Email Address: rkazman2@gmail.com
Date: 4/12/18



Master Pre-enrollment List

#	DATE	FIRST NAME	LAST NAME	ST ADDRESS	CITY, STATE, ZIP	CELL PHONE	HOME PHONE	EMAIL
1	9/13/2018	Carolyn	Ansinm	432 Belmont Ave	Doylestown, PA 18901	215-313-0634		bridget@balletarts.com
3	8/26/2018	Ava	Apelt	108 Bald Cypress lane	Levittown, PA 19054	267-908-2557		eapelt@gmail.com
4	9/16/2018	John	Apice	3202 Clive Ave	Bensalem, PA 19020	215-245-8302	267-977-6985	ilapice@verizon.net
5	9/22/2018	Jack	Baranowski	6513 Senator Lane	Bensalem, PA 19020	267-239-4030	267-980-7339	megandianemcinty@gmail.com, j
6	3/24/2018	Rylin	Benner	193 Westbury Dr	Warminster, PA 18974	215-773-0426		sun1else2no@verizon.net
7	9/20/2018	Allison	Beveridge	14010 Napier Street	Philadelphia, PA 19116	215-605-6010		kibev2625@comcast.net
8	9/22/2018	Katrina	Blowitski	127 Kingsclere Dr	Southampton, PA 18966	215-364-1696		Blowitski@yahoo.com
9	8/13/2018	Makenna	Boesenhofer	7 Quail Rd	Levittown, PA 19057	215-880-9127		pooh143cbm@hotmail.com
10	3/24/2018	Brylee	Briggs	524 3rd Ave	Warminster, PA 18974	215-620-3993	215-348-6946	jmlanzett@buckscounty.org, jeny.4
11	8/26/2018	Bailey	Brounce	39 Round hill Rd	Levittown, PA 19056	215-378-0456, 21	215-547-9425	talksib@verizon.net, b.jime1@ver
12	8/13/2018	Chloe	Cain	137 Penns Grant Drive	Morrisville, PA 19067	267-992-2294		tina_cain@lenox.com
13	9/9/2018	Kaitlin	Carr	1434 Williams Ave	Levittown, PA 19057	267-202-1094		fsccar01@aol.com
14	8/26/2018	London	Cataldi	927 Circle Drive	Southampton, PA 18966	215-208-2006		minadrakul00@hotmail.com
15	4/14/2018	Lily	Cecere	112 Deer Run Rd	Pertaskie, Pa 18944	215-257-4864	215-257-4864	wicki.cecere@verizon.net
16	4/17/2018	Summer D	Cerino	210 Newington Drive	Hatboro, Pa 19040	215-206-7532	215-206-7532	cgpineapple@yahoo.com
17	3/24/2018	Ella	Chickanosky	920 W. Bristol Rd.	Warminster, PA 17974	607-743-3014		idccoc@verizon.net
18	9/7/2018	Isabella	Colacchio	35 Chancery Rd	Langhorne, PA 19047	215-741-1871		cara.colacchio@gmail.com
19	5/6/2018	Devon	Collins	1060 Hackney Circle	Warrington, PA 18976	215-500-5193		kcclark1@verizon.net
20	8/4/2018	Gianna	Cosenza	6298 Neshaminy Valley Dr	Bensalem, PA 19020	267-467-3340	215-741-0168	Virginia_Cosenza@yahoo.com
21	8/4/2018	Marisa	Cosenza	6298 Neshaminy Valley Dr	Bensalem, PA 19020	267-467-3340	215-741-0168	Virginia_Cosenza@yahoo.com
22	8/14/2018	Amber	Curtain	33 Plumtree Rd	Levittown, PA 19056	267-333-5109		sunshine25.bc@gmail.com
23	9/16/2018	Emily	Daniels	369 Snowball Dr	Levittown, PA 19056	215-943-2520		aliddh823@verizon.net
24	8/29/2018	Dylan	DeCaro	1334 Bradford Lane	Bensalem, PA 19020	215-962-3769		ioyndeccaro@gmail.com
25	9/23/2018	Madelyne	Devine	741 mansion st	Bristol, PA 19007	267-688-3303		Mizzdevine@comcast.net
26	8/4/2018	Vanessa	Dobbins	992 Marian Rd	Warminster, PA 18974	215-470-8320		kcdobbins1@verizon.net
27	8/23/2018	Brian Jr.	Donnelly	225 Franklin St	Bristol, PA 19007	267-994-2705		ldonnelly2380@comcast.net, dbr18
28	9/11/2018	Jackquill	Fields	1022 B Fox Chase Rd	Jenkintown PA 19046	215-888-0482		fieldslack90@gmail.com
29	7/13/2018	Henry	Filiatraut	117 Cornwall Drive	Chalfont, PA 18914	267-221-8045		Katrina.filiatraut@gmail.com
30	5/2/2018	Gabriel J	Fuges	3771 Sweetland Drive	Doylestown, PA 18902	267-471-4338	267-471-4338	scfuges@comcast.net
31	8/13/2018	Simone	Graves	4604 Murray St.	Bristol, PA 19007	215-266-5371		tamara_s.graves@comcast.net
32	9/9/2018	Jacob	Grodsky	3610 Creamery Rd	Bensalem, PA 19020	215-378-4240		ioanngrodsky@aol.com
33	3/24/2018	Mary Katherine	Hackenberg	40 N. Church St.	Doylestown, PA 18901	919-880-3501		marilaneharris@yahoo.com
34	8/26/2018	Ali	Hamouda	100 Edison Rd	Doylestown, PA 18901	215-980-8156		pedocor@mail.com
35	8/26/2018	Mahmond	Hamouda	100 Edison Rd	Doylestown, PA 18901	215-980-8156		pedocor@mail.com
36	8/26/2018	Courtney	Harris	152 Trenton Ave	Hulmeville, PA 19047	215-757-6012		michelehar@verizon.net
37	8/26/2018	Sarah	Hunsberger	22 Bellaire Dr	Langhorne, PA 19047	267-391-5864		thunsberger31@gmail.com
38	9/22/2018	Jennie	Impriano	3678 Kingston Way	Bensalem, PA 19020	215-245-0462		BigRed666@verizon.com
39	6/10/2018	Eva	Jakubowicz	218 South 5th St	Pertaskie, Pa 18944	267-337-5833		tianderson88@gmail.com
40	8/21/2018	Kyres	Johnson	6353 Edge Ave	Bensalem, PA 19020	267-575-2823		jimebnsn@gmail.com
41	8/26/2018	Chase	Johnson	30 Hill Ave	Morrisville, PA 19067	267-981-1511		kmurphy@newtownfriends.org
42	9/20/2018	Benjamin	Jones	4803 Mead Drive	Doylestown, PA 18902	267-240-8042		4jonesjill@gmail.com
43	5/14/2018	Brenna	Juba	303 Logan Ave	Croydon, PA 19021			jubakk@gmail.com
44	9/22/2018	Hailey	Juba	303 Logan Ave	Croydon, PA 19021	215-431-2973		haileydrifella@gmail.com, jubakk@
45	8/26/2018	Makenzie	Kauffeld	72 Goldenridge Dr.	Levittown, PA 19057	215-264-2140		QTO887@gmail.com

LAST SCHOOL		PARENT FIRST	PARENT LAST
CBSD		Bridget	Ansinn
Manor Elementary	Pennsbury	Eric	Apelt
School Lane Charter School		Jodi	Apice
Archbishop Wood		Raymond	Baranoski
Willow Dale Elementary		Alyssa/Jason	Benner
Philadelphia		Kimberly	Beveridge
William Tennent High School		Daniella	Blowitski
Neshaminy		Jacqueline	Boesenhofer
St. Joseph St. Roberts	Warminster	Jennifer	Briggs
Pen Ryn School	Fairless hills	Susan & Barry	Brounce
Pennsbury		Tina	Cain
Neil Armstrong Middle School	Fairless hills	Sandra & Frank	Carr
Klinger Middle School		Jenifer	Cataldi
Pennridge North Middle School	Pertasie	Craig/Vicki	Cecere
Upper Mooreland Middle School	Hatboro	Calmie	Cerino
Log College Middle School	Warminster	Danielle	Chickanosky
Commonwealth Connections Academy		Cara	Colacchio
John Barclay Elementary	Warrington	Kimberly	Clark
Bensalem		Virginia	Cosenza
Bensalem		Virginia	Cosenza
Bristol Township		Bonnie	Curtain
Carl Sandburg Middle School		Andrea	Daniels
Bensalem		Joy	DeCaro
Bristol Borough		Erica	Cruz-Devine
Centennial		Corrine	Dobbins
Bristol Township		Jennifer	Donnelly
Abington Senior High School		Michele	McCrimmon
Central Bucks		Katrina	Filiatrault
Lenape Middle School	Doylestown	Stephen/Cnahrsti	Fuges
Bristol Township	Bristol Twp	Tamara	Graves
St. Charles Borromeo	Bensalem	JoAnn	Grodsky
Newtown Friends School	Newtown	Marijane	Harris
Tohickon Middle School		Rehab	Hamouda
CB West High School		Rehab	Hamouda
Maple Point Middle School		Michele & Doug	Harris
Neshaminy High School		Tonya & Lee	Hunsberger
Faust Elementary		Trish	Pidcock
		Tara	Anderson
Bensalem		Jasmine	Johnson
Newtown Friends School		Katherine	Murphy
Bucks		Jill	Jones
Harry S Truman	Bristol Twp	Kelly	Juba
Harry Struman High School		Kelly	Juba
Harry S Truman	Levittown	Megan	Kaufeld

Grade 2019	Interest	Sp. Serv.	Sp. Services Receiving
11	Dance, Figure Skating	No	
7	Music, Theatre, Vocal Music, Musical Theatre	No	
9	Dance, Theatre, Vocal Music, Musical Theatre	Yes	Hearing Support
10	Theatre	No	
7	Dance	No	
10	Design	No	
10	Dance, Instrumental Music, Theatre, Vocal Music, Musical Theatre	No	
9	Dance		
9	Dance	No	
	Theatre, Vocal Music	No	
10	Dance	No	
9	Design & Digital Art	No	
9	Literary Arts/Media, Design & Digital Art	No	
10		No	
8		No	
9	Dance	No	
12	Instrumental Music, Vocal Music, Musical Theatre	No	
8	Instrumental Music	Yes	PEN-Gifted Education Program
6	Instrumental Music		
6	Dance		
8	Instrumental Music, Design & Digital Arts, Vocal Music, Musical Theatre	No	
8	Dance, Theatre, Musical Theatre, Figure Skating	Yes	Gifted program and GIEP
10	Vocal	No	
	Dance		
7	Figure Skating and Design & Digital Art	No	
12	Musical Theatre	Yes	IEP
7	Figure Skating, Design & Digital Art	Yes	Gift+ASB:Q64ted and High Functioni
8		Yes	
8	Design and Digital Art		
	Instrumental Music, Musical Theatre		
7	Literary Arts/Media and Vocal Music	No	
10	Design and Digital Art	No	
12	Design and Digital Art	Yes	Special Needs (Physically Disabled)
7	Dance	No	
10	Theatre, Vocal Music, Musical Theatre	Yes	Assistance through IEP for Math
5	Dance, Instrumental Music, Theatre, Vocal Music, Musical Theatre	Yes	IEP for Reading/Writing
9		Yes	504 for ADHD
9	Theatre, Music Theatre, Figure Skating	No	
9	Design & Digital Art, Print/Media Journalism	No	
9	Theatre, Vocal Music, Instrumental Music	Yes	He currently attends AIM academy
11			
12	Vocal Music, Musical Theatre	No	
11	Dance	No	

46	8/23/2018	Katherine	Kearney	5024 Sunrise Ave	Bensalem, PA 19020	215-400-0555		tkearney1974@hotmail.com
47	9/9/2018	Grace	Kelly	1951 Mulberry Lane	Warrington, PA 18976	215-343-0077		meghankelly@comcast.net
48	9/23/2018	Josie	Kindred	2216 Yardley Rd	Yardley, PA 19067	215-704-9997		dshannen@comcast.net
49	9/16/2018	Lorelei	Klinck	2310 Rittenhouse Sw	Bensalem, PA 19020	215-380-0654		denisemitch@comcast.net
50	8/13/2018	Alexia	Kowalski	4548 Barnsleigh Dr	Bensalem, PA 19020	215-669-0266		salenecat68@verizon.net
51	9/22/2018	Gabriella	Kucherski	360 Holly Drive	Levittown, PA 19055	215-354-8580		cbag7576@gmail.com
52	9/22/2018	Amalia	Lane	17 MilkyKo Drive	Washington Crossing, PA 18755	215-595-6472		lornalizi17@gmail.com
53	9/23/2018	Katelyn	Letini	2647 Brownsville Rd.	Feasterville, PA 19053	732-895-5098		slertini@gmail.com
54	8/23/2018	Kenna	Lowman	23 Quill Rd	Levittown, PA 19057	215-839-4696		snbogart@yahoo.com
55	3/20/2018	Maireade	Madison	649 W. Countyline Rd	Hatboro, Pa 19040	267-278-0000	267-803-4711	denisemadison5@gmail.com
56	9/24/2018	Mia	Mastromarco	340 Davisville Rd.	Warmminster, PA 19874	215-370-9829		Smastromarco72@gmail.com
57	8/13/2018	Samantha	McBride	1236 Cushman Rd.	Ottsville, PA 18942	267-368-8440	267-368-8440	mcmullen,jill@gmail.com
58	3/24/2018	Bronwen	McDonald	1634 Sweetbriar Road	Southampton, PA 18966	215-485-6491		bryanmaureen@verizon.net
59	9/16/2018	Madeline	McKenna	518 Chestnut Ct	Langhorne, PA 19047	215-750-0521		robimiller568@gmail.com
60	9/23/2018	Autumn	Miller	2034 Lansing Street	Philadelphia, PA 19152	267-565-0542		jeanel024@comcast.net
61	3/23/2018	Brayden	Morgan	988 Princeton Pl	Warmminster, PA 18974	267-987-1514		lisanmarkm@msn.com
62	3/24/2018	Justin	Morris	1297 Victoria Rd.	Warmminster, PA 18974	215-416-3805	215-956-5180	jmwara13@verizon.net; jmorrock
63	3/24/2018	Delaney	Morton	165 Pebble Woods Dr	Doylstown, PA 18901	267-880-6023		ilisanmarkm@msn.com
64	3/19/2018	Portia L.	Murphy	5 Holme Ct	Newtown, Pa 18940	215-687-6424	215-579-1431	juliumurphy@gmail.com
65	9/19/2018	Alize'	Nieves	301 Heights Lane Apt 358	Feasterville Trevose, Pa 191	215-617-8981		tnieves211@yahoo.com
66	3/14/2018	Ashton	Noonan	508 North St	Doylstown, Pa 18901	267-880-3930	267-629-9940	uneca31@yahoo.com; Monicasmith
67	4/1/2018	Liah Gene	Rich	2150 Roseale Rd-Farmhouse	Quakertown, Pa 18951	215-952-5558		ymrichabctv@gmail.com
68	9/18/2018	Harmoney	Riker	304 Dogwood Dr	Levittown, PA 19055	267-579-8632		nutytricity27@yahoo.com
69	8/21/2018	Makayla	Riley	2211 ogden ave.	Bensalem, PA 19020	215-873-6631		kvilie@yahoo.com
70	9/22/2018	Arianna	Rivera	602 B South Dove Road	Yardley, PA 19067	215-470-5994		jmoore8719@gmail.com
71	4/1/2018	Maya	Rose	627 Meadow Creek Lane	Pertkasie, Pa 18944	215-257-1955		sarabeth.rose71@gmail.com
72	3/25/2018	Anna Shae	Safan	30 Pebble Woods Dr	Doylstown, Pa 18901	215-962-7325	215-340-2212	suzsfran@gmail.com
73	3/25/2018	Sierra	Safan	30 Pebble Woods Dr	Doylstown, Pa 18901	215-962-7325	215-340-2212	
74	9/23/2018	Christopher	Shinkus	6 Mayflower Road	Levittown, PA 19056	215-547-8366		sswuzzieq822@verizon.net
75	9/16/2018	Emily	Smeder	10 Larkspur Rd	Levittown, PA 19056	215-848-1433		emilyredems@gmail.com
76	8/28/2018	Peyton	Smith	610 Poquessing Ave.	Philadelphia, PA 19116	215-840-3791		dawnsmith1986@gmail.com
77	9/16/2018	Peyton	Smith	610 Poquessing Ave.	Philadelphia, PA 19116	215-969-6765		dawnsmith1980@gmail.com
78	3/24/2018	Alexa	Stachel	422 Longleaf Dr	Pertkasie, Pa 18944	215-250-0735	267-614-3196	
79	8/21/2018	Michaela	Stanton	48 Macintosh Rd	Levittown, PA 19056	215-828-1089		gncpius5@gmail.com
80	8/28/2018	Autumn	Stressman	619 Parkvale Ave	Langhorne, PA 19047	215-804-8600		kate.west77@yahoo.com
81	9/18/2018	Ruby	Thompson	30 Kenwood Dr. N	Levittown, PA 19055	215-519-4183		keithvr@verizon.net
82	8/21/2018	Sara	Van Reymerds	723 Chatham Rd	Fairless Hills, PA	267-793-4056		jenniferwagner19@gmail.com
83	9/18/2018	Madisyn	Wagner	2056 Hulmeville Rd	Bensalem, PA 19020	215-638-0407		amwawilliever@aol.com
84	9/8/2018	Aleah	Willevier	307 S. Wyomissing Ave	Shillington, PA 19607	610-780-3922		kmbrly wrms@yahoo.com
85	8/31/2018	Leah	Williams	1004 Franklin Ave.	Croydon, PA 19021	215-970-4854	267-987-6208	

Bensalem High School	Bensalem	Tina & Matt	Kearney
Villa Joseph Marie		Megan	Kelly
Pennsbury		Dawn	Schannen
School Lane Charter School		Denise M	Mitchell
Bensalem		Sue	Kowalski
Armstrong Middle School		Carol	Kuchefski
Council Rock North		Lorna	Lane
Neshaminy		Stacey	Letini
Carl Sandburg Middle School	Levittown	Shannon	Lowman
Keith Valley Middle Schol	Horsham	Denise M	Madison
Centennial		Silvia	Mastromarco
Centennial		Johanna	McBride
River Valley Waldorf School	Upper Black Eddy	Jill	McMullen
Maple Point Middle School	Langhorne	Maureen	McKenna
Phila		Robin	Miller
Warwick Elementary	Warminster	Jeanell	Morgan
Log College Middle School	Warminster	Jaci	Warta
Lenape Middle School	Doylestown	Lisa	Morton
The Keystone School	Homestead	Louise	Murphy
Neshaminy		Tanya	Nieves
Lenape Middle School	Doylestown	Monica	Smith
Homeschool		Tori Marie	VanHeisel
Neil Armstrong Middle School		Jeanette	Riker
St. Charles Borromeo		Kelly	Vile
Pennsbury		Jessica	Moore
Pennridge Central Middle School		Sarahbeth	Rose
Lenape Middle School	Doylestown	Suzanne	Safran
Center for Performing, Fine Arts	West Chester	Suzanne	Safran
Bristol Township		Susan	Shinkus
Carl Sandburg Middle School		Edward	Smeder
Philadelphia Art School	Philadelphia	Dawn	Smith
Arts Academy at Benjamin Rush		Dawn	Smith
Penn Central MS		Kristy	Stachel
Neil A. Armstrong Middle School	Levittown	Kelly	Roper
Neshaminy		Rebecca	Stressman
Bristol Township		Katherine	Thompson
William Penn Middle School	Yardley	Nicole	Van Reymersdal
Shafer		Jennifer	Wagner
Governor Mifflin Intermediate School	Shillington	William & Amy	Willever
FDR Middle School	Bristol Twp	Kimberly	Williams

10	Dance, Musical Theatre	No	
11	Theatre, Vocal Music, Musical Theatre	Yes	
8	Theatre, Music Theatre, Figure Skating, Vocal, Design	No	
9	Instrumental Music, Vocal Music, Musical Theatre	No	
9	Dance		
9	Dance, Theatre, Vocal Music, Musical Theatre	No	
11	Design & Digital Art	Yes	504 Allom.
5	Dance, Theatre, Figure Skating, Design	No	
7	Dance, Musical Theatre	No	
8			
6	Theatre, Musical Theatre, Skating, Design	No	
9	Figure Skating and Dance		
7		Yes	Math tutoring no IEP
9	Dance	No	
6	Dance, Theatre, Musical Theatre, Figure Skating, Vocal, Design	No	
7	Design and Digital Art	Yes	FEP/Special Needs/Autism
10	Vocal Music, Musical Theatre	Yes	504 Plan
11	Design and Digital Art	No	
9		No	
10	Vocal Music	No	
10	Dance	Yes	504 for type 1 Diabetes
8		No	
9	Dance, Theatre, Musical Theatre	No	
4	Dance, Theatre, Figure Skating, Design	No	
6	Dance, Figure Skating	No	
9?		No	
9	Dance, Theatre, Vocal Music, Musical Theatre	No	
11	Dance, Theatre, Vocal Music, Musical Theatre	No	
7	Figure Skating, Design, Instrumental	No	
8	Instrumental Music, Literary Arts/Media, Design & Digital Art, Vocal Music	No	
9	Dance	Yes	IEP
10	Dance	Yes	IEP
9	Dance, Theatre, Musical Theatre	No	
9	Theatre, Literary Arts/Media, Vocal Music	No	
8	Dance, Figure Skating	No	
9	Dance, Figure Skating	No	
9	Literary Arts/Media	Yes	GLEP meetings, gifted services
8	Instrumental Music	No	
6	Figure Skating	Yes	
9	Dance, Musical Theatre	No	



Barbara Bjerring

Art Educator
267.265.0113
bbjerring@gmail.com
www.bbjerring.com

Skills

Mentorship
Curriculum design
Assessment development
Interdisciplinary practices
Contemporary art history
in the classroom
Accessing visual literacy
Teaching at-risk youth
Material and Technique
Research

Certifications

PA / Art K-12

Solo Art Exhibits

Six

Group Art Exhibits

Thirty-two

Workshops and Lectures

Six

Grants, Awards and Honors

Eight

Life Experience

Artist
Art Educator
Mother, Wife, Sister, Daughter
Athlete

Education

Master in Art Education with a Major in Art. 2015. GPA 3.96
Tyler School of Art • ceramics and fiber art

Post-Baccalaureate. 2008
Pennsylvania Academy of Fine Art
• drawing, woodblock printmaking and fiber art

BFA.1991
Moore College of Art and Design
• drawing, anatomy, painting, ceramics, and printmaking

Employment

Art Teacher. 2018 - Present
Banana Factory Art Center, Bethlehem, PA. • printmaking

Art Teacher. 2016 - Present
Deeply Flawed Art Studio, Riegelsville, PA. • printmaking, drawing, ceramics

Art Teacher. 2009/16
Tinicum Arts and Science High School, Ottsville, PA.
• curriculum development, lesson planning, assessment, inventory
• drawing, painting, sculpture, woodblock and screen printmaking, ceramics, fiber art, and art history with a contemporary focus.

Continuing Education

University of the Arts. 1998
• graphic design, Adobe Photoshop, Adobe Illustrator.

Rutgers University Camden. 1995 • embryology

Philadelphia Community College. 1994
• biology, chemistry, anatomy and physiology, and zoology

Other Arts Jobs

Website/Graphic Designer. 1998/03 I-Frontier. Philadelphia, PA.
Free-lance Scenic Artist. 1991/98 Various Studios. Philadelphia, PA.

Mitchell Goldberg, MBA
249 Carson Way, Yardley, PA 19067

www.linkedin.com/in/goldbergmitchell

mitchellgberg157@gmail.com

Phone: 267.679.3008

PROFILE

Dynamic Generic pharmaceutical key account sales executive with ability to build profitable revenues, to develop innovative customer strategies, to drive for targets exceeding corporate's goals, and to work collaboratively and professionally across various disciplines to achieve desired results. Using a strong understanding of the history of the Generic industry, a track record of consistent customer growth, and an ability to predict a competitor's options, create programs within corporate's guideline that deliver profitability and customer loyalty

CAPABILITIES

- Develops customer budgets and analytical business reviews; executes with Purchasing and C suite
- Builds mutually beneficial relationships
- Using pre-planning and competitive understanding of the marketplace, launches product; exceeds goals
- Works externally with customer's contracts and facilitates the process internally (with Finance, Contracts) to deliver timely, competitive bids
- Maximizes the company's portfolio by proactively selecting products that will derive greater value
- Sets goals and measures the success of conferences and customer meetings
- Works closely with sales manager to ensure clear communication and delivery of corporate's priorities

SELECT ACCOMPLISHMENTS

- Negotiated and closed \$45M of new business in one year with Cardinal on one product- Hydrocodone
- Awarded pharmaceutical *Vendor of the Year* by Walmart; achieved \$6.5 MM sales due to creative collaboration
- Researched, wrote, and implemented numerous sales/marketing plans of action for Big Three and others in the wholesale and chain channels
- Built a fledgling generic company from \$10MM to \$393MM
- Grew a generic business from \$140MM to \$309MM in 3 years; margins exceeded 54%
- Commercialized two generic companies (from inception); exceeded sales/margin goals within 18 months
- Designed, wrote a first-class website (www.aurobindousa.com)
- Identified target companies and products for potential acquisition, partnering, or creative collaborations
- Invited public speaker; topics include supply chain, wholesale/retail programs, injectable shortages, 3PL dynamics

EXPERIENCE

Aurobindo Pharma USA, East Windsor, NJ

2105- 2017

Director, Corporate Marketing and Development

Created an entire department from inception; concentrated on building the company's brand, including its value proposition, strategic short/medium term objectives, marketing materials, launch programs, and customer initiatives. Company moved into 5th place among all manufacturers as measured by TRx's

Sigmapharm Laboratories, Bensalem, PA

2010- 2013

Vice President, Sales & Marketing; Business Development

Commercialized the first organic, Sigmapharm-labeled ANDA's; sold new generic entrant into an established market; achieved 12.5% of total sales dollars and units in first 60 days, including Cardinal Source and Optisource

King Pharmaceuticals, Bridgewater, NJ

2007- 2009

Director, Trade & Strategic Sales Projects

Initially engaged on a consultant basis; developed life cycle management strategies and courses of action to lessen the impact of impending patent loss. Hired full time January 2008 to work with downstream partners including ABC and CVS

Mallinckrodt Pharmaceutical, St. Louis, MO

2003-2006

Director of Sales, National Trade Accounts

Responsible for all sales aspects of this vertical, generic manufacturer- recruiting, developing, and building sn effective sales team; worked directly with customers like Kroger, Walgreens, CVS, Rite Aid, Walmart, Cardinal, ABC, McKesson.

Global Pharmaceutical, a div. of Impax Labs, Philadelphia, PA

1997-2001

VP, Trade Sales

Commercialized start up generic manufacturer within 12 months. Developed the sales team, budgets, and target markets/customers. Created marketing plans to ensure product pull through. Led 2 NAM s interfacing with all national/regional chains/wholesalers, including CVS, Walgreens, Rite Aid, Cardinal, ABC, and McKesson

EDUCATION

Master of Business Management (MBA), Philadelphia University

Master of Arts in Teaching, State University Binghamton

Bachelor of Arts, State University New Paltz

Mentor- Business School at Fairleigh Dickinson University

ROBERT GROSSMAN

510 Creek Rd Doylestown PA 18901
robert.alan.grossman@gmail.com | (215) 694-1848

OBJECTIVE | To spend the final years of my career and then retirement years being involved giving back to the community.

SKILLS | Passions include all visual arts, performing arts and getting involved with mentoring and helping kids at risk. Have spent my career managing money for high net worth individuals and pro bono work for many that do not have resources. Have won numerous photography awards.

CAREER | **MONEY MANAGER AND PARTNER – UNITED PLANNERS
FINANCIAL SERVICES BASED IN SCOTTSDALE, AZ**
1998 TO PRESENT
Manage security portfolios and Registered Principal – Series 7 & 24
Registered Investment Advisor and hold many other security and
commodity licenses.

SMITH BARNEY – PHILADELPHIA, PA 1987 to 1997

EDUCATION | **DREXEL UNIVERSITY - PHILADELPHIA, PA** 1968 TO 1972
Bachelor of Science in Commerce and Engineering & MBA

SERVICE | Mentoring Kids at Risk – Philadelphia Futures
Set up a photography program for urban kids at risk
Board of Directors and Advisory Council – several business and
charitable organizations.
Active Raising Money for Cancer and Children's Causes and performing
arts

REFERENCES | Numerous provided on request

Thomas S. Lubben
2109 Bally Drive
Northampton, PA 18067

484-505-0697
E-Mail tlubben1957@gmail.com

QUALIFICATIONS: Leader in Charter School Formation and Development for over 20 years. He is an energetic and a visionary people person with a myriad of leadership experiences with a focus on Charter School development, creation, and implementation. He specializes in helping people face needed changes in education and life. He was at the fore-front of the charter school legislation in Pennsylvania. He has spoken at both state and national conferences on charter school related issues.

EXPERIENCE: Founded TLC Arts LLC, a company dedicated to the spread of arts education throughout the United States and the World. (Ten+ additional schools under consideration!)

EXPERIENCE: Founded the Easton Arts Academy Elementary School in 2017

EXPERIENCE: Founded the Arts Academy Elementary School in Allentown, PA in 2015.

EXPERIENCE: Founded the Arts Academy Middle School in Salisbury, PA in 2012.

EXPERIENCE: Superintendent and Founder of the Lehigh Valley Charter High School for the Performing Arts serving 440 students from 10 counties and 450+ school districts. (2003-2010)

EXPERIENCE: Executive Director of a two-county project to develop a unique regional charter high school for the performing arts. (1996- 2003)

EXPERIENCE: Consultant – Edison Corporation – Charter School Start-Up Operations (April, 2001)

EXPERIENCE: Vice President for Operations and Curriculum – Mid-Atlantic Region. Mosaica Education Inc. (November 1999- December 2000)

EXPERIENCE: Charter School evaluator and consultant in over 6 states. 1997-Present

EXPERIENCE: ASCD: Served as President of NJASCD. I also served as an active delegate to the National Board of Directors and represented our affiliate at a variety of area conferences.

EXPERIENCE: Prior to 1997, Dr. Lubben spent over 35 years as a teacher, administrator, and Superintendent in the public school system of NJ. He spent 25 years in the Englewood Public School and 10 years as the Chief School Administrator of a small K-8 school in Hampton, NJ.

OTHER EXPERIENCE:

Author: ‘The Charter School Wars: Insight from a Charter School Innovator’, c. 2017, Peter Lang Publishing Company.

EDUCATION:

March 1996
May 1969
May 1963

Doctorate Degree
Masters Degree
Bachelors Degree

Nova Southeastern University
Montclair State College
Montclair State College

Joel Metzger

5 South Main St., Apt. 6
Doylestown, PA 18901 US

215.489.2522 • joelme333@gmail.com

Professional Experience

- **Piece We Need / Treasure Inside series of videos** 2009 - current
Founder & Creator of Piece We Need, a series of short videos about inner strength:
"The piece we need to face serious challenges"
 - Development of website, currently: pieceweneed.comFounder & Creator of Treasure Inside, short animations about inner discovery
 - With television broadcast, magazine articles, and a DVD compilation
 - Presentation at the County Theater, Doylestown, PA
 - Twice awarded Best Animation by an Emerging Filmmaker at the Bucks Fever FilmFest - 2009 and 2011
 - A sample video: *Change!* (3:20) at vimeo.com/150797169
- **Joel Metzger 3D Modeling** 2003 - 2014
Freelance Digital architectural 3d rendering, SketchUp specialist
 - Virtual models of theme parks, entertainment productions, architectural designs
 - Also Video fly-thrus and animations
 - Development of website /portfolio
- **Online Noetic Network (ONN)** 1994 - 2002
Founder, President, Editor-in-chief, Interviewer, Writer, Website Manager
ONN publications focused on human potential
 - Founded and managed this nonprofit corporation and telecommunication network with 1500 members and 3700 subscribers, around the world
 - Conducted in-depth interviews with experts in a wide variety of fields
 - Wrote articles for 3 weekly email periodicals, ads and press releases
 - Developed, managed and hosted ONN's popular website

Education

- UNIVERSITY OF PENNSYLVANIA; Philadelphia, PA 1984 - 1985
Center for Information Resources
Certificate in Computer Science
- TEMPLE UNIVERSITY; Philadelphia, PA 1975 - 1977
School of Communications and Theater
BA Awarded: August, 1986
- CARNEGIE - MELLON UNIVERSITY; Pittsburgh, PA 1969 - 1971
Major: Liberal Arts

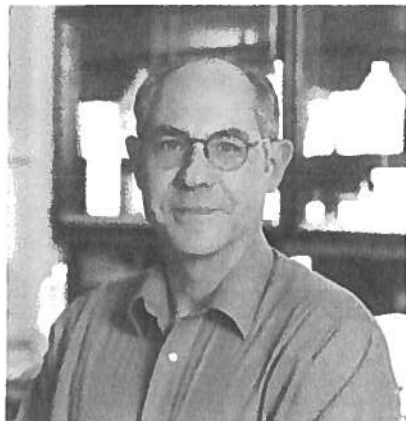
Summary of Skills

- Artistic development of character and story for media
- Video editing and 3D digital modeling
- Online publishing and Telecommunications
- Graphics and Desktop publishing
- Interviewer and Writer
- Windows Platform
- Software: Adobe Premiere Elements, SketchUp, Photoshop, Word

JUAN L. NAVIA

3884 STABLE COURT, DOYLESTOWN, PA, 18902; (215) 262-8116;

E-mail: jlnavia.jln@gmail.com



Education:

Ph.D. 1981, Organic chemistry, University of Alabama at Birmingham, Birmingham, AL;

B.S. 1974 Biology, Tulane University, New Orleans, LA

Employment History:

In Retirement (2017- present): President, Sociedad Hispana Doylestown. (Doylestown, PA). Coordinator, Family Educators in Faith (FEF) at Our Lady of Guadalupe Parrish (Doylestown, PA)

Heartland FPG, (Carmel, IN)

2015- 2017 (retired): **Research Director, Fellow, Applied Science and Technology** (Horsham, PA). Process development for novel natural high-potency sweeteners.

McNeil Nutritionals, LLC

2008- 2015: **Research Director, Fellow, Applied Science and Technology** (Ft Washington, PA). Founder and Chair of the Low-Calorie Sweetener work group of the International Life Sciences Institute (ILSI), an industry-government-academia partnership.

2005- 2008: **Manager, Clinical Research & Technical Evaluation** (Ft Washington, PA). Design and management of human clinical studies in nutrition and weight loss; review and summarize of pertinent scientific literature in preparation for clinical study feasibility and risk-benefit assessment; preparation of summary reports and publication manuscript.

2001- 2005: **Manager, Research and Technical Evaluations** (McNeil Nutritionals, LLC; New Brunswick, NJ). Managed the adverse health events reporting of McNeil Nutritionals products, and the extramural research support program. McNeil liaison at the Functional Foods Committee of the International Food Information Council Foundation (IFIC). Initiated a new product/ technology evaluation process.

McNeil Specialty Products Company, Athens, GA

1999-2001: **Manager, Technology Development.** Athens site management co-responsible with Production Manager. Joint venture process R&D.

1997-1999: **Project Coordinator.** Technical lead of a process development effort to produce a carbohydrate-based food additive through biotechnology. Oversight of process research and development, regulatory approval, and pilot scale production.

1996-1997: **Principal Scientist.** Technical evaluation of new business opportunities. Responsible for technical oversight of a new product pilot operation

1993-1996: **Group (Team) Leader.** Support chemical process during pilot plant campaign.

1991-1993: **Senior Research Scientist, McNeil Specialty Products Company, Athens, GA.** Chemical process development in support of pilot plant scale manufacture of a high potency sweetener (Sucralose).

Noramco, Inc., Athens, GA

1987-1991: **Research Scientist**, NORAMCO/McNeil Specialty Products Company, Athens, GA. Set-up a research lab, initiated an independent research program to discover and develop a commercially viable synthesis for a high potency sweetener, actively participated in the design phase of the pilot plant for the Sucralose process.

Academic, postgraduate

1982-1987: **Postdoctoral fellow**, University of Wisconsin-Madison, Madison, WI.

1981-1982: **Postdoctoral fellow**, University of Alabama at Birmingham, Birmingham, AL.

Accolades:**External:**

ILSI NA Exceptional service to the Food Nutrition and Safety Program, 2012

ILSI NA Movers and Shakers Award, 2011

Corporate:

Robert Wood Johnson Medal for Scientific Excellence, 2008.

Standards of Leadership Award, Brand Defense Activity; January 2008,

Standards of Leadership Award, Diversity Committee Activity; January 2004,

Special Achievement Award, Sucralose Commercial Production; 2001.

Team Excellence Award, Bulking Agent Team; 1995.

Team Award for Sucralose Process Development; 1992.

Achievement award for fundamental discovery in the Sucralose process; 1988.

Academic:

1st Place Award University-wide Sigma Xi Research Day Competition; 1981.

Chemistry Dept. Outstanding Student Award; 1981.

Dean's Outstanding Graduate Student Award; 1981.

1st Place Chemistry Award; Student Research Competition; Ala. Acad. of Sci.; 1979.

Membership in Professional Organizations

Amer. Chem. Soc. ('75-present); Sigma Xi Honorary Scientific Society ('81-present); Amer. Assoc. Adv. Sci. ('83-present).

Patents & Publications: Upon request.

Louise Ann Ottilo
Doylestown, PA

Experienced Event and Travel & Expense Management Professional

- Worked directly with accounting Dept. for expense platform review, recommendation and implementation to align the travel and expense process.
- Utilized Concur Reporting to generate month-end reporting for senior executives
- Expertly managed all large trade shows, corporate meetings, board meetings, and board retreats.
- Proficiently managed all aspects of customer events.
- Proficiently managed travel program with an air spend of approximately \$1.5 million dollars.
- Possess strong negotiating skills yielding large savings with internal meetings, trade shows and the travel program both with vendors and cost to run.
- Liaison between company managers, executive staff and CEO.
- Proficient in managing all marketing and advertising for the company.
- Expertly produced all customer contracts; while also managing expiring dates to ensure seamless continuation of contracts.

Key Notables:

- Policy development
- Reportable outcomes
- Process Improvement
- Strong negotiating skills
- GDS experience
- Extensive Concur Travel & Expense experience
- Expert event planning large trade shows CEO liaison
- Expert planning board meetings and retreats
- Office Management

Software

- Microsoft Office
- Concur Travel and Expense Platforms
- ERP Intact
- ERP Great Plains
- SAP

Professional Experience:

Motorola Solutions, Inc

August 2016 – Present

Senior Analyst II Project Management

- **Leads highly complex, large public safety applications (CAD/Mobile/Records/Jail/Next Generation 911) projects.**
- **Leads and directs the work activities of the program team across organizational boundaries.**
- **Ensures that programs progress according to schedule and budget.**
- **Procures internal and external resources.**
- **Allocates project staff with the required competencies to meet the project objectives**
- **Drives strategic relationships between internal and external teams.**
- **Resolves issues between internal and external groups.**
- **Responsible for the profit level for all projects under their control. –**
- **Duties include: Establishing and maintaining a project budget and schedule, establishing and maintaining a communication plan with project teams and customers, establishing and executing a risk assessment and mitigation plans, establishing and maintaining a quality plan, negotiating and writing subcontracts for internal and external subcontractors, approving invoices, preparing project documentation, providing key guidance and support for proposal efforts, providing system integration quotations and statements of work.**
- **Responsible for creating, distributing and presenting various project status reports and results.**
- **Responsible for driving process improvement for large part(s) of project. - Conducts project reviews through the life of the project**

Evariant

Travel and Expense Manager

Oct 2014 Nov 2015

- **Implemented Concur travel and expense platform.**
- **Utilized Concur Reporting to generate month-end reporting for senior executives**
- **Utilize Concur reporting to assist with adhoc reporting requirements.**
- **Prepared weekly and monthly reports and also tracked unused tickets monitoring all the expense reports**
- **Worked directly with accounting Dept. for expense platform review, recommendation and implementation to align the travel and expense process.**
- **Used ERP Intact and used Nexonia as the expense platform and implemented Concur Expense for the client.**
- **Proficiently developed new policy and process for all company travel.**
- **Communicated policy expectations through training/webinar sessions.**
- **Managed internal company meetings of varying size.**
- **Managed company trade shows working closely with marketing.**
- **Event planning responsibilities include sourcing venues, negotiating contract details, managing event budget expectations, building event registration, and facilitating all aspects of travel for events.**
- **Successfully implemented new online booking tool.**

- Negotiated strong agreements with a new travel management company as well as car and hotel vendors.
- Tracked travelers spend and behaviors ensuring policy compliance and overall program success for senior executive team.
- Directly reporting to the COO

Solomon Edwards Group, LLC

Travel & Expense Manager

Aug 2011 Aug 2014

- **Implemented Concur travel and expense platform.**
- **Worked directly with accounting Dept. for expense platform review, recommendation and implementation to align the travel and expense process.**
- **Utilized Concur Reporting to generate month-end reporting for senior executives**
- **Utilize Concur reporting to assist with adhoc reporting requirements.**
- **Prepared weekly and monthly reports and also tracked unused tickets monitoring all the expense reports**
- **Used ERP Great Plains and used Concur Expense Platform.**
- Sourced housing for 1000 consultants supporting a two year contract in four cities.
- Reduced travel expenses 30%
- Proficiently developed new policy and process for all company travel based on multiple policies.
- Implemented new online booking tool that streamlines all aspects of company travel
- Enhanced all travel policies bringing all in compliance with each policy.
- Managed five travel support admins in the growing travel department.
- Negotiate strong agreements with a new travel management company as well as car and hotel vendors for a mid-market spend.
- Perform continuous analysis of policies, processes and procedures and recommend improvements to maximize efficiencies
- Event planning responsibilities include sourcing venues, negotiating contract details and facilitating all aspects of travel for events.
- Directly reporting into the CFO

MedQuist Inc.

Travel & Expense Manager

Sept 1999-April 2011

Executive Assistant to CEO / Office Manager

Oct 1990-Sept 1999

- **Implemented Concur travel and expense platform.**
- **Worked directly with accounting Dept. for expense platform review, recommendation and implementation to align the travel and expense process.**
- **Utilized Concur Reporting to generate month-end reporting for senior executives**
- **Utilize Concur reporting to assist with adhoc reporting requirements.**
- **Prepared weekly and monthly reports and also tracked unused tickets monitoring all the expense reports.**
- **Used SAP to integrate it with Concur and collected data through SAP to prepare reports.**
- Proficiently planned and managed all large company meetings; locating venue, negotiating contracts, managing all details with the hotel from rooms to meeting details to offsite events as well as developing and managing the meeting registration process.

- Managed all large trade show logistics to include booth needs, customer events and travel registration and reservation process.
- Perform continuous analysis of policies, processes and procedures and recommend improvements to maximize efficiencies.
- Managed a \$1.5 million dollar air spend account with travel management company and two dedicated agents ensuring the competitive pricing along with a seamless process and allowing traceable compliance to support travel policy.
- Negotiated strong hotel and car rental rate agreements.
- Booked company travel through the GDS.
- Proficiently managed all areas of corporate office with receptionist and all administrative staff reporting in to me.
- Supported CEO as Executive Assistant to the CEO handling all daily correspondence, setting up board meetings, investor meetings and client visits.
- Directly reporting to CEO and Chairman of the Board

Education

- Philadelphia Community College
- Paralegal Certificate
- Bergen County Community College
- Fair Lawn High School, Fair Lawn, NJ
- Working towards PMP Certification

Other

- Board member, secretary for the Ukrainian Nationals Soccer Club
- Volunteer; manage and plan youth soccer and lacrosse tournaments supporting Travis Manion Foundation and Fox Chase Cancer Center annually through fund raising during each event.

DR. JANICE SOLKOV
206 Eagle Lane
Doylestown, PA 18901
Cell (215) 962-4952
drjanice1@yahoo.com

EDUCATION

Temple University English Education Ed.D. 1982
Temple University English Education M.Ed., CAGS 1975, 1977
Penn State University Spanish (*Magna Cum Laude*) B.A. 1972
Pennsylvania Professional Certificates Superintendent's Letter of Eligibility, Elementary
Principal, Elementary Supervisor, Elementary Education, ESL Program Specialist
Retired - November 2007
Act 48 Continuing Education Credits – Current
*LearningHouse Faculty Orientation to Moodle and LearningHouse Foundations in Online
Delivery*
Grant Writing USA Seminar, Blue Bell, PA, Spring 2014

SELECTED CAREER ACCOMPLISHMENTS

**CO-FOUNDER/EDUCATIONAL CONSULTANT FOR DEVELOPMENT OF LEHIGH VALLEY
DUAL LANGUAGE CHARTER SCHOOL (LVDLCS), COUNCIL FOR SPANISH-SPEAKING
ORGANIZATIONS OF LEHIGH VALLEY (CSSOLV), BETHLEHEM, PA**
November 2007 to Present

EDUCATIONAL CONSULTANT, ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
October 2014 to January 2015

**EDUCATIONAL CONSULTANT, CRISPUS ATTUCKS YOUTHBUILD CHARTER SCHOOL
(CAYBCS), YORK, PA**
August 2012 to November 2012

**BILINGUAL CASE MANAGER, HISPANIC INITIATIVE, BIG BROTHERS BIG SISTERS OF
BUCKS COUNTY, JAMISON, PA**
November 2010 to October 2012

**GRADUATE SCHOOL INSTRUCTOR, REGIONAL TRAINING CENTER, GRATZ COLLEGE,
ELKINS PARK, PA**
2009 to 2014

DISTINGUISHED EDUCATOR, PA DEPT. OF EDUCATION 2008 to 2010

EDUCATIONAL CONSULTANT, VICTORY SCHOOLS, INC. February to June 2010

CONTENT REVIEWER, PA DEPT. OF ED. September 2009 to June 2010

**ASSISTANT PROFESSOR, EARLY CHILDHOOD AND ELEMENTARY EDUCATION,
COLLEGE OF PROFESSIONAL STUDIES, BLOOMSBURG UNIVERSITY, BLOOMSBURG, PA**
August - December 2007

CHIEF ACADEMIC OFFICER
BEAR CREEK COMMUNITY CHARTER SCHOOL – WILKES BARRE, PA
(Grades K-8, 340 students) July 2005 - November 2007

REGIONAL VICE PRESIDENT
BEAR CREEK COMMUNITY CHARTER SCHOOL – WILKES BARRE, PA
FELL CHARTER SCHOOL – SIMPSON, PA July 2005 - June 2006

PRINCIPAL – PHINEAS DAVIS ELEMENTARY SCHOOL
York, PA – School District of the City of York
(Grades K-5, 400 students, multi-ethnic population) July 2003 - June 2005

PRINCIPAL – MORTON MCMICHAEL ELEM. SCHOOL - EDISON SCHOOLS, INC.
(Pre-K to Grade 8; 600 students) Phila. School District Sept. 2002 - Dec. 2002

ADMINISTRATIVE SERVICES/SECOND LANGUAGES MANAGER, COMMUNITY
INFORMATION NETWORK – CENTRAL OFFICE ADMINISTRATION
Willow Grove, PA - Upper Moreland School District July 1997 – August 2002

PRINCIPAL – COLD SPRING ELEMENTARY SCHOOL (K-5, 640 Students)
Willow Grove, PA - Upper Moreland School District July 1992 - June 1997

PRINCIPAL – ALTA S. LEARY ELEMENTARY SCHOOL
Warminster, PA - Centennial School District July 1989 - June 1992

GRANT WRITER – VARIOUS FUNDING SOURCES

VARIOUS SIGNIFICANT VOLUNTEER WORK

TEACHING EXPERIENCES:

Centennial School District	1974–1989
Philadelphia School District	1972–1974

TEACHER – English as a Second Language/Bilingual Education	1974-1989
TEACHER – PA Migrant Program	1975-1977
PROJECT DIRECTOR/INSTRUCTIONAL CONSULTANT	1978-1979
ASSISTANT DIRECTOR – Adult Education Program	1984
COORDINATOR OF SUMMER GIFTED PROGRAM	1980-1981

NICKIE TROTTER

903 Eagle Lane, Doylestown, PA 18901 • Cell: 2677381643 • LLT903@aol.com

Professional Summary

Dedicated paralegal with more than twenty years in the industry, specializing in property damage claims representing home owners who is motivated to continually improve and extend personal skills and knowledge to attain increased responsibility and opportunities for professional growth

Skills

- Notary Public
- Client-oriented
- Strategic thinker
- Approachable
- Strong work ethic
- Relationship Building
- Operations management
- Sound Judgment

Work History

Paralegal Office Manager, 08/1997 to Current

Claims Worldwide – Warminster, PA

- Managed billable hour tracking, payroll, client invoicing and attorney schedules.
- Communicated pertinent information to clients via phone, email and mail.
- Investigated facts and laws to determine causes of action and to prepare cases.
- Maintained ongoing communication with opposing parties from discovery to trial phase.
- Created and implemented all policies, work flow processes and work assignments.
- Communicated with outside vendors on behalf of attorneys and legal departments.

Notary Public, 08/2002 to Current

Claims Worldwide – Warminster, PA

Additional Information

- Current President of The Greens Homeowners Association
- Long-time Volunteer at Twilight Wish Foundation

Education

High School Diploma:

Sayville High School - Sayville, NY



BY-LAWS

OF

TLC Bucks Arts Charter School

AS APPROVED AND ADOPTED ON

September 22, 2018

Section 1. Name, Objects and Purposes, Mailing Address, Corporate Seal, and Fiscal Year

1.1 Name. The name of this nonprofit corporation shall be the TLC Bucks Arts Charter High School ~~ELEMENTARY CHARTER SCHOOL~~.

1.2 Objectives and Purposes. The objectives and purposes of the Charter School are: (1) to foster quality public education and to advance the interests of public school students through the promotion and advocacy of community schools; (2) to stimulate the development of innovative programs in public education; (3) to provide opportunities for learning and assessment; (4) to provide parents and students with greater educational options in choosing a school; and (5) to hold teachers, parents, and school administrators accountable for the student educational process. The Charter School is incorporated under the Nonprofit Corporation Law of 1988, as amended, of the Commonwealth of Pennsylvania, and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including the purposes specified in Act No. 1997-22 of the General Assembly of the Commonwealth of Pennsylvania known as the Charter School Law. In furtherance of these purposes, the Charter School may exercise all rights and powers conferred by the laws of the Commonwealth of Pennsylvania upon nonprofit corporations and schools formed pursuant to the Charter School Law.

1.3 Mailing Address. The mailing address of the Charter School shall be:

TLC Bucks Arts Charter High School
2109 Bally Drive, Northampton, NJ 18067 (until the school mail is available.)
The Board (the "Board") may change this address as necessary.

1.4 Fiscal Year. The fiscal year of the Charter School shall, unless otherwise decided by the Trustees, end on June 30 of each calendar year.

Section 2. Membership

2.1 Membership. Unless or until the Articles of Incorporation of the Charter School are amended to provide otherwise, Charter School shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the vote, consent or other action by the Board. No certificates of membership shall be issued at any time.

Section 3. Board of Trustees

- 3.1 Composition. The Board shall be composed of not less than five (5) and not more than nine (9) natural persons of full age. No member of Board of School Directors of the chartering school district shall serve on the Board.
- 3.2 Election of Trustees. Nominations shall be placed before the Board as needed at any regularly scheduled or special meeting open to the public. Nominations may be made by the Nominating Committee or by any Trustee. The Trustees will cast an open, public ballot. A simple majority of a quorum is required for election.
- 3.3 Initial Appointment of Trustees. The initial Trustees will be appointed by those who incorporate the Charter School, with the appointments to become effective upon incorporation and shall continue until the end of the terms specified pursuant to this Section 3.3. The terms of the initial Trustees shall be staggered so that the terms of approximately one-third of the Trustees expire in one year, the terms of approximately one-third of the Trustees expire in two years and the terms of approximately one-third of the Trustees expire in three years. Terms shall be assigned to individual initial Trustees by lot.
- 3.4 Tenure. Each Trustee, after the initial Trustees, shall hold office for three (3) years, unless the Trustee dies, resigns, is removed, or becomes disqualified. The term of office of each Trustee, after the initial Trustees, shall be for a period effective upon appointment and qualification and ending three years after the expiration of the term which such Trustee is appointed to fill or until a successor is duly elected. A Trustee may be reelected or reappointed for consecutive terms.
- 3.5 Resignation. Any Trustee may resign by delivering a written resignation to the Board. Such resignation shall become effective upon receipt unless it is specified to be effective at some time later.
- 3.6 Vacancies.

Any vacancies on the Board shall be filled by a vote of the Board. Each Trustee so elected to fill a vacancy shall hold office for the remainder of the predecessor's unexpired term.

(a) If a Trustee resigns by giving notice specifying that such resignation shall be effective at a future time, the Board shall have the power to elect a successor to take office when the resignation shall become effective.

- 3.7 Authority. The Board shall have and exercise the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law and the Charter of the Charter School (the "Charter"). The essential function of the Board shall be policy making, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial personnel and related policies deemed necessary for the

administration and development of the Charter School in accordance with its stated purposes and goals. More specifically, the Board's authority shall be, without limitation:

- (a) to approve policies and procedures regarding employment, including but not limited, to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- (b) to adopt the curriculum or courses of study and text books;
- (c) to authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant. As prescribed by the Charter School Law, the Board and contractors shall be restricted and subject to certain statutory requirements governing construction projects as set forth in Section 1715-A (10) of the Public School Code of 1949, as amended 24 P.S. 17-1715-A;
- (d) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, Bylaws, Charter, and Board Policy;
- (e) to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- (f) to make contracts and leases for the procurement of services, equipment, and supplies;
- (g) to incur temporary debts in anticipation of the receipt of funds;
- (h) to solicit and accept any gifts or grants for Charter School purposes;
- (i) to establish the annual academic calendar;
- (j) to adopt and approve the annual budget and to make revisions therein;
- (k) to establish enrollment policies and procedures;
- (l) to adopt and approve policies and procedures to assess student achievement;
- (m) to approve or ratify all contracts as determined by the policy on contracting;

- (n) to be final arbiter of all disciplinary matters;
- (o) to authorize any annual audit by an independent certified public accountant;
- (p) to fix the salary or other compensation of the Chief Executive Officer, Principals, teachers, and other employees of the Charter School;
- (q) to approve all personnel actions;
- (r) to designate depositories of Charter School funds;
- (s) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which the Charter School is chartered; and
- (t) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and not consistent with the Charter School Law.

3.8 Committees. The Trustees may elect or appoint committees (which may include individuals who are not Trustees of the Charter School) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by the Board. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the members of such committee. The members of any committee shall serve on the committee at the pleasure of the Chairperson of the committee.

3.8.1 Permanent Committees. Permanent committees will be formed to handle on-going business of the Charter School. These committees may include:

- (a) Nominating Committee. If a Nominating Committee is appointed by the Board, the Board shall set forth both the time frame for nominations and the manner by which the Nominating Committee shall make nominations. If a Nominating Committee is appointed by the Board, it shall consist of not less than three Trustees.
- (b) Finance and Audit Committee. The Finance and Audit Committee shall prepare and present a proposed financial budget to the Board, and prepare and implement a system of internal fiscal controls.
- (c) Academic Assessment Curriculum Committee. The Academic Curriculum Committee shall review and recommend revisions to the curriculum as necessary and recommend educational strategies, establish criteria for the evaluation of faculty and student performance, and establish and implement provisions for the regular assessment of the academic performance of the student body.

- (d) Personnel Committee. The Personnel Committee shall establish criteria for the performance and evaluation of the faculty and other employees of the school. This committee shall make recommendations to the Board regarding salaries, bonuses, and benefits.
- (e) Administrative Services Committee. The Administrative Services Committee shall establish a disciplinary policy for the school and review and recommend revisions of the disciplinary policy as necessary. This committee will hear, or appoint a hearing examiner to hear, any disciplinary appeals made by the students, with either the committee or the hearing examiner to recommend to the Board final disposition of such appeals.
- (f) Facilities Operations Committee. The Facilities Operations Committee shall maintain the physical facilities.

3.8.2 Ad hoc Committees. Ad Hoc Committees will be formed by the Board from time to time as deemed necessary to handle specific events, functions, or issues. These committees will be terminated upon completion of their specific assigned task or as determined by the Board. Ad Hoc Committees will be chaired by designees of the Board.

3.9 Adoption and Modification of Policies. The Permanent and Ad Hoc Committees will identify areas of need and/or concern and make recommendations to the Board for addition to or modification of current policies or Bylaws. The Trustees will vote on these recommendations at either a regularly scheduled meeting or a specifically called meeting. An affirmative vote of a majority of a quorum of the Board will be required for adoption and/or modification of policies. If such majority vote is not obtained, the proposed recommendation may be returned to the appropriate committee for refinement.

3.10 Meetings

3.10.1 Regular Meetings. Regular meetings of the Board may be held at such time and at such places as the Trustees determine. Call or notice to the Trustees shall not be required for regular meetings (except as required by Section 3.10.8 of these Bylaws), provided that reasonable notice is made of the first regular meeting following the determination of the Trustees of the time and place of regular meetings.

3.10.2 Special Meetings. Special meetings of the Board may be held anytime and any place when called by the Chairperson of the Board or by two or more Trustees. In addition to the notice required by Section 3.10.8 hereof, reasonable notice of the time and place of special meetings shall be given to each Trustee. Such notice will specify the purposes of the meeting. It

shall be given to each Trustee in accordance with the Pennsylvania Nonprofit Corporations Law. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least three (3) business days before the meeting, addressed to the director at the Trustee's usual or last known residence, or to give notice in person or by telephone at least twenty four (24) hours before a special meeting.

3.10.3 Annual Meeting. The Board shall meet annually once per year at the first regularly scheduled meeting in July of each year, at a reasonable time and place convenient to the Board and members of the community. In the event that the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. Notice of the annual meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 3.10.8 hereof and shall be mailed to all Trustees at each individual Trustee's usual or last known address not less than seven days prior to the date of the annual meeting. At the Annual Meeting the Chairperson and Secretary-Treasurer shall present an annual report which shall set forth:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (e) The capital budget and the operating budget for the corporation's current fiscal year;
- (f) A schedule of proposed major activities for the current fiscal year;

- (g) A summary of the corporation's compliance with the laws and regulations of federal, state and local governmental agencies and with the standards, rules and regulations of the various accrediting and approval agencies.

3.10.4 Quorum. At any meeting of the Board a quorum for the conduct of business by the Board shall consist of a majority of the directors then in office.

3.10.5 Action of Vote. When a quorum is present at a meeting of the Board, a majority of the Trustees present and voting shall decide any question including election of officers, unless otherwise provided by law or these bylaws, including but not limited to, Section 3.10.7, 3.10.9 and 3.12.

3.10.6 Conference Telephone Meetings. One or more persons may participate in a meeting of the Board or of a committee of the Board by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 3.10.6 shall constitute presence in person at such meeting.

3.10.7 Optional Provisions Not Required by Law. An affirmative vote of the majority of the members of the Board then in office shall be required in order to take each of the following actions:

- (a) adopting a school calendar, provided that any calendar must provide for 990 hours or 180 days of instruction for students in grades 7 through 12 and 900 hours or 180 days of instruction for students in grades 1 through 6;
- (b) adopting textbooks;
- (c) appointing or dismissing school administrators;
- (d) adopting or amending the annual budget;
- (e) purchasing or selling land;
- (f) locating new buildings or changing the locations of previously used buildings;
- (g) creating or increasing any indebtedness;
- (h) adopting courses of study;
- (i) designating depositories for Charter School funds;

- (j) entering into contracts of any kind where the amount involved exceeds \$500;
- (k) fixing salaries or other compensation of administrators, teachers, or other employees of the Charter School; and
- (l) entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/Technical School for the Charter School's proportionate share of the cost of services provided or to be provided by any such entity.

3.10.8 Sunshine Act. All meetings of the Board of the Charter School (with the exception of those meeting which may be held in executive session under the Sunshine Act) shall be held as public meetings as described in the Sunshine Act, 65 Pa. C.S. § 701 et seq. (the "Sunshine Act"). Notices of all meetings shall be given in the manner described in the Sunshine Act.

3.10.9 Real Estate Transactions. A vote of two-thirds (2/3) of the members in office of the Board duly recorded showing how each member voted shall be required in order to take action on the following subject: purchase of real property or the sale, mortgage, lease or other disposal of real property.

3.11 Public Officials.

3.11.1 Trustees of the Charter School shall be public officials as that terms is defined in the Public Official and Employee Ethics Act, 65 Pa. C.S. § 1101 et seq.

3.11.2 Trustees shall serve as Trustees without receiving any compensation for their services as Trustees.

3.11.3 Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.

3.11.4 Trustees shall not engage in any of the restricted activities listed in the Public Official and Employee Ethics Act except as permitted by the terms of that act.

3.11.5 Every Trustee of the Charter School shall file with the Charter School completed statements of financial interests for the preceding calendar year no later than May 1 of each year that the Trustee serves as a Trustee and of the year that he or she ceases to be a Trustee.

3.12 Reservation of Powers. None of the following actions may be taken by the Charter School without the prior approval of not less than two-thirds (2/3) of the Board then in office:

- (a) to amend the Articles of Incorporation of the Charter School or these Bylaws;
- (b) to dissolve or liquidate the Corporation;
- (c) to merge or consolidate the Corporation; and
- (d) to convey, sell or transfer substantially all the Corporation's assets.

Section 4. Officers and Agencies

- 4.1** Number and Qualification. The Officers of the Charter School shall be a President, a Vice President, a Secretary, and a Treasurer. The President, Vice President, and Treasurer shall be members of the Board.
- 4.2** Election. The officers shall be elected annually by the Board at the annual meeting held pursuant to the provisions of Section 3.10.3 of these bylaws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Trustees.
- 4.3** Term of Office. The President, Vice President, Secretary, and Treasurer shall hold office for one year, until his or her qualified successor is chosen at the next annual meeting of the Board.
- 4.4** President. The President of the Board shall preside at all meetings of the Trustees, except as the Trustees shall otherwise determine; and shall have such other powers and duties as may be determined by the Trustees.
- 4.5** Vice President. The Vice President of the Board shall have and exercise all the powers and duties of the President in his or her absence. The Vice President shall have such other powers and duties as may be determined by the Board.
- 4.6** Secretary. The Secretary shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of the Charter School. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, these bylaws and the names and residence addresses of all members of the Board.

- 4.7 Treasurer. The Treasurer shall be responsible for the Charter School's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. The Treasurer shall work collaboratively with the Business Manager and the Chief Executive Officer with regard to those fiscal matters assigned to the Chief Executive Officer.
- 4.8 Other Officers. The Board may elect or appoint such other officers as it deems useful for the proper operation of the Charter School.
- 4.9 Chief Executive Officer. The Chief Executive Officer shall be the administrative head of the Charter School. He or she shall serve in an advisory capacity to the Board and shall report to the Board on all matters relative to his or her duties. The Chief Executive Officer shall be responsible for routine fiscal matters, including receipt of funds (including local, state, federal, and privately donated funds), payment of invoices and contracts as approved by the Board, general bookkeeping and accounting, as well as assistance to the Certified Public Accountant assigned to audit the books of the Charter School.
- 4.10 Bonding of Officers and Employees. The Secretary and Treasurer of the Charter School shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board. At the direction of the Board, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board. The expense of furnishing any such bond shall be paid by the Charter School.
- 4.11 Standard of Care for Officers and Trustees. Trustees and Officers have a fiduciary relationship to the Charter School, including in their capacity as members of a committee. Each Trustee and Officer has an obligation to act in good faith, in a manner he or she reasonably believes to be in the best interest of the School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing their duties Trustees and Officers shall be entitled to rely in good faith on information, opinions, reports or statement, including financial statements and other financial data, in each case prepared or presented by:
1. One or more officers or employees of the School whom the Trustee or Officer reasonably believes to be reliable and competent in the matters presented;
 2. Counsel, public accountants or other persons as to matters which the Trustee or Officer reasonably believes to be within the scope of professional competence; or
 3. A committee of the Board upon which he or she does not serve, duly acting under the authority of the Board.

Section 5. Parental Involvement

Parental involvement and input in decision-making will be insured through the participation by the parents on designated committees and in special events sponsored by the Charter School. Parents are defined as the parents or guardians of students enrolled in and attending the Charter School.

Section 6. Community Involvement

Community involvement and input in decision-making will be insured through the participation by community members on designated committees and in special events sponsored by the Charter School. A community member is defined as a resident of the Commonwealth of Pennsylvania who is not a parent, student, nor a faculty or staff member of the Charter School.

Section 7. Dues

The Trustees shall not be required to pay any dues or membership fees.

Section 8. Removal of Officers and Trustees

- 8.1 Officers. Any elected or appointed officer may be removed from office for failure to perform or conduct detrimental to the Charter School by a two-thirds vote of the Board then in office, excluding the officer who is the subject of the vote.
- 8.2 Trustees. The entire Board may remove a Trustee, with or without cause by a two-thirds (2/3) vote of the Board then in office (excluding the Trustee who is the subject of the vote). In addition, if so decided by the Board, it may remove any Trustee for the following conduct (list is not all inclusive):
- (a) Failure to attend two consecutive meetings without reasonable justification; and/or
 - (b) Failure to attend more than three meetings in one fiscal year without reasonable justification.
 - (c) Failure to timely file required Statements of Financial Interest.

For conduct detailed in (a) and (b) above, if decided, the Board shall only remove such Trustee by a two-thirds (2/3) vote at the next scheduled meeting of the Board.

Section 9. Personal Liability

- 9.1 Definitions. For purposes of this Article:

- (a) "Charter School" means the charter school named at the beginning of these Bylaws, and if it is involved in any consolidation or merger, each constituent corporation absorbed in, and each surviving or new corporation surviving or resulting from, such consolidation or merger;
- (b) "Liability" means any compensatory, punitive or other damages, judgment, amount paid in settlement, fines, penalty, excise tax assessed with respect to an employee benefit plan, and cost or expense of any nature whatsoever, including without limitation, attorneys' fees and costs of proceedings;
- (c) "Indemnified Capacity" means any and all past, present and future service by a Representative in one or more capacities:
 - (i) as a Trustee, officer, employee or agent of the Charter School; or
 - (ii) at the request of the Charter School, as a Trustee, officer, employee, agent, director, or fiduciary of another corporation or any partnership, joint venture, trust, employee benefit plan, or other entity, enterprise or undertaking, including service as a representative that imposes duties on or involves service by the representative with respect to an employee benefit plan, its participants or beneficiaries;
- (d) "Proceeding" means any threatened, pending or completed action, suit, appeal or other proceeding of any nature, whether civil, criminal, administrative or investigative, whether formal or informal, and whether brought by or in the right of the Corporation, or otherwise; and
- (e) "Representative" means any person who: (i) serves or has served as a director, officer, employee or agent of the Corporation; or (ii) has been expressly designated by the Board as a Representative of the Corporation for purposes of and entitled to the benefits under this Section 9.

9.2 Indemnification. Subject to the subsequent provisions of this Section 9.2 and of Section 9.3, the Corporation shall indemnify a Representative against any Liability actually and reasonably incurred by the Representative in connection with any Proceeding in which he or she may be involved as a party or otherwise by reason of the fact that the Representative is or was serving in an Indemnified Capacity, including without limitation, any Liability resulting from an actual or alleged breach or neglect of duty, error, misstatement or misleading statement, negligence, gross negligence, or act or omission giving rise to strict or products liability, except to the extent: (a) the conduct of the Representative is determined by a court to have constituted willful misconduct or recklessness; (b) the conduct of the Representative is based upon or attributable to his or her receipt from the Corporation of a personal benefit to which the person is not legally entitled; (c)

the liability of a Representative is with respect to the administration of assets held by the Corporation in trust pursuant to Section 5547 of the Pennsylvania Nonprofit Corporation Law of 1988, as amended; or (d) such indemnification is expressly prohibited by applicable law or otherwise is unlawful.

The Corporation shall indemnify a Representative under the preceding provisions of this Section 9.2 only if the Representative acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any Proceeding by judgment, order, settlement or conviction, or upon a plea of *nolo contendere* or its equivalent, shall not of itself create a presumption that the person did not act in good faith and in a manner that he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceedings, had reasonable cause to believe that his or her conduct was unlawful. Action with respect to an employee benefit plan taken or omitted in good faith by a Representative in a manner that he or she reasonably believed to be in the best interests of the participants and beneficiaries of the plan shall be deemed to be action in a manner that is not opposed to the best interests of the Corporation.

The Corporation shall not indemnify a Representative under the preceding provisions of this Section 9.2 with respect to any claim, issue or matter as to which the Representative has been adjudged to be liable to the Corporation in a Proceeding brought by or in the right of the Corporation to procure a judgment in its favor, unless (and then only to the extent that) the court of common pleas of the judicial district embracing the county in which the Corporation's registered office is located or the court in which the action was brought determines upon application that, despite the adjudication of Liability but in view of all of the circumstances of the case, the Representative is fairly and reasonably entitled to indemnification from the Corporation for the expenses that such court deems proper.

Unless ordered by court, any indemnification of a Representative under preceding provisions of this Section 9.2 shall be made by the Corporation only upon a determination made in the specific case that such indemnification of the Representative is proper in the circumstances because he or she has met the applicable standard of conduct set forth in the preceding provisions of this paragraph. Such determination shall be made the Member.

To the extent that a Representative has been successful on the merits or otherwise in defense of any proceeding referred to in Section 5741 or Section 5742 of the Pennsylvania Nonprofit Corporation Law of 1988, as amended, or in defense of any claim, issue or matter therein, such Representative shall be indemnified by the Corporation against expenses (including without limitation

attorneys' fees and costs of Proceedings) actually and reasonably incurred by such person in connection therewith.

If a Representative is entitled to indemnification under this Section 9.2 in respect of a portion, but not all, of a Liability to which the Representative is subject, the Corporation shall indemnify the Representative to the maximum extent for such portion of the Liability.

- 9.3 Limitation on Indemnification. Notwithstanding any other provision of this Section 9, the Corporation shall not indemnify a Representative under this Section 9 for any Liability incurred in a Proceeding which was initiated by the Representative (which shall not be deemed to include counter-claims or affirmative defenses) or in which the Representative participated as an intervener or *amicus curiae*, unless such initiation of or participation in the Proceeding is authorized, either before or after its commencement, by the Board.
- 9.4 Advancement of Expenses. The Corporation shall pay, in advance of the final disposition of a Proceeding described in Section 9.2 or the initiation of or participation in a Proceeding authorized under Section 9.3, the expenses (including without limitation attorneys' fees and costs of Proceedings) incurred in good faith in connection with such Proceeding by the Representative who is involved in the Proceeding by reason of the fact that he or she is or was serving in an Indemnified Capacity. Such advancement of expenses shall be made by the Corporation upon its receipt of an undertaking, satisfactory to the Corporation, by or on behalf of the Representative to repay to the Corporation the amounts advanced by the Corporation in the event it is ultimately determined that the Representative is not entitled to indemnification under this Section 9.
- 9.5 Insurance. To effect, secure or satisfy the indemnification and contribution obligations of the Corporation, whether under this Section 9 or otherwise, the Corporation from time to time may self-insure, obtain and maintain insurance or letters of credit, create a reserve, trust, escrow, cash collateral or other fund or account, enter into indemnification agreements, pledge or give a mortgage upon or a security interest in any property of the Corporation, or use any other mechanism or arrangement, in such amounts, at such costs, and upon such other terms and conditions as and when the Board shall determine. Absent fraud, the determination of the Board with respect to such matters shall be conclusive against all security holders, officers and directors, and shall not be subject to avoidance or voidability.
- 9.6 Payment of Expenses. A person who is entitled to indemnification or advancement of expenses from the Corporation under this Section 9 shall receive such payment or advancement promptly after the person's written request therefore has been delivered to the Secretary of the Corporation.

9.7 Interpretation. The provisions of this Section 9 shall constitute and be deemed to be a contract between the Corporation and its Representatives, pursuant to which the Corporation and each such Representative intend to be legally bound. Each person serving as a Representative shall be deemed to be doing so in reliance upon the rights provided by this Section 9. The rights granted by this Section 9 shall not be deemed exclusive of any other rights to which persons seeking indemnification, advancement of expenses or contribution under this Section 9 may be entitled under any statute, agreement, vote of Directors or disinterested Directors, or otherwise, both as to action in an Indemnified Capacity and as to action in any other capacity. The rights to indemnification, advancement of expenses and contribution provided by this Section 9 shall continue as to a person who no longer serves as a Representative, and shall inure to the benefit of his or her heirs and personal and legal representatives.

9.8 Proper Reliance. An Indemnified Representative shall be deemed to have discharged his or her duty to the Charter School if he or she relied in good faith on information, advice or an opinion, report or statement prepared by:

- (a) one or more officers or employees of the Charter School whom such Indemnified Representative reasonably believes to be reliable and competent with respect to the matter presented;
- (b) legal counsel, public accountants or other persons as to matters the Indemnified Representative reasonable believes are within the professional expert competence of such persons; or
- (c) a committee of the Board on which he or she does not serve as to matters within its area of designated authority, which committee he or she reasonably believes to merit confidence.

9.9 Binding Effect. All rights to indemnification under this Section 9 shall be deemed a contract between the Charter School and the Indemnified Representative pursuant to which the Charter School and each Indemnified Representative intent to be legally bound. Any repeal, amendment or modification of this Section 9 shall be prospective only and shall not affect any right or obligations then existing.

9.10 Non-exclusive Remedy. The indemnification of Indemnified Representatives, as authorized by this Section 9, shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement or expenses may be entitled under any statute, agreement, vote or disinterested Trustees or otherwise, both as to action in an official capacity and as to action in any other capacity. The indemnification and advancement of expenses provided by or granted pursuant to this Section 9 shall continue as to a person who has ceased to be an Indemnified Representative in respect of matters arising prior to such time, and shall insure to

the benefit of the heirs, executors, administrators and personal representatives of such person.

- 9.11** Indemnified Representative. Each person who shall act as an Indemnified Representative of the Charter School shall be deemed to be doing so in reliance upon the rights of indemnification provided by this Section 9.

Section 10. Execution of Instruments

- 10.1** General. All contracts, deeds, leases, bonds, notes, and other instruments authorized to be executed by an Officer of the Charter School shall be signed by the President or Vice President and by the Secretary or Treasurer of the Board, except as the Trustees may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Charter School by the Board shall be binding on the school in favor of a purchaser or other person relying in good faith on such instrument, notwithstanding any inconsistent provision of the Charter, bylaws, or votes of the Board.

- 10.2** Guarantees. The Charter School shall make no contracts of guarantee without the affirmative vote of two-thirds of the members of the Trustees then in office.

Section 11. Dissolution

Upon revocation or non-renewal of the Charter School's Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Charter School shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of the Charter School, any remaining assets shall be distributed in accordance with the Articles of Incorporation.

Section 12. Amendments

These bylaws may be altered, amended, repealed and replaced by new bylaws by a vote of not less than two-thirds (2/3) of the Board at any annual, regular or called special meeting of the Board provided, however, that notice shall be given in the notice of the meeting to the Trustees that a change to the bylaws will be proposed at that meeting. Failure of a Trustee to object to the lack of such notice shall constitute waiver of the notice requirement.

Section 13. Rules of Procedure

The proceedings and deliberations of the Charter School shall be in accordance with rules adopted and amended by the Board. All matters not governed by such rules shall be governed by the parliamentary practices established by Robert's Rules of Order, Newly Revised.

Section 14. Nondiscrimination

In administering its affairs, including admissions, hiring, and operation, the Board and the Charter School shall not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex, sexual orientation or age.

Adopted this ____ Day of _____, 2018.

Signed: (Board President): _____

Revised Budget- June 2017

			2019	2020	2021	2022	\$2,023.00	
	<u>Avg per</u>							
	<u>Pupil</u>	<u>#</u>						
			<u>Totals</u>	<u>Totals</u>	<u>Totals</u>	<u>Totals</u>	<u>Totals</u>	
Student Rev.								
Reg. Ed.	County Avg.		\$13,000.00	\$3,445,000.00	\$4,550,000	\$5,135,000	\$5,434,000	\$5,525,000
Sped (Est. 19%)	County Avg.		\$28,000.00	\$840,000.00	\$1,120,000	\$1,260,000	\$1,316,000	\$1,400,000
These numbers are based on a projection that about 50% of the students will come from the Bensalem district with the remainder coming from surrounding school districts.			No Increases in Funding are Reflected.... Enrollment Numbers are to the Right....					
State:								
PSERS								
Facilities Grant			\$60,000.00	\$60,000.00	\$60,000.00	\$60,000.00	\$60,000.00	
This is a low estimate based on my smaller (area) schools.								
Federal:								
Title I			\$100,000.00	\$120,000.00	\$125,000.00	\$125,000.00	\$125,000.00	\$125,000.00
Title II			\$8,000.00	\$8,500.00	\$8,500.00	\$9,000.00	\$9,000.00	\$9,000.00
IDEA			None	\$35,000.00	\$35,000.00	\$40,000.00	\$40,000.00	\$50,000.00
Federal Lunch			\$115,920.00	\$147,672.00	\$164,052.00	\$180,684.00	\$190,512.00	
This has been revised upward as suggested. We project this as a "wash", less employees needed.								
Other:								
Interest Income			\$0.00					
5 year Bank Loan			\$500,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
(To be named upon approval of charter.)			\$250,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Line of Credit (for Use over 18 Months)- (Lendor to be named upon charter approval.								
Student Revenue								
Food Revenue			\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Fund Raising			\$0.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00
E-Rate			\$0.00					
Other / Misc.								
Total Revenue			\$5,333,920.00	\$6,106,172.00	\$6,852,552.00	\$7,229,684.00	\$7,424,512.00	

Revised Budget- June 2017

Revised Budget- June 2017									
Personnel Cost:	See Personnel Chart)								
Salaries		\$2,069,000.00	\$2,313,770.00	\$2,593,859.00	\$2,838,141.00	\$2,921,785.00			
Taxes (9% of Salaries) bn. * 12K, 49*14, 52*16)		\$186,210.00	\$208,239.30	\$233,447.31	\$255,432.69	\$262,960.65			
Medical / Dental		\$588,000.00	\$690,000.00	\$752,000.00	\$867,000.00	\$918,000.00			
Salary Reserve fund- For Unanticipated Changes...			\$100,000.00	\$200,000.00	\$200,000.00	\$150,000.00			
Penn Serve Alt.		\$103,450.00	\$115,688.50	\$129,692.95	\$141,907.05	\$146,089.25			

Revised Budget- June 2017

	Total	\$35,500.00	\$45,500.00	\$45,500.00	\$53,500.00	\$53,500.00	
Equipment / Computers:							
Equipment Purchases							
Classroom							
Office		\$50,000.00	\$50,000.00	\$75,000.00	\$75,000.00	\$75,000.00	Paid for over 5 Year
Copy Machine Leases		\$15,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	
Maintenance		\$20,000.00	\$21,000.00	\$22,000.00	\$25,000.00	\$25,750.00	
Computer Purchases		\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	
Classroom		\$25,000.00	\$25,000.00	\$15,000.00	\$15,000.00	\$15,000.00	Paid for over 5 Year
Office		\$10,000.00	\$15,000.00	\$15,000.00	\$5,000.00	\$5,000.00	
Total		\$127,500.00	\$138,500.00	\$154,500.00	\$147,500.00	\$148,250.00	
Site Costs:							
Building Lease	(Includes Tenant Improvement Costs - 50K)	\$700,000.00	\$750,000.00	\$800,000.00	\$800,000.00	\$800,000.00	
Taxes		\$18,000.00	\$19,000.00	\$20,000.00	\$21,000.00	\$22,000.00	
Ice Rink Rental		\$20,000.00	\$20,000.00	\$25,000.00	\$30,000.00	\$30,000.00	
Bldg Improvements		\$2,500.00	\$10,000.00	\$20,000.00	\$100,000.00	\$100,000.00	
Utilities		\$140,000.00	\$144,240.00	\$148,526.00	\$152,982.00	\$157,571.00	
Telephone & Internet		\$48,000.00	\$48,000.00	\$48,000.00	\$48,000.00	\$48,000.00	
Maintenance & Repairs		\$5,000.00	\$15,000.00	\$20,000.00	\$35,000.00	\$35,000.00	
Unanticipated Expenses		\$0.00	\$50,000.00	\$100,000.00	\$100,000.00	\$100,000.00	
Equipment Rental		\$5,000.00	\$5,000.00	\$5,000.00	\$10,000.00	\$10,000.00	
Total		\$938,500.00	\$1,061,240.00	\$1,186,526.00	\$1,296,982.00	\$1,302,571.00	
Food Program Costs							
Total		\$115,920.00	\$147,672.00	\$164,052.00	\$180,684.00	\$190,512.00	
Loan Repayment		\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	
Line of Credit repayment		\$100,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00	
Interest Expense		\$8,000.00	\$8,000.00	\$4,000.00	\$4,000.00	\$4,000.00	
Expense		\$208,000.00	\$308,000.00	\$104,000.00	\$104,000.00	\$104,000.00	
Total Expenditures		\$5,149,286.00	\$5,910,141.40	\$6,421,003.86	\$6,995,113.94	\$7,151,170.50	
Surplus/(Deficit) Current Year Operations		\$184,634.00	\$196,030.60	\$431,548.14	\$234,570.06	\$273,341.50	
Cumulative:							
Prior Year		\$0.00					
Surplus/(Deficit) Current Year Operations							
Ending Surplus/(Deficit)							

Revised Budget- June 2017

These are flat projections. We usually expect 3% increases annually.

	9	10	11	12	Total	Spec. Ed.	Reg. Ed/	Total
19	100	90	70	25	285	30	265	295
20	110	100	95	70	375	40	350	390
21	110	110	100	95	415	45	395	440
22	110	110	110	100	430	47	418	465
23	110	110	110	110	440	50	425	475

(12/30/17)		Beginning		Year 1		Year 2		Year 3	
Position Title	Salary 18	Pos.	Ben. P.	Total	Pos.	Ben. P.	Total	Pos.	Ben. P.
Chief Executive Officer	\$ 120,000	1.00	1.00	\$120,000	1.00	1.00	\$123,600	1.00	1.00
Principal	95,000	1.00	1.00	\$95,000	1.00	1.00	\$97,850	1.00	1.00
COO	85,000	1.00	1.00	\$85,000	1.00	1.00	\$87,550	1.00	1.00
Finance Officer	50,000	1.00	1.00	\$50,000	1.00	1.00	\$51,500	1.00	1.00
Test Coordinator									
IT Coordinator	40,000	1.00	1.00	\$40,000	1.00	1.00	\$41,200	1.00	1.00
School Sect.	35,000	3.00	3.00	\$105,000	3.00	3.00	\$36,050	3.00	3.00
Guidance Counselor	40,000	2.00	2.00	\$80,000	2.00	2.00	\$81,200	2.00	2.00
Facility Manager				\$0			\$0		
Special Ed Coordinator	50,000	1.00	1.00	\$50,000	1.00	1.00	\$51,500	1.00	1.00
Security Guards	30,000	1.00	1.00	\$30,000	1.00	1.00	\$30,900	1.00	1.00
Soc. Studies	40,000	2.00	2.00	\$80,000	2.00	2.00	\$81,200	2.00	2.00
Mathematics	40,000	2.00	2.00	\$80,000	2.00	2.00	\$82,400	2.00	2.00
English	40,000	2.00	2.00	\$80,000	2.00	2.00	\$82,400	2.00	2.00
Science	40,000	2.00	2.00	\$80,000	2.00	2.00	\$82,400	2.00	2.00
Spanish	40,000	2.00	2.00	\$80,000	2.00	2.00	\$82,400	2.00	2.00
German	40,000	0.50	0.00	\$20,000	1.00	1.00	\$41,200	2.50	2.00
PT Aides (6@50%)	14,000	3.00	0.00	\$42,000	3.00	0.00	\$43,250	3.00	0.00
Team Leader Stipends	4,000	2.00	0.00	\$8,000	2.00	0.00	\$8,240	2.00	0.00
Art. Coord. Stipend	5,000	0.00	0.00	\$0	1.00	0.00	\$5,150	1.00	0.00
Dance Specialists	40,000	3.00	3.00	\$120,000	3.00	3.00	\$123,600	3.00	3.00
Vocal Music	40,000	2.00	2.00	\$80,000	2.00	2.00	\$82,400	2.50	2.00
Theatre Specialists	40,000	2.50	2.00	\$100,000	2.50	2.00	\$103,000	2.50	2.00
Art Specialists	40,000	2.00	2.00	\$80,000	2.00	2.00	\$82,400	2.50	2.00
Musical Theatre	40,000	1.00	1.00	\$40,000	1.00	1.00	\$41,200	1.00	1.00
Instrum. Music	40,000	2.00	2.00	\$80,000	2.00	2.00	\$82,400	2.00	2.00
IM Part Timers	15,000	2.00	0.00	\$30,000	2.00	0.00	\$30,900	3.00	0.00
figure Skating	40,000	1.00	1.00	\$40,000	2.00	2.00	\$82,400	2.00	2.00
Spec. Ed. Teacher	40,000	2.00	2.00	\$80,000	3.00	3.00	\$123,600	3.00	3.00
Nurse	45,000	1.00	1.00	\$45,000	1.00	1.00	\$46,350	1.00	1.00
Specd. Assistant	27,000	1.00	1.00	\$27,000	1.00	1.00	\$27,810	1.00	1.00
ESL Staff (2 PT)	35,000	1.00	0.00	\$35,000	1.00	0.00	\$40,000	1.00	0.00
Reading Specialist	35,000	0.50	0.00	\$17,500	0.50	0.00	\$18,025	0.50	0.00
Math Specialist	35,000	0.50	0.00	\$17,500	0.50	0.00	\$18,025	0.50	0.00
PT Art Aides 2@50%	10,000	2.00	0.00	\$20,000	4.00	0.00	\$41,200	4.00	0.00
Bus. Driv./ Kitchen	12,000	4.00		\$48,000	4.00	0.00	\$49,440	4.00	0.00
Cust./ Main.	28,000	3.00	3.00	\$84,000	3.00	3.00	\$86,520	3.00	3.00
Totals	\$ 1,370,000	58.00	42.00	\$ 2,069,000	64.50	46.00	\$ 2,313,770	70.00	47.00

Position Title	Year 4		Pos.	Ben. P.	Total	Year 5		Pos.	Ben. P.	Total
	Salary 21	(+3%)				Salary 22	(+3%)			
Chief Executive Officer	\$131,127.24	1.00	1.00		\$131,127.24	\$135,061.06	1.00	1.00		\$135,061.06
Principal	\$103,809.07	1.00	1.00		\$103,809.07	\$106,923.34	1.00	1.00		\$106,923.34
Chief Admin. Sect.	\$92,881.80	1.00	1.00		\$92,881.80	\$95,668.25	1.00	1.00		\$95,668.25
Finance Officer	\$54,636.35	1.00	1.00		\$54,636.35	\$56,275.44	1.00	1.00		\$56,275.44
Test Coordinator	\$53,045.00	1.00	1.00		\$53,045.00	\$54,636.35	1.00	1.00		\$54,636.35
IT Coordinator	\$43,709.08	1.00	1.00		\$43,709.08	\$45,020.35	1.00	1.00		\$45,020.35
School Sect.	\$38,245.45	3.00	3.00		\$114,736.34	\$39,392.81	3.00	3.00		\$118,178.43
Guidance Counselor	\$43,709.08	3.00	3.00		\$131,127.24	\$45,020.35	3.00	3.00		\$135,061.06
Facility Manager	\$0.00				\$0.00	\$0.00				\$0.00
Special Ed Coordinator	\$54,636.35	1.00	1.00		\$54,636.35	\$56,275.44	1.00	1.00		\$56,275.44
Security Guards	\$32,781.81	1.00	1.00		\$32,781.81	\$33,765.26	1.00	1.00		\$33,765.26
Soc. Studies	\$43,709.08	2.50	2.00		\$109,272.70	\$45,020.35	2.50	2.00		\$112,550.88
Mathematics	\$43,709.08	3.00	3.00		\$131,127.24	\$45,020.35	3.00	3.00		\$135,061.06
English	\$43,709.08	2.50	2.00		\$109,272.70	\$45,020.35	2.50	2.00		\$112,550.88
Science	\$43,709.08	2.50	2.00		\$109,272.70	\$45,020.35	2.50	2.00		\$112,550.88
Spanish	\$43,709.08	2.50	2.00		\$109,272.70	\$45,020.35	2.50	2.00		\$112,550.88
German	\$43,709.08	1.00	1.00		\$43,709.08	\$45,020.35	1.00	1.00		\$45,020.35
PT Aides (6@50%)	\$15,298.18	4.00			\$61,192.71	\$15,757.12	4.00			\$63,028.49
Team Leader Stipends	\$4,370.91	2.00	0.00		\$8,741.82	\$4,502.04	2.00	0.00		\$9,004.07
Art. Coord. Stipend	\$5,463.64	1.00	0.00		\$5,463.64	\$5,627.54	1.00	0.00		\$5,627.54
Dance Specialists	\$43,709.08	4.00	4.00		\$174,836.32	\$45,020.35	4.00	4.00		\$180,081.41
Vocal Music	\$43,709.08	3.00	3.00		\$131,127.24	\$45,020.35	3.00	3.00		\$135,061.06
Theatre Specialists	\$43,709.08	2.50	2.00		\$109,272.70	\$45,020.35	2.50	2.00		\$112,550.88
Art Specialists	\$43,709.08	2.50	2.00		\$109,272.70	\$45,020.35	2.50	2.00		\$112,550.88
Musical Theatre	\$43,709.08	1.00	1.00		\$43,709.08	\$45,020.35	1.00	1.00		\$45,020.35
Instrum. Music	\$43,709.08	2.00	2.00		\$87,418.16	\$45,020.35	2.00	2.00		\$90,040.70
IM Part Timers	\$16,390.91	4.00	0.00		\$65,563.62	\$16,882.63	4.00	0.00		\$67,530.53
figure Skating	\$43,709.08	2.00	2.00		\$87,418.16	\$45,020.35	2.00	2.00		\$90,040.70
Spec. Ed. Teacher	\$43,709.08	4.00	4.00		\$174,836.32	\$45,020.35	4.00	4.00		\$180,081.41
Nurse	\$49,172.72	1.00	1.00		\$49,172.72	\$50,647.90	1.00	1.00		\$50,647.90
Sped. Assistant	\$29,503.63	1.00	1.00		\$29,503.63	\$30,388.74	1.00	1.00		\$30,388.74
ESL PT (2) Staff	\$50,000.00	1.00	0.00		\$50,000.00	\$55,000.00	1.00	0.00		\$50,000.00
Reading Specialist	\$38,245.45	0.50	0.00		\$19,122.72	\$39,392.81	0.50	0.00		\$19,696.40
Math Specialist	\$38,245.45	0.50	0.00		\$19,122.72	\$39,392.81	0.50	0.00		\$19,696.40
PT Art Aides 2@50%	\$10,927.27	4.00	0.00		\$43,709.08	\$11,255.09	4.00	0.00		\$45,020.35
Bus. Driv./ Kitchen	\$13,112.72	4.00	0.00		\$52,450.90	\$13,506.11	4.00	0.00		\$54,024.42
Cust./ Main.	\$30,596.36	3.00	3.00		\$91,789.07	\$31,514.25	3.00	3.00		\$94,542.74
	\$ 1,561,836	75.00	51.00		\$ 2,838,141	\$ 1,612,191	75.00	51.00		\$ 2,921,785



September 11, 2018

Lou Pektor
Ashely Development
559 Main St.
Bethlehem, PA 18018

Letter of Intent to Lease Building at 1000 Northbrook Drive, Trevoose PA.

Mr. Pektor:

On behalf TLC Bucks Charter High School and its Founder Thomas S. Lubben, I would like submit to you our proposal to lease space in the above referenced building.

The terms and conditions of this proposal are as follows:

Building:

1000 Northbrook Drive, Trevoose PA. containing approximately 41,000 +/- SF.

Commencement and Term:

August 15, 2019. The proposed initial Lease Term is twenty (20) years with two (2) ten (10) year renewals.

Rent:

Annual Rent schedule is as follows:

Year one:	\$650,000 plus \$50,000 Tenant Improvement Allowance
Year two:	\$700,000 plus \$50,000 Tenant Improvement Allowance
Year three:	\$750,000 plus \$50,000 Tenant Improvement Allowance
Year four	\$800,000
Year five:	\$800,000

Rent shall increase 3% per year commencing with year 6 of the lease and continuing for the entire term of the lease and any renewals.



Operating Expenses

In addition to the Minimum Annual Rent outlined above, TLC Bucks Charter High School shall be solely responsible for all of the annual operating expenses- including real estate taxes, property and building insurance, landscaping, snow removal, utilities, trash and building maintenance.

Deposit

Owner shall waive this provision until Tenant obtains approval for its Charter School. Landlord will collect two month's rent when funding is approved. One month shall be considered the deposit. The additional month shall be applied to first month's rent.

Tenant Improvements

Landlord shall cause the demised premises to be renovated subject to definitive and mutually acceptable plans and specifications which shall be provided by Landlord's General Contractor. Said plans shall be attached to the Lease as Exhibits.

Parking

Landlord shall provide 195 parking spaces to Tenant on the premises.

This proposal shall not constitute an offer to lease the Premises, but rather is intended to reflect the general understanding of the terms and conditions. Only a fully executed lease agreement shall be binding upon the parties hereto.

Sincerely,

Greg Schiavone
Broker
ALT Realty



Agreed & Accepted:

Name & Title

Greystone Capital, Inc.

Its general partner,
Louis P. Pektor, III Managing Partner

Date: _____

Agreed & Accepted:

Name & Title

Thomas S. Lubben, Founder, TLC Bucks
Charter High School

Date: _____



TLC Rubric Standards

What follows are the Rubrics for Placement and Assessment of prospective students for the TLC Arts Charter High Schools.

These are subject to modification, with TLC approval, by the audition leaders for each discipline- in each state or county.

These are subject to further modification with respect to charter school laws in respective states.

Thomas S. Lubben
CEO & Founder



Student Name: _____ School District: _____ Date: _____

Category	Indicators	Rating
Body Alignment	4- Displays correct alignment at barre and center all of the time 3- Displays correct alignment most of the time 2- Body alignment is correct occasionally, but student is unable to maintain consistent placement 1- Body alignment is not maintained properly	
Dance Technique	4- Exhibits excellent turnout, pointed feet, high extensions and excellent flexibility in the legs, feet and torso all of the time 3- Shows overall good turnout, strong feet, correct extensions and is flexible in most areas 2- Shows some turnout, but needs improvement in a couple technical components 1- Shows difficulty with many aspects of technique	
Skill/Potential	4- Performs turns, jumps, coordination with ease and excellent quality 3- Performs many skills with overall good quality 2- Has trouble performing skills but shows some coordination 1- Shows little to no skill and shows little coordination	
Musicality	4- Performs in class showing excellent sense of rhythm and phrasing 3- Shows good sense of rhythm and phrasing 2- Occasionally dances off beat, sometimes unaware of music 1- Usually unaware of music and phrasing	
Stage Presence	4- Demonstrates appropriate energy, focus, facial expression, emotion and confidence consistently 3- Demonstrates appropriate energy, focus, facial expression, emotion and confidence most of the time 2- Demonstrates appropriate energy, focus, facial expression, emotion and confidence occasionally 1- Lacks elements of stage presence	
Passion/ Interest	10. Demonstrates high level of interest and enthusiasm throughout the audition process. 8. Demonstrates appropriate levels of interest and enthusiasm throughout the audition process. 5. Little interest or enthusiasm was demonstrated throughout the audition process. 1. Appears to have no interest or enthusiasm for the art form.	
TOTAL SCORE		

Notes from the Audition Team Leader: Signature of the Audition Leader: _____

There is no specific "cut-off" nor "required" number. Candidates will be placed in rank order according to grade. Other rubrics are similar to this, but will differ according to artistic discipline.



Design-Visual Art

Student Name: _____ School District: _____ Date: _____

Category	Indicators	Rating
QUALITY OF THE SELF-PORTRAIT	4 3 2 1 0	
QUALITY OF THE LANDSCAPE, CITYSCAPE, OR INTERIOR	4 3 2 1 0	
RANGE/ VARIETY OF STYLES PRESENTED	4 3 2 1 0	
GENERAL SKILL, CRAFTSMENSHIP, AND CREATIVITY	4 3 2 1 0	
OVERALL QUALITY OF THE PORTFOLIO	4 3 2 1 0	
Passion/ Interest	10. Demonstrates high level of interest and enthusiasm throughout the audition process. 8. Demonstrates appropriate levels of interest and enthusiasm throughout the audition process. 5. Little interest or enthusiasm was demonstrated throughout the audition process. 1. Appears to have no interest or enthusiasm for the art form.	
TOTAL SCORE	(MAXIMUM: 30 POINTS)	

Notes from the Audition Team Leader: Signature of the Audition Leader: _____

There is no specific "cut-off" nor "required" number. Candidates will be placed in rank order according to grade. Other rubrics are similar to this, but will differ according to artistic discipline.



Figure Skating

Student Name: _____ School District: _____ Date: _____

Category	Indicators	Rating
Stroking Technique	4 3 2 1 0	
Jump Technique	4 3 2 1 0	
Spin Technique	4 3 2 1 0	
Footwork Technique	4 3 2 1 0	
Overall Performance Quality of Skating (Grace, Edge Control, Expression, Flexibility, Presentation)	4 3 2 1 0	
Passion/Interest	10. Demonstrates high level of interest and enthusiasm throughout the audition process. 8. Demonstrates appropriate levels of interest and enthusiasm throughout the audition process. 5. Little interest or enthusiasm was demonstrated throughout the audition process. 1. Appears to have no interest or enthusiasm for the art form.	
TOTAL SCORE	(MAXIMUM: 30 POINTS)	

Notes from the Audition Team Leader: Signature of the Audition Leader: _____

Note: There is no specific "cut-off" nor "required" number. Candidates will be placed in rank order according to grade. Other rubrics are similar to this, but will differ according to artistic discipline.



INSTRUMENTAL RUBRIC: (INSTRUMENT: _____)

Student Name: _____ School District: _____ Date: _____

Category	Indicators	Rating
ACCURATE RENDERING OF THE MUSIC	4 3 2 1 0	
STAGE PRESENCE	4 3 2 1 0	
KNOWLEDGE OF CHORDS AND SCALES	4 3 2 1 0	
COMFORT WITH THE INSTRUMENT	4 3 2 1 0	
OVERALL MUSICALITY	4 3 2 1 0	
Passion/ Interest	10. Demonstrates high level of interest and enthusiasm throughout the audition process. 8. Demonstrates appropriate levels of interest and enthusiasm throughout the audition process. 5. Little interest or enthusiasm was demonstrated throughout the audition process. 1. Appears to have no interest or enthusiasm for the art form.	
TOTAL SCORE	(MAXIMUM: 30 POINTS)	

Notes from the Audition Team Leader: Signature of the Audition Leader: _____

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MUSICAL THEATRE RUBRIC

Student Name: _____ School District: _____ Date: _____

Category	Indicators	Rating
OVERALL STAGE PRESENCE	4 3 2 1 0	
VOCAL INTONATION	4 3 2 1 0	
VOCAL TECHNIQUE	4 3 2 1 0	
DANCE TECHNIQUE	4 3 2 1 0	
DANCE BODY ALIGNMENT	4 3 2 1 0	
THEATRE CHARACTER DEVELOPMENT	4 3 2 1 0	
VOICE, DICTION, PROJECTION, ENUNCIATION	4 3 2 1 0	
Passion/ Interest	10. Demonstrates high level of interest and enthusiasm throughout the audition process. 8. Demonstrates appropriate levels of interest and enthusiasm throughout the audition process. 5. Little interest or enthusiasm was demonstrated throughout the audition process. 1. Appears to have no interest or enthusiasm for the art form.	
TOTAL SCORE	(MAXIMUM: 30 POINTS)	

Notes from the Audition Team Leader:

Signature of the Audition Leader:

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THEATRE RUBRIC

Student Name: _____ School District: _____ Date: _____

Category	Indicators	Rating
STAGE PRESENCE	4 3 2 1 0	
MEMORIZATION/ CONCENTRATION	4 3 2 1 0	
CHARACTER DEVELOPMENT	4 3 2 1 0	
VOICE, DICTION, PROJECTION, ENUNCIATION	4 3 2 1 0	
CONNECTION TO BODY/ MOTION	4 3 2 1 0	
Passion/ Interest	10. Demonstrates high level of interest and enthusiasm throughout the audition process. 8. Demonstrates appropriate levels of interest and enthusiasm throughout the audition process. 5. Little interest or enthusiasm was demonstrated throughout the audition process. 1. Appears to have no interest or enthusiasm for the art form.	
TOTAL SCORE	(MAXIMUM: 30 POINTS)	

Notes from the Audition Team Leader:

Signature of the Audition Leader:

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VOCAL RUBRIC

Student Name: _____ School District: _____ Date: _____

Category	Indicators	Rating
Intonation	4 3 2 1 0	
Technical Proficiency	4 3 2 1 0	
Expression	4 3 2 1 0	
Interpretation	4 3 2 1 0	
Stage presence	4 3 2 1 0	
Passion/ Interest	10. Demonstrates high level of interest and enthusiasm throughout the audition process. 8. Demonstrates appropriate levels of interest and enthusiasm throughout the audition process. 5. Little interest or enthusiasm was demonstrated throughout the audition process. 1. Appears to have no interest or enthusiasm for the art form.	
TOTAL SCORE	(MAXIMUM: 30 POINTS)	

Notes from the Audition Team Leader:

Signature of the Audition Leader:

There is no specific "cut-off" nor "required" number. Candidates will be placed in rank order according to grade. Other rubrics are similar to this, but will differ according to artistic discipline.

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

Professional Development Plan 2019-2020

1. The school believes that well defined and aimed staff development is critical to school success.
2. The school will be identified as an Act 48 provider in order to assist staff in meeting state standards.
3. The Evaluation Process insures that each staff member will have a specific professional development that relates to his or her assignment and professional needs.
4. These needs will be mutually defined on an annual basis.
5. Plans for our first year **must be flexible** to meet the unique needs of the first year in the life of a charter school.

As a result, we offer the model for our first year:

	Topics	Time-Frame	Provider
July-August	<ol style="list-style-type: none"> 1. Curriculum Planning 2. School Facility Orientation 3. School Procedures 4. Team Building 5. Special Education/ ELL 6. Academic Standards Overview 7. School Safety 	Based on facility occupancy, in-service for staff will occupy from 5-10 days during the first summer.	School Leadership Team
September	<ol style="list-style-type: none"> 1. School Adjustment 2. Arts Integration 3. Collaborative Planning 4. Mentor/ Teacher Meetings 	School Faculty Meetings	School Leadership Team
October	<ol style="list-style-type: none"> 1. First School Leadership Weekend Retreat to debrief the school opening. 2. School Security Plans 3. Differentiated Instruction 4. Student Evaluation 	School Faculty Meetings	TLC School Leaders
November	INSERVICE DAY	FULL DAY	TO BE DECIDED
December	Mentor/ Teacher Meetings	School Faculty Meetings	School Leaders
January	2 nd School Leadership Retreat Mid-Stream Adjustments Differentiated Instruction – Pt. 2	School Faculty Meetings	TLC School Leaders
February	INSERVICE DAY	FULL DAY	TO BE DECIDED
March	<ol style="list-style-type: none"> 1. Addressing Special Days and Holidays 2. Mentor/ Teacher Meeting 	School Faculty Meetings	School Leaders
April	3 rd School Leadership Retreat Schedule Preparation for Next Year. Internship Preparation	School Faculty Meetings	TLC School Leaders
May	INSERVICE DAY		TO BE DECIDED
	Mentor/ Teacher Meetings	School Faculty Meetings	School Leaders
June	4 th School Leadership Retreat School Closeout Procedures	School Faculty Meetings	TLC

Keep in mind that we have a weekly Staff Development meeting every Wednesday.



Pending

TLC BUCKS ARTS CHARTER HIGH SCHOOL

Dance • Figure Skating • Music • Theater • Literary Arts • Visual Arts

Proposed **FIRST YEAR** School Calendar 2019-2020

This is a tentative schedule subject to a working relationship with the area schools.

Month	Special Days	Notes	Total Days
August	STAFF report on Aug. 20 Students report on August 28	Pre-School In -Service	3
September	Sept. 2- Labor Day	No Staff or Students	20
October	October 14 th - Columbus Day	No Students- In-Service	22
November	November 11 th - Veterans Day	No Students- In-Service Teacher Conferences	18
	November 28-29- Thanksgiving	No Staff or Students	
December	Dec. 23- Jan. 3: Winter Break	Staff in on 12/23 & 1/2	15
January	Jan. 20- MLK Day	No Staff or Students	19
February	February 17 th - President's Day	No Students- In-Service	19
March	March/13 & March/22	March 13 th : No Students- Teacher Conferences	22
April	April 10 th -13 th : Spring Break	No Staff or Students	20
May	May 15th	No Students- In-Service	19
June	June 10 -Last Day of School for Students		8
	June 12- Last Day of School for Staff		
		Total Student Days	(185)
		Total Staff Days	(200)

*Subject to inclement weather day- changes.



Bucks 9-12 Arts Charter High School

1000 Northbrook Drive

Trevose, PA 19053

Charter Curriculum- Volume 2

Submitted on August 26, 2018

By

Thomas S. Lubben EdD.

Founder



High School Academic Curriculum

English
Mathematics
Science
Social Studies
World Languages
Health
Honors Programs

English 9th Grade

Learning Standards English Language Arts

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will determine an author's point of view and analyze how rhetoric advances the point of view. Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. Students will analyze how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F).

Integration of Knowledge and Ideas: Students will analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Students will delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. Students will analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. (SAS Standards CC.1.2.9-10.G, CC.1.2.9-10.H, CC.1.2.9-10.I).

Key Ideas and Details: Students will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. Students will apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (SAS Standards CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standard CC.1.2.9-10.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.9-10.J, CC.1.2.9-10.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will determine an author’s particular point of view and analyze how rhetoric advances the point of view. Students will analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect. Students will analyze how words and phrases shape meaning and tone in texts. (SAS Standards CC1.3.9-10.D, CC1.3.9-10.E, CC1.3.9-10.F).

Integration of Knowledge: Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. Students will analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. (SAS Standards CC.1.3.9-10.G, CC.1.3.9-10.H).

Key Ideas and Details: Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by certain details; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the authors explicit assumptions and beliefs on the subject. Students will analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme. (SAS Standards CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC1.3.9-10.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. (SAS Standards CC1.3.9-10.I, CC1.3.9-10.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Students will write with a sharp distinct focus identifying

topic, task, and audience. **Narrative:** Students will engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.9-10.B, CC.1.4.9-10.H, CC.1.4.9-10.N).

Content for Writing: Informational: Students will develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. **Argumentative:** Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **Narrative:** Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.9-10.C, CC.1.4.9-10.I, CC.1.4.9-10.O).

Organization for Writing: Informational: Students will organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. **Argumentative:** Students will create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. **Narrative:** Students will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.9-10.D, CC.1.4.9-10.J, CC.1.4.9-10.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.9-10.E, CC.1.4.9-10.K, CC.1.4.9-10.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.9-10.F, CC.1.4.9-10.L, CC.1.4.9-10.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.9-10.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standards CC.1.4.9-10.K, CC.1.4.9-10.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (SAS Standard CC.1.4.9-10.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.9-10.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (SAS Standard CC.1.4.9-10.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.9-10.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Students will integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SAS Standards CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard when speaking based on 9th grade level and content. (SAS Standard CC.1.5.9-10.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.9-10.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standards CC.1.5.9-10.D, CC.1.5.9-10.E).

MISSION STATEMENT

It is the intention of the English Department to provide all students with opportunities to become acquainted with a wide range of literary and critical works in all the genres, eg. epic poetry, drama, lyrical poetry, short stories, novels, literary criticism, biography, autobiography, essays, etc. Students also will be trained in the writing skills they will need to succeed in high school and college. The ultimate goals are to foster in students analytical and critical thinking skills that will enhance independent and informed thought; encourage appreciation for literature; and allow for articulate self-expression.

General Goals

- ☐ Read various genres of literature with critical appreciation
- ☐ Read for the pleasure of reading.
- ☐ Write critical and analytical essays, focusing on specific themes and relevant support.
- ☐ Write creatively, thus becoming authors themselves
- ☐ Listen, interpret, and distinguish the significant from the insignificant

Assessments

Students are given writing assignments designed to improve skills learned in previous grades. The projects students create are used as assessments as well.

Unique Experiences

- ☐ In collaboration with the journalism departments students write, produce, and perform plays.
- ☐ In collaboration with the graphic art students create projects that illustrate a piece literature or in collaboration with culinary arts create a menu.
- ☐ Students are provided with multiple opportunities for public speaking
- ☐ Students create and record their own commercials

RECOMMENDATIONS TO PARENTS

- ☐ Encourage students to read on a daily basis.
- ☐ Share with students stories that will interest them, and encourage them to seek stories of their own.
- ☐ Review with students notes taken in class.
- ☐ Encourage students to complete assigned work on time.
- ☐ Assist students in proof-reading written work.
- ☐ Share interest in what students are learning. When students and parents learn together, it enhances the experience.

English 10th Grade

Learning Standards

English Language Arts

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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Key Ideas and Details: Students will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. Students will apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (SAS Standards CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standard CC.1.2.9-10.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.9-10.J, CC.1.2.9-10.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will determine an author’s particular point of view and analyze how rhetoric advances the point of view. Students will analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect. Students will analyze how words and phrases shape meaning and tone in texts. (SAS Standards CC1.3.9-10.D, CC1.3.9-10.E, CC1.3.9-10.F).

Integration of Knowledge: Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. Students will analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. (SAS Standards CC.1.3.9-10.G, CC.1.3.9-10.H).

Key Ideas and Details: Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by certain details; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the authors explicit assumptions and beliefs on the subject. Students will analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme. (SAS Standards CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC1.3.9-10.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. (SAS Standards CC1.3.9-10.I, CC1.3.9-10.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. ***Argumentative:*** Students will write with a sharp distinct focus identifying

topic, task, and audience. **Narrative**: Students will engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.9-10.B, CC.1.4.9-10.H, CC.1.4.9-10.N).

Content for Writing: Informational: Students will develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. ***Argumentative***: Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ***Narrative***: Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.9-10.C, CC.1.4.9-10.I, CC.1.4.9-10.O).

Organization for Writing: Informational: Students will organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. ***Argumentative***: Students will create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. ***Narrative***: Students will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.9-10.D, CC.1.4.9-10.J, CC.1.4.9-10.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.9-10.E, CC.1.4.9-10.K, CC.1.4.9-10.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.9-10.F, CC.1.4.9-10.L, CC.1.4.9-10.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.9-10.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standards CC.1.4.9-10.K, CC.1.4.9-10.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's

capacity to link to other information and to display information flexibly and dynamically. (SAS Standard CC.1.4.9-10.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.9-10.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (SAS Standard CC.1.4.9-10.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.9-10.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Students will integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SAS Standards CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard when speaking based on 10th grade level and content. (SAS Standard CC.1.5.9-10.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.9-10.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standards CC.1.5.9-10.D, CC.1.5.9-10.E).

MISSION STATEMENT

It is the intention of the English Department to provide all students with opportunities to become acquainted with a wide range of literary and critical works in all the genres, eg. epic poetry, drama, lyrical poetry, short stories, novels, literary criticism, biography, autobiography, essays, etc. Students also will be trained in the writing skills they will need to succeed in high school and college. The ultimate goals are to foster in students analytical and critical thinking skills that will enhance

independent and informed thought; encourage appreciation for literature; and allow for articulate self-expression.

Assessments

Students are given writing assignments designed to improve skills learned in previous grades. Assignments vary, but the following are covered over the course of the year:

- ☐ Persuasive Writing
- ☐ Compare and Contrast
- ☐ Debate/Public Speaking
- ☐ Expository Writing
- ☐ Narrative and creative writing
- ☐ Poetic writing

Use of in-text citations, blending of citations into writing, and proper MLA formatting are a primary focus of each assessment.

At the close of each unit, students complete comprehensive unit exams. Students also complete weekly grammar and vocabulary assessments.

Throughout the year, students keep a response journal in order to respond and react emotionally toward each text.

General Goals

Read various genres of literature with critical appreciation.

Read for the pleasure of reading.

Write critical and analytical essays, focusing on specific themes and relevant support.

Write creatively, thus becoming authors themselves.

Listen, interpret, and distinguish the significant from the insignificant.

Unique Experiences

- ☐ Students create Facebook profiles for characters from the play, *Macbeth*.
- ☐ Students take part in interactive writer's workshops and use manipulatives as a source of inspiration to write creative stories.
- ☐ Writing short stories which are read and shared in class during oral interpretation exercise.
- ☐ Field Trips: Theatrical and film productions of titles studied in class.

RECOMMENDATIONS TO PARENTS

- ☐ Encourage students to read on a daily basis.
- ☐ Share with students stories that will interest them, and encourage them to seek stories of their own.
- ☐ Review with students notes taken in class.
- ☐ Encourage students to complete assigned work on time.
- ☐ Assist students in proof-reading written work.
- ☐ Share interest in what students are learning. When students and parents learn together, it enhances the experience.

Curriculum Topics

Major Literary Genres

Dramatic Plays: among the titles are: *Macbeth*, *The Importance of Being Ernest*, *Pygmalion*

- ☐ Discuss Theatrical Elements: To explain the importance of theatrical elements (lighting, blocking, set design, etc.) in order to understand the complexity of author intent.
- ☐ Investigate and analyze character motivation.
- ☐ Students will compose one or more scenes based on the plot of plays read in class to demonstrate application of knowledge

Novels: among the titles are: *All Quiet on the Western Front*, *1984*, *The Lost Horizon*, *Frankenstein*, *Green Mansions*

- ☐ Recognize how the lives of individual authors are reflected in the literature
- ☐ Analyze the applications of various literary elements including plot development, characterization, theme, structure, point of view
- ☐ Interpret themes and evaluate how the literature affects the students' understanding of the world in which they live
- ☐ Apply this understanding by creating comparisons to other literary work previously read

Poetry:

- ☐ Define and understand the structure of various forms of poetry— for example, sonnet, ballads, and epics.
- ☐ Analyze authors' poetic styles and techniques.
- ☐ Understand the difference between literal and figurative language and evaluate the effectiveness of this technique.
- ☐ Students will compare different poetic forms and how the techniques of the poets affect his or her poems.

Other Titles: *Beowulf*, *Canterbury Tales*

Vocabulary Skills:

- ☐ Study vocabulary word lists as well as words retrieved from the various reading genres and apply them to their written work.
- ☐ Define these words and understand how to use them to enhance their own writing.

Writing:

Using expository writing, students will respond to literature that they have read, discussed, and analyzed and understand how to compose written assignments which illustrate student knowledge of MLA formatting.

- ☐ Understand why literature is discussed using the present tense.
- ☐ Recognize how to incorporate quotations into their own writing accurately.
- ☐ Create a research paper to demonstrate their skills.

Grammar:

- Acquaint students with basic grammatical structures.
- Identify these structures in the writing of professionals.
- Understand the terminology with which to discuss their own writing errors.
- Apply more complex grammatical strategies to enhance their own writing.

Public Speaking:

- Apply basic public speaking skills from among the various types of speech (demonstrative, informative, persuasive).
- Apply their knowledge to the actual preparation and presentation in a public speaking forum.

ENGLISH 11TH Grade

Learning Standards English Language Arts

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author's point of view or purpose shapes the content and style of a text. Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F).

Integration of Knowledge and Ideas: Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. Students will analyze seminal texts based upon reasoning, premises, purposes, and arguments. Students will analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. (SAS Standards CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I).

Key Ideas and Details: Students will determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and assumptions and beliefs. Students will analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. (SAS Standards CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standards CC.1.2.11-12.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.11-12.J, CC.1.2.11-12.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author's point of view or purpose shapes the content and style of a text. Students will evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F).

Integration of Knowledge: Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text, including at least one play by Shakespeare and one play by an American dramatist. Students will demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. (SAS Standards CC.1.3.11-12.G, CC.1.3.11-12.H).

Key Ideas and Details: Students will determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author's implicit and explicit assumptions and beliefs on the subject. Students will analyze the impact of the author's choice regarding how to develop and relate elements of a story or drama. (SAS Standards CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC.1.3.11-12.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SAS Standards CC.1.3.11-12.I, CC.1.3.11-12.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Students will introduce the precise, knowledgeable claim. Narrative: Students will engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.11-12.B, CC.1.4.11-12.H, CC.1.4.11-12.N).

Content for Writing: Informational: Students will develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Narrative: Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.11-12.C, CC.1.4.11-12.I, CC.1.4.11-12.O).

Organization for Writing: Informational: Students will organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Students will create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Students will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.11-12.D, CC.1.4.11-12.J, CC.1.4.11-12.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.11-12.E, CC.1.4.11-12.K, CC.1.4.11-12.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.11-12.F, CC.1.4.11-12.J, CC.1.4.11-12.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.11-12.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standard CC.1.4.11-12.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (SAS Standard CC.1.4.11-12.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.11-12.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (SAS Standard CC.1.4.11-12.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.11-12.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. Students will integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SAS Standards CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard English when speaking based on 11th grade level and content. (SAS Standard CC.1.5.11-12.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.11-12.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standard CC.1.5.11-12.D, CC.1.5.11-12.E).

MISSION STATEMENT

It is the intention of the English Department to provide all students with opportunities to become acquainted with a wide range of literary and critical works in all the genres, eg. epic poetry, drama, lyrical poetry, short stories, novels, literary criticism, biography, autobiography, essays, etc. Students also will be trained in the writing skills they will need to succeed in high school and college. The ultimate goals are to foster in students analytical and critical thinking skills that will enhance independent and informed thought; encourage appreciation for literature; and allow for articulate self-expression.

Assessments

Students are given writing assignments designed to improve skills learned in previous grades.

Assignments vary, but the following are covered over the course of the year:

Each of these is a component of the NYS Comprehensive English Regents Examination, which students must take at the end of 11th grade. The Regents Exam itself is a comprehensive test of skills learned during a student's educational experience.

Unique Experiences

- ☐ Films which supplement the literature being studied.
- ☐ Independent projects on Emerson's essays.
- ☐ Nature photography project accompanying Thoreau's *WALDEN*.
- ☐ Recordings of authors and poets reading from their own works.
- ☐ Showing of Ken Burns' documentary on Mark Twain.

General Goals

Read various genres of literature with critical appreciation

Read for the pleasure of reading.

Write critical and analytical essays, focusing on specific themes and relevant support.

Write creatively, thus becoming authors themselves

Listen, interpret, and distinguish the significant from the insignificant

RECOMMENDATIONS TO PARENTS

- ☐ Encourage students to read on a daily basis.
- ☐ Share with students stories that will interest them, and encourage them to seek stories of their own.
- ☐ Review with students notes taken in class.
- ☐ Encourage students to complete assigned work on time.
- ☐ Assist students in proof-reading written work.
- ☐ Share interest in what students are learning. When students and parents learn together, it enhances the experience.

Curriculum Topics

A. READING

English 11 is a survey course of American Literature. The development of American Literature from the 17th Century through the 20th Century is studied by means of the following:

MEMOIRS

- ☐ Identify and explain authors' experiences and motivations.
- ☐ Compare and contrast authors' lives at different epochs of their experience.
- ☐ Defend (or refute) values promoted by authors.

SHORT STORIES

- ☐ Discuss stylistic use of such elements as theme, point of view, setting, characterization and conflict.
- ☐ Examine authorial intent.
- ☐ Argue effectiveness of stories as regards intent and literary elements.

NOVEL

- ☐ Explain historical context, and synthesize historical fact with fictional elements.
- ☐ Analyze characters' behavior and motivations.
- ☐ Evaluate development of characters as situations arise, and how effectively they cope with changes they face.

POETRY

- ☐ Acquaint students with the techniques and elements of poetry, such as meter, rhythm, rhyme scheme, and tone.
- ☐ Define categories of poetry (eg. lyrical, sonnet, epic, etc.)
- ☐ Analyze figurative and symbolic language.
- ☐ Distinguish between contextual imagery and descriptive imagery.
- ☐ Evaluate sound and meaning.

DRAMA

- ☐ Provide historical context and link with dramatic treatment (eg. *The Crucible*).
- ☐ Explore narrative elements of drama

B. WRITING

Students are given writing assignments designed to improve skills learned in previous grades. Assignments vary, but the following are covered over the course of the year:

- ☐ Explanation and interpretation of data dictated orally.
- ☐ Critical synthesis of information from an expository source (eg. an historical essay or biographical sketch).
- ☐ Comparison of theme, content, and style between works of different genres (eg. a prose paragraph and a poem).
- ☐ Literary analysis (usually of works studied in class).

English: Analysis & Interpretation of Literature/ Introduction to Composition Grade 12A

Learning Standards

English Language Arts

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author's point of view or purpose shapes the content and style of a text. Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F).

Integration of Knowledge and Ideas: Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. Students will analyze seminal texts based upon reasoning, premises, purposes, and arguments. Students will analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. (SAS Standards CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I).

Key Ideas and Details: Students will determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and assumptions and beliefs. Students will analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. (SAS Standards CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standards CC.1.2.11-12.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.11-12.J, CC.1.2.11-12.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author’s point of view or purpose shapes the content and style of a text. Students will evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F).

Integration of Knowledge: Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text, including at least one play by Shakespeare and one play by an American dramatist. Students will demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. (SAS Standards CC.1.3.11-12.G, CC.1.3.11-12.H).

Key Ideas and Details: Students will determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author’s implicit and explicit assumptions and beliefs on the subject. Students will analyze the impact of the author’s choice regarding how to develop and relate elements of a story or drama. (SAS Standards CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC.1.3.11-12.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SAS Standards CC.1.3.11-12.I, CC.1.3.11-12.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Students will introduce the precise, knowledgeable claim. Narrative: Students will engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.11-12.B, CC.1.4.11-12.H, CC.1.4.11-12.N).

Content for Writing: Informational: Students will develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Narrative: Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.11-12.C, CC.1.4.11-12.I, CC.1.4.11-12.O).

Organization for Writing: Informational: Students will organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Students will create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Students will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.11-12.D, CC.1.4.11-12.J, CC.1.4.11-12.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.11-12.E, CC.1.4.11-12.K, CC.1.4.11-12.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.11-12.F, CC.1.4.11-12.J, CC.1.4.11-12.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.11-12.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standard CC.1.4.11-12.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (SAS Standard CC.1.4.11-12.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.11-12.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (SAS Standard CC.1.4.11-12.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.11-12.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. Students will integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SAS Standards CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard English when speaking based on 12th grade level and content. (SAS Standard CC.1.5.11-12.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.11-12.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standard CC.1.5.11-12.D, CC.1.5.11-12.E).

MISSION STATEMENT

It is the intention of the English Department to provide all students with opportunities to become acquainted with a wide range of literary and critical works in all the genres, eg. epic poetry, drama, lyrical poetry, short stories, novels, literary criticism, biography, autobiography, essays, etc. Students also will be trained in the writing skills they will need to succeed in high school and college. The ultimate goals are to foster in students analytical and critical thinking skills that will enhance independent and informed thought; encourage appreciation for literature; and allow for articulate self-expression.

General Goals

Read various genres of literature with critical appreciation

Read for the pleasure of reading.

Write critical and analytical essays, focusing on specific themes and relevant support.

Write creatively, thus becoming authors themselves

Listen, interpret, and distinguish the significant from the insignificant

Assessments

Students are given writing assignments designed to improve skills learned in previous grades.

Assignments vary, but the following are covered over the course of the year:

- ☐ Persuasive Writing
- ☐ Compare and Contrast
- ☐ Debate/Public Speaking
- ☐ Expository Writing
- ☐ Narrative and creative writing
- ☐ Poetic writing
- ☐ Research skills and writing

Use of in-text citations, blending of citations into writing, and proper MLA formatting are a primary focus of each assessment.

At the completion of each unit, students complete comprehensive unit exams.

Throughout the year, students keep a response journal in order to respond and react emotionally toward each text.

Unique Experiences

- ☐ After thorough study of how to analyze and develop thesis statements, students create a visual representation of a thesis statement. This includes sculpture, songs, paintings, etc.
- ☐ Students take a fieldtrip to a local college library in order to experience hands on how to execute research skills needed in college.
- ☐ At the culmination of our reading of *The Great Gatsby*, students are invited to celebrate the 1920's on "Gatsby Day". Students are encouraged to dress in the 1920's style and share food and drink that were popular during this era.
- ☐ Students become activists on "Inside Out Day". After reading and learning about prejudice, discrimination, and the implications of "beauty", students are asked to get the entire school involved in focusing on what's inside. Each student decorates a t-shirt with things about themselves that they are proud of; things we wouldn't know just by looking at them. Students cover mirrors with paper that are covered with inspirational quotations. Lastly, students are responsible for spreading the word in any way they can (slogans, pins, posters, announcements, etc.)

RECOMMENDATIONS TO PARENTS

- ☐ Encourage students to read on a daily basis.
- ☐ Share with students stories that will interest them, and encourage them to seek stories of their own.
- ☐ Review with students notes taken in class.
- ☐ Encourage students to complete assigned work on time.
- ☐ Assist students in proof-reading written work.
- ☐ Share interest in what students are learning. When students and parents learn together, it enhances the experience.

Curriculum Topics

Major Literary Genres

Novels:

- ☐ Appraise the author's purpose
- ☐ Analyze the aspects of psychological novels
- ☐ Recognize the concept of universal theme, e.g. oppression/exploitation.
- ☐ Analyze character's behavior and motivations.
- ☐ Identify the elements of the novel and how they contribute to its theme.
- ☐ Explore the novel's structure, creativity, timelessness.

Dramatic Plays:

- ☐ Explain how personal lives of the authors affect their writings.
- ☐ Analyze the significance of historical context.
- ☐ Examine The American Dream/The Fallacy of the American Dream.
- ☐ Compare and contrast the motivation of characters.
- ☐ Examine the political aspects of dramatic plays
- ☐ In depth analysis of theme, symbolism, and other literary techniques.

Poetry:

- ☐ Define and understand the structure of various forms of poetry— for example, sonnet, ballads, and epics.
- ☐ Analyze authors' poetic styles and techniques.
- ☐ Understand the difference between literal and figurative language and evaluate the effectiveness of this technique.
- ☐ Students will compare different poetic forms and how the techniques of the poets affect his or her poems.

Short Story:

- ☐ In depth analysis of theme, symbolism, and other literary techniques.
- ☐ Appraise the author's purpose
- ☐ Recognize the concept of universal theme, e.g. oppression/exploitation.
- ☐ Analyze character's behavior and motivations.
- ☐ Identify the elements of the literature and how they contribute to its theme.
- ☐ Criticize plot, character, and theme to develop thoughtful thesis statements and can support and explain their argument in accurate and provoking manner.
- ☐ Synthesize information from multiple sources and formulate new opinions of meaning behind literature.

English: Contemporary Issues in Literature and Media

Grade 12B

Learning Standards

English Language Arts, Technology

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author's point of view or purpose shapes the content and style of a text. Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F).

Integration of Knowledge and Ideas: Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. Students will analyze seminal texts based upon reasoning, premises, purposes, and arguments. Students will analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. (SAS Standards CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I).

Key Ideas and Details: Students will determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and assumptions and beliefs. Students will analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. (SAS Standards CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standards CC.1.2.11-12.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will

determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.11-12.J, CC.1.2.11-12.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author’s point of view or purpose shapes the content and style of a text. Students will evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC1.3.11-12.D, CC1.3.11-12.E, CC1.3.11-12.F).

Integration of Knowledge: Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text, including at least one play by Shakespeare and one play by an American dramatist. Students will demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. (SAS Standards CC.1.3.11-12.G, CC.1.3.11-12.H).

Key Ideas and Details: Students will determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author’s implicit and explicit assumptions and beliefs on the subject. Students will analyze the impact of the author’s choice regarding how to develop and relate elements of a story or drama. (SAS Standards CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC1.3.11-12.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SAS Standards CC1.3.11-12.I, CC1.3.11-12.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Students will introduce the precise, knowledgeable claim. Narrative: Students will engage and orient the reader by setting out a problem, situation, or

observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.11-12.B, CC.1.4.11-12.H, CC.1.4.11-12.N).

Content for Writing: Informational: Students will develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. ***Argumentative:*** Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ***Narrative:*** Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.11-12.C, CC.1.4.11-12.I, CC.1.4.11-12.O).

Organization for Writing: Informational: Students will organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. ***Argumentative:*** Students will create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. ***Narrative:*** Students will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.11-12.D, CC.1.4.11-12.J, CC.1.4.11-12.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.11-12.E, CC.1.4.11-12.K, CC.1.4.11-12.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.11-12.F, CC.1.4.11-12.J, CC.1.4.11-12.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.11-12.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standard CC.1.4.11-12.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (SAS Standard CC.1.4.11-12.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.11-12.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (SAS Standard CC.1.4.11-12.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.11-12.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. Students will integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SAS Standards CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard English when speaking based on 12th grade level and content. (SAS Standard CC.1.5.11-12.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.11-12.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standard CC.1.5.11-12.D, CC.1.5.11-12.E).

Standard: Technology

Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communications, collaboration, creativity, and innovation.

MISSION STATEMENT

It is the intention of the English Department to provide all students with opportunities to become acquainted with a wide range of literary and critical works in all the genres, eg. epic poetry, drama, lyrical poetry, short stories, novels, literary criticism, biography, autobiography, essays, etc. Students also will be trained in the writing skills they will need to succeed in high school and college. The ultimate goals are to foster in students analytical and critical thinking skills that will enhance independent and informed thought; encourage appreciation for literature; analyze the effect of media on culture; and allow for articulate self-expression.

Assessments

- ☐ Critical Analysis Essay/presentation/speech/project with digital focus
- ☐ Literature Panel Presentation to the class
- ☐ Debate/Public Speaking
- ☐ E-Portfolio
- ☐ Podcast
- ☐ Research skills and writing

Use of in-text citations, blending of citations into writing, and proper MLA formatting are a primary focus of each assessment.

At the completion of each unit, students complete comprehensive unit exams.

Throughout the year, students keep a response journal in order to respond and react emotionally toward each text.

General Goals

Read various genres of literature with critical appreciation

Read for the pleasure of reading.

Write critical and analytical essays, focusing on specific themes and relevant support.

Write creatively, thus becoming authors themselves

Listen, interpret, and distinguish the significant from the insignificant

Analyze media and its effect on culture

Unique Experiences: Students will consider the following Essential Questions

- ☐ How does viewing literature through a critical lens affect the analysis?
- ☐ How have literary genres changed to reflect our multicultural society?
- ☐ How does contemporary media affect our culture today?
- ☐ Have morals and ethics within our culture changed in contemporary literature and media?

RECOMMENDATIONS TO PARENTS

- ☐ Encourage students to read on a daily basis.
- ☐ Share with students stories that will interest them, and encourage them to seek stories of their own.
- ☐ Review with students notes taken in class.
- ☐ Encourage students to complete assigned work on time.
- ☐ Assist students in proof-reading written work.
- ☐ Share interest in what students are learning. When students and parents learn together, it enhances the experience.

Curriculum Topics

- ☐ Students will read a collection of short stories or common fairy tales and analyze them through a variety of in-class activities and formative writings.
- ☐ Review contemporary literature through a discussion of the main character's quest for identity.
- ☐ Find examples of main characters who feel out of place, isolated, or misunderstood in society.
- ☐ Observe shift from stories that showed realistic events and situations to portraying the inner experiences and sometimes irrational psychology of human beings.
- ☐ Research the history of the Internet and its impact on society.
- ☐ Evaluate websites.
- ☐ Create a blog where they will research and read relevant information, respond to reading, and document sources.
- ☐ Identify and explain propaganda techniques in print and video.
- ☐ Explore the history of television and its impact on society.

Algebra I

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

The Math Department will maintain a learning environment where students can cultivate the logical reasoning, analytical thinking and problem-solving techniques integral to mathematics in order to master skills and concepts necessary for success in subsequent education and employment and to enhance personal growth and stimulate lifetime learning.

Competencies:

Properties of Rational and Irrational Numbers: Students will apply and extend the properties of exponents to solve the problems with rational exponents. Students will represent and/or use numbers in equivalent forms (integers, fractions, decimals, percent's, square roots, exponents).

Students will apply properties of rational and irrational numbers to solve real world or mathematical problems. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.F.2).

The Real Number System: Students will apply and extend the properties of exponents to solve problems with rational exponents. Students will apply number theory concepts to show relationships between real numbers in problem-solving settings. Students will use exponents, roots, and/or absolute values to solve problems. Students will use estimation strategies in problem-solving situations. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.F.2, CC.2.1.HS.F.3).

Equations and Inequalities: Students will interpret solutions to linear equations and inequalities. Students will interpret solutions to linear systems of equations and inequalities. Students will evaluate reasonability of solutions. Students will write, solve, and/or graph linear equations and inequalities using various methods. Students will write, solve, and/or graph systems of linear equations and inequalities using various methods. Students will use and/or identify algebraic properties. Students will understand and apply the Pythagorean Theorem. Students will write, solve, and/or graph compound inequalities. Students will write and/or identify linear equations in various forms (slope-intercept, point-slope, standard, etc.). Students will describe, compute, and/or use linear rate of change (slope). (SAS Standards CC.2.1.HS.F.3, CC.2.1.HS.F.4, CC.2.1.HS.F.5,, CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C5, CC.2.2.HS.C9, CC.2.2.HS.D7, CC.2.2.HS.D9, CC.2.2.HS.D10).

Polynomial and Rational Expressions: Students will simplify/factor expressions involving polynomials. Students will use polynomial identities. Students will perform arithmetic operations on polynomials. Students will apply and extend previous understandings of arithmetic to algebraic expressions. (SAS Standards CC.2.2.HS.D.1, CC.2.2.HS.D.2, CC.2.2.HS.D.3, CC.2.2.HS.D.4, CC.2.2.HS.D.5, CC.2.2.HS.D.6).

Patterns, Relations, and Functions: Students will define, evaluate, and compare functions. Students will use the concept and notation of function to interpret and apply them in terms of their context. Students will construct and compare linear, quadratic, and exponential models and solve problems. Students will create a function and/or sequence that model relationships between two quantities. Students will create and/or analyze functions using multiple representations (graph, table, and equation). Students will create new functions from existing functions (transformations of graphs). (SAS Standards CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.4, CC.2.2.HS.C.6).

Categorical and Quantitative Data: Students will analyze a set of data for a pattern, and represent the pattern with an algebraic rule and/or a graph. Students will summarize, represent, and interpret single-variable data and two-variable data. Students will use measures of dispersion to describe a set of data (range, quartiles, interquartile range). Students will analyze and/or interpret data displays and/or use them to make predictions (circle graph, line graph, bar graph, box-and-whisker plot, stem-and-leaf plot, scatter plot). Students will make inferences and justify conclusions based on sample surveys, experiments, and observational studies. (SAS Standards CC.2.4.HS.B.1, CC.2.4.HS.B.2, CC.2.4.HS.B.3, CC.2.4.HS.B.5).

Probability: Students will calculate and/or make predictions based upon measures of central tendency. Students will apply probability to practical situations, including compound events. Students will recognize and evaluate random processes underlying statistical experiments Students

will apply the rules of probability to compute probabilities of compound events in a uniform probability model. (SAS Standards CC.2.4.HS.B.4, CC.2.4.HS.B.7).

General Goals

Students will understand the concepts as well as the mechanics of algebra and be able to describe, interpret and predict physical world phenomena using algebra. Students pass both the class exam and have teacher recommendation to proceed to the study of geometry.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies.

Assessments

☐ Classroom assessments will include tests, quizzes, homework, projects, and class work as determined by the teacher

Recommendations to Parents

☐ Homework is assigned most nights so be sure to check with your student that it is completed. Remind them to ask questions the next day if they did not understand something. Remember that if there is no written homework there may still be a test or a quiz that they need to study for.

Curriculum Topics - Algebra I

☐ Number Theory and Sets

Illustrate the elements of a set

Identify and apply the properties of real numbers

Explain how to find the complement, intersection and union of sets

☐ Algebraic Expressions

Translate from verbal to algebraic expressions

Evaluate expressions

Use scientific notation to compute products and quotients

☐ Geometric Formulas

Find the area/perimeter of figures composed of polygons, circles, or sectors

Use formulas to calculate volume and surface area of rectangular solids and cylinders

Solve literal equations for given variables

☐ Ratio and Proportion

Calculate rates

Use dimensional analysis to solve problems involving conversions within measurement systems
Calculate relative error
Solve algebraic problems involving percent increase/decrease and discount

☐ Basic Operations with Polynomials

Add, subtract, and multiply monomials and polynomials
Multiply and divided monomials with a common base
Find values for which an algebraic fraction will be undefined
Divide polynomials by monomials or binomials
Add or subtract fractional expressions with like denominators

☐ Solving Linear Equations and Inequalities Algebraically

Solve linear equations in one variable
Determine if a given value is a solution to a linear equation or inequality
Solve algebraic proportions in one variable
Solve equations involving fractions
Distinguish the difference between algebraic expressions and equations
Represent a situation using algebraic equations or inequalities
Analyze and solve problems that can be solved using linear equations

☐ Solving Linear Equations and Inequalities Graphically

Identify and graph linear, quadratic, absolute value, and exponential functions
Examine how changing the coefficients of a function affects its graph
Explain slope as a rate of change
Calculate the slope of a line given two points on the line, or the equation of the line
Write the equations of lines
Recognize patterns in the equations of parallel lines

☐ Solving Systems of Linear Equations and Inequalities

Graph and solve systems of linear equations and inequalities
Analyze and solve problems that require solving systems of linear equations
Determine whether a given point is in the solution set of a system of linear inequalities

☐ Probability

Determine the number of possible outcomes
Determine the number of possible arrangements
Collect specific data to use to identify empirical probabilities
Calculate the probability of an event and its complement
Predict the probability of single or compound events

☐ Statistics

Collect and categorize data
Compare and contrast measures of central tendency for a set of data

Analyze data sources to find sources of bias and its effect on data
Organize data into a variety of displays
Analyze and interpret data results
Identify relationship between independent and dependent variable
Appreciate the difference between correlation and causation
Introduce scatter plots and generate a line of best fit

☐ Operations with Radicals

Simplify, combine, multiply, and divide radicals
Compare the differences between rational and irrational numbers

☐ Factoring Polynomials

Introduce factoring polynomials
Emphasize the order of factorization: GCF, perfect squares, trinomials, factoring completely

☐ Solving Quadratics Algebraically and Graphically

Apply factoring polynomials to solve quadratics
Compare and contrast root and factor of a quadratic expression
Analyze and solve problems that involve verbal quadratic equations
Define relation and function
Identify and graph linear, quadratic, absolute, and exponential functions
Investigate vertical stretches and shrinks

☐ Solving Systems of Quadratic-Linear Equations

Solve the system graphically
Solve the system algebraically

☐ Exponential Functions

Graph exponential functions with changing coefficients to see how this affects the graph
Evaluate factorial, absolute value, and exponential expressions
Analyze and solve physical world problems that involve exponential growth and decay

☐ The Pythagorean Theorem and Right Triangle Trigonometry

Discover the Pythagorean Theorem via rectangle areas and use it to find the third side of a right triangle
Use sine, cosine and, tangent functions to find angles and sides of right triangles

☐ Operations with Algebraic Fractions

Understand when an algebraic fraction is undefined
Simplify fractions with polynomials in the numerator and denominator using factoring
Combine algebraic fractions with polynomial numerator and denominator
Multiply and divide polynomial expressions

Algebra I Extended I

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness

Common Themes Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

The Math Department will maintain a learning environment where students can cultivate the logical reasoning, analytical thinking and problem solving techniques integral to mathematics in order to master skills and concepts necessary for success in subsequent education and employment and to enhance personal growth and stimulate lifetime learning.

Competencies:

Properties of Rational and Irrational Numbers: Students will apply and extend the properties of exponents to solve the problems with rational exponents. Students will represent and/or use numbers in equivalent forms (integers, fractions, decimals, percent's, square roots, exponents).

Students will apply properties of rational and irrational numbers to solve real world or mathematical problems. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.F.2).

The Real Number System: Students will apply and extend the properties of exponents to solve problems with rational exponents. Students will apply number theory concepts to show relationships between real numbers in problem-solving settings. Students will use exponents, roots, and/or absolute values to solve problems. Students will use estimation strategies in problem-solving situations. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.F.2, CC.2.1.HS.F.3).

Equations and Inequalities: Students will interpret solutions to linear equations and inequalities. Students will interpret solutions to linear systems of equations and inequalities. Students will evaluate reasonability of solutions. Students will write, solve, and/or graph linear equations and inequalities using various methods. Students will write, solve, and/or graph systems of linear equations and inequalities using various methods. Students will use and/or identify algebraic properties. Students will understand and apply the Pythagorean Theorem. Students will write, solve, and/or graph compound inequalities. Students will write and/or identify linear equations in various forms (slope-intercept, point-slope, standard, etc.). Students will describe, compute, and/or use linear rate of change (slope). (SAS Standards CC.2.1.HS.F.3, CC.2.1.HS.F.4, CC.2.1.HS.F.5,, CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C5, CC.2.2.HS.C9, CC.2.2.HS.D7, CC.2.2.HS.D9, CC.2.2.HS.D10).

Polynomial and Rational Expressions: Students will simplify/factor expressions involving polynomials. Students will use polynomial identities. Students will perform arithmetic operations on polynomials. Students will apply and extend previous understandings of arithmetic to algebraic expressions. (SAS Standards CC.2.2.HS.D.1, CC.2.2.HS.D.2, CC.2.2.HS.D.3, CC.2.2.HS.D.4, CC.2.2.HS.D.5, CC.2.2.HS.D.6).

Patterns, Relations, and Functions: Students will define, evaluate, and compare functions. Students will use the concept and notation of function to interpret and apply them in terms of their context. Students will construct and compare linear, quadratic, and exponential models and solve problems. Students will create a function and/or sequence that model relationships between two quantities. Students will create and/or analyze functions using multiple representations (graph, table, and equation). Students will create new functions from existing functions (transformations of graphs). (SAS Standards CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.4, CC.2.2.HS.C.6).

Categorical and Quantitative Data: Students will analyze a set of data for a pattern, and represent the pattern with an algebraic rule and/or a graph. Students will summarize, represent, and interpret single-variable data and two-variable data. Students will use measures of dispersion to describe a set of data (range, quartiles, interquartile range). Students will analyze and/or interpret data displays and/or use them to make predictions (circle graph, line graph, bar graph, box-and-whisker plot, stem-and-leaf plot, scatter plot). Students will make inferences and justify conclusions based on sample surveys, experiments, and observational studies. (SAS Standards CC.2.4.HS.B.1, CC.2.4.HS.B.2, CC.2.4.HS.B.3, CC.2.4.HS.B.5).

Probability: Students will calculate and/or make predictions based upon measures of central tendency. Students will apply probability to practical situations, including compound events. Students will recognize and evaluate random processes underlying statistical experiments Students

will apply the rules of probability to compute probabilities of compound events in a uniform probability model. (SAS Standards CC.2.4.HS.B.4, CC.2.4.HS.B.7).

General Goals

The goals and curriculum of Algebra I extended are exactly the same as those of Algebra I, i.e., students will understand the concepts as well as the mechanics of algebra and be able to describe, interpret and predict physical world phenomena using algebra. The only difference is that students will do the coursework over two years instead of one. Students pass both the class and have teacher recommendation to proceed to the study of geometry.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies

Assessments

☐ Classroom assessments will include tests, quizzes, homework, projects, and class work as determined by the teacher

Recommendations to Parents

☐ Homework is assigned most nights so be sure to check with your student that it is completed. Remind them to ask questions the next day if they did not understand something. Remember that if there is no written homework there may still be a test or a quiz that they need to study for.

Curriculum Topics - Algebra I

☐ Number Theory and Sets

Illustrate the elements of a set

Identify and apply the properties of real numbers

Explain how to find the complement, intersection and union of sets

☐ Algebraic Expressions

Translate from verbal to algebraic expressions

Evaluate expressions

Use scientific notation to compute products and quotients

☐ Geometric Formulas

Find the area/perimeter of figures composed of polygons, circles, or sectors

Use formulas to calculate volume and surface area of rectangular solids and cylinders

Solve literal equations for given variables

☐ Ratio and Proportion

Calculate rates

Use dimensional analysis to solve problems involving conversions within measurement systems

Calculate relative error

Solve algebraic problems involving percent increase/decrease and discount

☐ Basic Operations with Polynomials

Add, subtract, and multiply monomials and polynomials

Multiply and divided monomials with a common base

Find values for which an algebraic fraction will be undefined

Divide polynomials by monomials or binomials

Add or subtract fractional expressions with like denominators

☐ Solving Linear Equations and Inequalities Algebraically

Solve linear equations in one variable

Determine if a given value is a solution to a linear equation or inequality

Solve algebraic proportions in one variable

Solve equations involving fractions

Distinguish the difference between algebraic expressions and equations

Represent a situation using algebraic equations or inequalities

Analyze and solve problems that can be solved using linear equations

☐ Solving Linear Equations and Inequalities Graphically

Identify and graph linear, quadratic, absolute value, and exponential functions
Examine how changing the coefficients of a function affects its graph
Explain slope as a rate of change
Calculate the slope of a line given two points on the line, or the equation of the line
Write the equations of lines
Recognize patterns in the equations of parallel lines

☐ Solving Systems of Linear Equations and Inequalities

Graph and solve systems of linear equations and inequalities
Analyze and solve problems that require solving systems of linear equations
Determine whether a given point is in the solution set of a system of linear inequalities

☐ Probability

Determine the number of possible outcomes
Determine the number of possible arrangements
Collect specific data to use to identify empirical probabilities
Calculate the probability of an event and its complement
Predict the probability of single or compound events

☐ Statistics

Collect and categorize data
Compare and contrast measures of central tendency for a set of data
Analyze data sources to find sources of bias and its effect on data
Organize data into a variety of displays
Analyze and interpret data results
Identify relationship between independent and dependent variable
Appreciate the difference between correlation and causation
Introduce scatter plots and generate a line of best fit

☐ Operations with Radicals

Simplify, combine, multiply, and divide radicals
Compare the differences between rational and irrational numbers

☐ Factoring Polynomials

Introduce factoring polynomials
Emphasize the order of factorization: GCF, perfect squares, trinomials, factoring completely

☐ Solving Quadratics Algebraically and Graphically

Apply factoring polynomials to solve quadratics
Compare and contrast root and factor of a quadratic expression
Analyze and solve problems that involve verbal quadratic equations

Define relation and function

Identify and graph linear, quadratic, absolute, and exponential functions

Investigate vertical stretches and shrinks

☐ Solving Systems of Quadratic-Linear Equations

Solve the system graphically

Solve the system algebraically

☐ Exponential Functions

Graph exponential functions with changing coefficients to see how this affects the graph

Evaluate factorial, absolute value, and exponential expressions

Analyze and solve physical world problems that involve exponential growth and decay

☐ The Pythagorean Theorem and Right Triangle Trigonometry

Discover the Pythagorean Theorem via rectangle areas and use it to find the third side of a right triangle

Use sine, cosine and, tangent functions to find angles and sides of right triangles

☐ Operations with Algebraic Fractions

Understand when an algebraic fraction is undefined

Simply fractions with polynomials in the numerator and denominator using factoring

Combine algebraic fractions with polynomial numerator and denominator

Multiply and divide polynomial expressions

Algebra I Extended II

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness

Common Themes Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

The Math Department will maintain a learning environment where students can cultivate the logical reasoning, analytical thinking and problem solving techniques integral to mathematics in order to master skills and concepts necessary for success in subsequent education and employment and to enhance personal growth and stimulate lifetime learning.

Competencies:

Properties of Rational and Irrational Numbers: Students will apply and extend the properties of exponents to solve the problems with rational exponents. Students will represent and/or use numbers in equivalent forms (integers, fractions, decimals, percent's, square roots, exponents).

Students will apply properties of rational and irrational numbers to solve real world or mathematical problems. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.F.2).

The Real Number System: Students will apply and extend the properties of exponents to solve problems with rational exponents. Students will apply number theory concepts to show relationships between real numbers in problem-solving settings. Students will use exponents, roots, and/or absolute values to solve problems. Students will use estimation strategies in problem-solving situations. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.F.2, CC.2.1.HS.F.3).

Equations and Inequalities: Students will interpret solutions to linear equations and inequalities. Students will interpret solutions to linear systems of equations and inequalities. Students will evaluate reasonability of solutions. Students will write, solve, and/or graph linear equations and inequalities using various methods. Students will write, solve, and/or graph systems of linear equations and inequalities using various methods. Students will use and/or identify algebraic properties. Students will understand and apply the Pythagorean Theorem. Students will write, solve, and/or graph compound inequalities. Students will write and/or identify linear equations in various forms (slope-intercept, point-slope, standard, etc.). Students will describe, compute, and/or use linear rate of change (slope). (SAS Standards CC.2.1.HS.F.3, CC.2.1.HS.F.4, CC.2.1.HS.F.5,, CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C5, CC.2.2.HS.C9, CC.2.2.HS.D7, CC.2.2.HS.D9, CC.2.2.HS.D10).

Polynomial and Rational Expressions: Students will simplify/factor expressions involving polynomials. Students will use polynomial identities. Students will perform arithmetic operations on polynomials. Students will apply and extend previous understandings of arithmetic to algebraic expressions. (SAS Standards CC.2.2.HS.D.1, CC.2.2.HS.D.2, CC.2.2.HS.D.3, CC.2.2.HS.D.4, CC.2.2.HS.D.5, CC.2.2.HS.D.6).

Patterns, Relations, and Functions: Students will define, evaluate, and compare functions. Students will use the concept and notation of function to interpret and apply them in terms of their context. Students will construct and compare linear, quadratic, and exponential models and solve problems. Students will create a function and/or sequence that model relationships between two quantities. Students will create and/or analyze functions using multiple representations (graph, table, and equation). Students will create new functions from existing functions (transformations of graphs). (SAS Standards CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.4, CC.2.2.HS.C.6).

Categorical and Quantitative Data: Students will analyze a set of data for a pattern, and represent the pattern with an algebraic rule and/or a graph. Students will summarize, represent, and interpret single-variable data and two-variable data. Students will use measures of dispersion to describe a set of data (range, quartiles, interquartile range). Students will analyze and/or interpret data displays and/or use them to make predictions (circle graph, line graph, bar graph, box-and-whisker plot, stem-and-leaf plot, scatter plot). Students will make inferences and justify conclusions based on sample surveys, experiments, and observational studies. (SAS Standards CC.2.4.HS.B.1, CC.2.4.HS.B.2, CC.2.4.HS.B.3, CC.2.4.HS.B.5).

Probability: Students will calculate and/or make predictions based upon measures of central tendency. Students will apply probability to practical situations, including compound events. Students will recognize and evaluate random processes underlying statistical experiments Students

will apply the rules of probability to compute probabilities of compound events in a uniform probability model. (SAS Standards CC.2.4.HS.B.4, CC.2.4.HS.B.7).

General Goals

The primary goal of this course is for all students to pass the course exam. The Algebra I curriculum is completed over a period of two years. Students will understand the concepts as well as the mechanics of algebra and be able to describe, interpret and predict physical world phenomena using algebra.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies

Assessments

☐ Classroom assessments will include tests, quizzes, homework, projects, and class work as determined by the teacher

Recommendations to Parents

☐ Homework is assigned most nights so be sure to check with your student that it is completed. Remind them to ask questions the next day if they did not understand something. Remember that if there is no written homework there may still be a test or a quiz that they need to study for.

Curriculum Topics - Algebra I

☐ Number Theory and Sets

Illustrate the elements of a set

Identify and apply the properties of real numbers

Explain how to find the complement, intersection and union of sets

☐ Algebraic Expressions

Translate from verbal to algebraic expressions

Evaluate expressions

Use scientific notation to compute products and quotients

☐ Geometric Formulas

Find the area/perimeter of figures composed of polygons, circles, or sectors

Use formulas to calculate volume and surface area of rectangular solids and cylinders

Solve literal equations for given variables

☐ Ratio and Proportion

Calculate rates

Use dimensional analysis to solve problems involving conversions within measurement systems

Calculate relative error

Solve algebraic problems involving percent increase/decrease and discount

☐ Basic Operations with Polynomials

Add, subtract, and multiply monomials and polynomials

Multiply and divided monomials with a common base

Find values for which an algebraic fraction will be undefined

Divide polynomials by monomials or binomials

Add or subtract fractional expressions with like denominators

☐ Solving Linear Equations and Inequalities Algebraically

Solve linear equations in one variable

Determine if a given value is a solution to a linear equation or inequality

Solve algebraic proportions in one variable

Solve equations involving fractions

Distinguish the difference between algebraic expressions and equations

Represent a situation using algebraic equations or inequalities

Analyze and solve problems that can be solved using linear equations

☐ Solving Linear Equations and Inequalities Graphically

Identify and graph linear, quadratic, absolute value, and exponential functions
Examine how changing the coefficients of a function affects its graph
Explain slope as a rate of change
Calculate the slope of a line given two points on the line, or the equation of the line
Write the equations of lines
Recognize patterns in the equations of parallel lines

☐ Solving Systems of Linear Equations and Inequalities

Graph and solve systems of linear equations and inequalities
Analyze and solve problems that require solving systems of linear equations
Determine whether a given point is in the solution set of a system of linear inequalities

☐ Probability

Determine the number of possible outcomes
Determine the number of possible arrangements
Collect specific data to use to identify empirical probabilities
Calculate the probability of an event and its complement
Predict the probability of single or compound events

☐ Statistics

Collect and categorize data
Compare and contrast measures of central tendency for a set of data
Analyze data sources to find sources of bias and its effect on data
Organize data into a variety of displays
Analyze and interpret data results
Identify relationship between independent and dependent variable
Appreciate the difference between correlation and causation
Introduce scatter plots and generate a line of best fit

☐ Operations with Radicals

Simplify, combine, multiply, and divide radicals
Compare the differences between rational and irrational numbers

☐ Factoring Polynomials

Introduce factoring polynomials
Emphasize the order of factorization: GCF, perfect squares, trinomials, factoring completely

☐ Solving Quadratics Algebraically and Graphically

Apply factoring polynomials to solve quadratics
Compare and contrast root and factor of a quadratic expression
Analyze and solve problems that involve verbal quadratic equations

Define relation and function

Identify and graph linear, quadratic, absolute, and exponential functions

Investigate vertical stretches and shrinks

☐ Solving Systems of Quadratic-Linear Equations

Solve the system graphically

Solve the system algebraically

☐ Exponential Functions

Graph exponential functions with changing coefficients to see how this affects the graph

Evaluate factorial, absolute value, and exponential expressions

Analyze and solve physical world problems that involve exponential growth and decay

☐ The Pythagorean Theorem and Right Triangle Trigonometry

Discover the Pythagorean Theorem via rectangle areas and use it to find the third side of a right triangle

Use sine, cosine and, tangent functions to find angles and sides of right triangles

☐ Operations with Algebraic Fractions

Understand when an algebraic fraction is undefined

Simply fractions with polynomials in the numerator and denominator using factoring

Combine algebraic fractions with polynomial numerator and denominator

Multiply and divide polynomial expressions

Algebra 2 & Trigonometry

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

The Math Department will maintain a learning environment where students can cultivate the logical reasoning, analytical thinking and problem solving techniques integral to mathematics in order to master skills and concepts necessary for success in subsequent education and employment and to enhance personal growth and stimulate lifetime learning.

Competencies:

Complex Number System: Students will represent and/or use imaginary numbers in equivalent forms. Students will simplify/evaluate expressions involving imaginary numbers. Students will perform arithmetic operations and apply to complex numbers. Students will apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. (SAS Standards CC.2.1.HS.F.6, CC.2.1.HS.F.7).

Polynomial and Rational Expressions: Students will perform arithmetic operations on polynomials. Students will solve equations involving rational expressions. Students will understand the relationship between zeros and factors of polynomials. Students will rewrite rational expressions. Students will use polynomial identities to solve problems. Students will simplify/factor expressions involving polynomials. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.D.1, CC.2.1.HS.D.2, CC.2.1.HS.D.3, CC.2.1.HS.D.4, CC.2.1.HS.D.5, CC.2.1.HS.D.6).

Equations and Inequalities: Students will create and/or solve equations (including literal, polynomial, rational, radical, exponential, and logarithmic) both algebraically and graphically. Students will use and/or explain reasoning while solving equations, and justify the solution method. Students will determine how a change in one variable relates to a change in a second variable. Students will use exponents, roots, and/or absolute values to represent equivalent forms or to solve problems. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.D.1, CC.2.1.HS.D.2, CC.2.2.HS.D.7, CC.2.2.HS.D.8, CC.2.2.HS.D.9, CC.2.2.HS.D.10).

Functions: Students will use the concept and notation of function to interpret and apply them in terms of their context. Using the unit circle, students will extend the domain of trigonometric functions to all real numbers. Students will interpret functions in terms of the situations they model. Students will use trigonometric functions to model periodic phenomena. Students will prove the Pythagorean identity and use it to calculate trigonometric ratios. Students will create and/or analyze functions using multiple representations (graph, table, and equation). Students will create a function and/or sequence that model a relationship between two quantities. Students will create new functions from existing functions (transformations and/or inverses of functions). Students will construct and compare linear, quadratic, exponential, and logarithmic models to solve problems. (SAS Standards CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.4, CC.2.2.HS.C.5, CC.2.2.HS.C.6, CC.2.2.HS.C.7, CC.2.2.HS.C.8, CC.2.2.HS.C.9).

Data: Students will analyze a set of data for a pattern, and represent the pattern with an algebraic rule and/or a graph. Students will summarize, represent, and interpret single-variable data (including standard deviation) and two-variable data. Students will analyze and/or interpret data on a scatter plot and/or use it to make predictions (e.g., regression). Students will recognize and evaluate random processes underlying statistical experiments. Students will make inferences and justify conclusions based on sample surveys, experiments, and observational studies. Students will use the concepts of independence and conditional probability to interpret data. (SAS Standards CC.2.3.HS.B.1, CC.2.4.HS.B.2, CC.2.4.HS.B.3, CC.2.4.HS.B.4, CC.2.4.HS.B.5, CC.2.4.HS.B.6, CC.2.4.HS.B.7).

Probability: Students will apply the rules of probability to compute probabilities of compound events. Students will calculate probability and/or odds. Students will use combinations, permutations, and the fundamental counting principle to solve problems involving probability. (SAS Standards CC.2.4.HS.F.3, CC.2.4.HS.F.5).

General Goals

Students will begin to use higher order algebraic and trigonometric equations and formulae for problem solving and curve sketching.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the

reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies

Assessments

Teacher made quizzes, tests and projects.

Recommendations to Parents

The pace of this class is very quick and the concepts are challenging. Your children should be proud of the higher level mathematics that is being attempted. Help them realize they need more time for homework, including studying, and that problems to be solved often make up half a page of computation.

Curriculum Topics

☐ Radicals and Exponents

- Simplify, combine, multiply and divide radicals with various indices
- Rationalize monomial and binomial denominators
- Apply the rules of exponents to all reals (especially fractions and negative values)

☐ Rational Expressions and Equations

- Factor polynomials completing using the proper order of factorization
- Add, subtract, multiply, divide rational expressions
- Simplify complex fractions
- Master the technique of completing the square as well as the quadratic formula for solving quadratic equations
- Solve rational equations and inequalities
- Solve polynomial equations of degree greater than 2

☐ Complex Numbers

- Write square roots of negative numbers in terms of i
- Master simplifying powers of i
- Perform operations on complex numbers
- Solve quadratic equations with imaginary roots

☐ Equations and Inequalities

- Use the discriminant to interpret the nature of the roots of a quadratic equation
- Determine the sum and products of the roots of a quadratic via its coefficients
- Solve quadro-linear systems of equations

- Solve quadratic, rational, absolute value and radical equations and inequalities algebraically and graphically
- Utilize the graphing calculator to interpret graphs and data

☐ Relations and Functions

- Define and identify relations and functions
- Determine the domain and range of a function
- Introduce function notation
- Find function compositions and the inverse of a function
- Perform transformations on functions
- Use the graphing calculator to view and interpret functions that are hard to sketch manually

☐ Introduction to Conic Sections

- Recognize, write the equation of and sketch circles, ellipses and hyperbolas

☐ Exponential and Logarithmic Functions

- Evaluate and graph exponential functions
- Graph logarithmic functions as inverses of exponentials.
- Apply the properties of logs to synthesize and decompose logarithmic expressions
- Solve exponential and logarithmic equations

☐ Circular Function

- Use the unit circle in the xy plane to sketch angles as rotations.
- Find the 6 trigonometric values of an angle given a point on the terminal side of an angle
- Sketch angles in standard position
- Apply reference angles to find trig values
- Know the special right triangle and quadrantal angles trigonometric values
- Justify the Pythagorean Identities
- Define radian and appreciate it as a better measure of angles

☐ Trigonometric Functions

- Recognize and sketch cosine, sine and tangent functions.
- Understand how amplitude, frequency and period affect the graph
- Sketch the graphs of the inverse trigonometric functions

☐ Trigonometric Applications

- Master the Law of Sines and the Law of Cosines and the ambiguous case
- Determine the area of a triangle given two sides and the included angle
- Apply angle sum and difference formulas

- Solve trigonometric equations with restricted and unrestricted domains
- Verify trigonometric identities algebraically

☐ Series and Sequences

- Determine the common difference in an arithmetic sequence
- Determine the common ratio in a geometric sequence
- Find specific terms of sequences and determine a formula for the n th term
- Know and apply sigma notation

☐ Statistics

- Understand and interpret various kinds of statistical studies
- Calculate measures of central tendency and dispersion
- Use the normal distribution to interpret data
- Become familiar with linear, logarithmic, exponential and power regression models.
- Interpret the value of the correlation coefficient
- Use the statistical programs on the graphing calculator to calculate mean, standard deviation and to generate various equations

☐ Probability

- Calculate empirical probabilities
- Apply the binomial theorem to expand and find a specific term
- Know and apply the binomial probability formula for at least, at most and exactly one situations
- Use the normal distribution as an approximation for binomial probabilities.

Geometry

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

The Math Department will maintain a learning environment where students can cultivate the logical reasoning, analytical thinking and problem solving techniques integral to mathematics in order to master skills and concepts necessary for success in subsequent education and employment and to enhance personal growth and stimulate lifelong learning.

Competencies:

Congruence and Similarity: Students will use properties of congruence, correspondence, and similarity involving 2- and 3-dimensional figures. Students will apply rigid transformations to determine and explain congruence. Students will apply non-rigid transformations to determine and explain similarity. Using various methods, students will write formal proofs and/or use logic

statements to construct or validate arguments. Students will make geometric constructions. Students will prove geometric theorems about lines, angles, triangles, and parallelograms while focusing on validity of underlying reasoning. (SAS Standards CC.2.3.HS.A.1, CC.2.3.HS.A.2, CC.2.3.HS.A.3, CC.2.3.HS.A.4, CC.2.3.HS.A.5, CC.2.3.HS.A.6, CC.2.3.HS.A.11).

Trigonometry: Students will define and/or apply trigonometric ratios. Students will solve problems involving right triangles (Pythagorean Theorem, right triangle trigonometry). Students will apply trigonometry to general triangles (areas, law of sines, law of cosines). (SAS Standards CC.2.3.HS.A.7, CC.2.2.HS.C.9).

Circles: Students will identify, determine, and/or use parts of circles and segments, lines, and angles associated with circles. Students will extend the concept of similarity to determine arc lengths and areas of sectors. Students will understand and apply theorems about circles. (SAS Standards CC.2.3.HS.A.3, CC.2.3.HS.A.8, CC.2.3.HS.A.9).

Analytic Geometry: Students will use coordinate geometry to prove theorems algebraically. Students will use coordinate geometry to establish properties of 2-dimensional shapes. Students will apply coordinate geometry to calculate distance and/or midpoint between two points. Students will apply coordinate geometry to relate slope to parallel and perpendicular lines. Students will translate between the geometric description and the equation for a circle and/or a parabola. (SAS Standards CC.2.3.HS.A.10, CC.2.3.HS.A.11).

Measurement and Dimension: Students will use and/or compare measurements of angles. Students will use and/or develop procedures to determine, describe, or estimate measures of perimeter, circumference, area, surface area, and/or volume. Students will describe how a change in the linear dimension can affect perimeter, circumference, area, surface area, and/or volume. Students will visualize the relation between two- and three-dimensional objects. Students will apply geometric concepts in modeling situations. (SAS Standards CC.2.3.HS.A.3, CC.2.3.HS.A.8, CC.2.3.HS.A.9, CC.2.3.HS.A.12, CC.2.3.HS.A.13, CC.2.3.HS.A.14).

Probability: Students will apply probability to practical situations. Students will use area models to find probabilities. Students will use probability to evaluate outcomes of events. Students will understand independence and conditional probability and use them to interpret data. Students will compute probabilities of compound events. (SAS Standards CC.2.3.HS.A.14, CC.2.4.HS.B.4, CC.2.4.HS.B.5, CC.2.4.HS.B.6, CC.2.4.HS.B.7).

General Goals

Students will be able to perform direct and indirect Euclidean geometry proofs and utilize algebraic applications to determine the measure of sides and angles of various geometric figures.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies.

Assessments

Classroom assessments will include tests, quizzes, homework, projects, and class work as determined by the teacher

Recommendations to Parents

Homework is assigned most nights so be sure to check with your student that it is completed. Remind them to ask questions the next day if they did not understand something. Remember that if there is no written homework there may still be a test or a quiz that they need to study for.

Curriculum Topics ~ Geometry

☐ Logic

- Understand symbolic language
- Know the rules for negation, disjunction, conjunction, if then and if and only if
- Learn the laws of logic

☐ Triangle Congruence

- Understand the five congruence techniques(SSS,SAS,AAS,HL, ASA)
- Identify corresponding parts of congruent triangles
- Investigate and apply the isosceles triangle theorem and its converse
- Prove two lines are parallel by considering pairs of angles
- Write formal geometric proofs regarding triangle congruence and CPCTC

☐ Triangle Applications

- Investigate, internalize and apply the triangle inequality, biggest angle opposite the biggest side, measures of interior and exterior angles of n-gons.
- Formally prove triangles similar
- Apply the mean proportional theorem and the Pythagorean Theorem

☐ Quadrilaterals

- Formally investigate and apply the properties of parallelograms, rectangles, rhombuses, squares and trapezoids
- Use Venn diagrams to understand the relationships among this quadrilaterals
- Write a formal proof regarding various properties of these quadrilaterals.

☐ Circle Geometry

- Investigate, prove and apply theorems involving chords of circles, tangent lines to circles, inscribe and central angles of circles, arcs of circles and segments intersected by a circle.
- Write formal proofs in circle geometry

☐ 3-Dimensional Geometry

- Know and apply theorems between a line and a plane and two planes
- Know and apply the volume of a prism
- Apply the properties of a regular pyramid
- Apply the properties of a cylinder

- Apply the properties of a right circular cone
- Apply the properties of a sphere

☐ Coordinate Geometry

- Determine if two lines are parallel, perpendicular or neither
- Find the equation of a line given a point on the line and a line parallel to the line
- Know and apply the midpoint, slope and distance formulas
- Find the equation of the perpendicular bisector of a line segment
- Write a coordinate geometry proof
- Solve quadro-linear systems of equations
- Write and determine the equation of a circle and graph circles
- Graph and solve systems of linear equations
- Analyze and solve problems that require solving systems of linear equations
- Determine whether a given point is in the solution set of a system of linear inequalities

☐ Locus and Constructions

- Investigate medians, angle bisectors and perpendicular bisectors of triangles
- Solve compound loci presented as physical world applications
- Graph and solve compound loci in the coordinate plane
- Construct perpendicular bisectors, angle bisectors, equilateral triangles, parallel and perpendicular lines

☐ Transformational Geometry

- Using proper function notation investigate transformations in the plane
- Identify specific isometries
- Investigate the composition of transformation in the xy plane

Pre-Calculus

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

The Math Department will maintain a learning environment where students can cultivate the logical reasoning, analytical thinking and problem solving techniques integral to mathematics in order to master skills and concepts necessary for success in subsequent education and employment and to enhance personal growth and stimulate lifetime learning.

General Goals:

This course strengthens and further develops the algebra and trigonometry introduced in Algebra II and Trigonometry. Especial focus is placed on trig graphs, radian measure, inverse and arc trig functions and solving higher order algebraic equations. Limits and the tangent line problem are thoroughly investigated. This course will prepare students to move on to AP Calculus as set forth by the College Board's Advanced Placement Program®.

Competencies:

Complex Number System: Students will represent and/or use imaginary numbers in equivalent forms. Students will simplify/evaluate expressions involving imaginary numbers. Students will perform arithmetic operations and apply to complex numbers. Students will apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. (SAS Standards CC.2.1.HS.F.6, CC.2.1.HS.F.7).

Polynomial and Rational Expressions: Students will perform arithmetic operations on polynomials. Students will solve equations involving rational expressions. Students will understand the relationship between zeros and factors of polynomials. Students will rewrite rational expressions. Students will use polynomial identities to solve problems. Students will simplify/factor expressions involving polynomials. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.D.1, CC.2.1.HS.D.2, CC.2.1.HS.D.3, CC.2.1.HS.D.4, CC.2.1.HS.D.5, CC.2.1.HS.D.6).

Equations and Inequalities: Students will create and/or solve equations (including literal, polynomial, rational, radical, exponential, and logarithmic) both algebraically and graphically. Students will use and/or explain reasoning while solving equations, and justify the solution method. Students will determine how a change in one variable relates to a change in a second variable. Students will use exponents, roots, and/or absolute values to represent equivalent forms or to solve problems. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.D.1, CC.2.1.HS.D.2, CC.2.2.HS.D.7, CC.2.2.HS.D.8, CC.2.2.HS.D.9, CC.2.2.HS.D.10).

Functions: Students will use the concept and notation of function to interpret and apply them in terms of their context. Using the unit circle, students will extend the domain of trigonometric functions to all real numbers. Students will interpret functions in terms of the situations they model. Students will use trigonometric functions to model periodic phenomena. Students will prove the Pythagorean identity and use it to calculate trigonometric ratios. Students will create and/or analyze functions using multiple representations (graph, table, and equation). Students will create a function and/or sequence that model a relationship between two quantities. Students will create new functions from existing functions (transformations and/or inverses of functions). Students will construct and compare linear, quadratic, exponential, and logarithmic models to solve problems. (SAS Standards CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.4, CC.2.2.HS.C.5, CC.2.2.HS.C.6, CC.2.2.HS.C.7, CC.2.2.HS.C.8, CC.2.2.HS.C.9).

Data: Students will analyze a set of data for a pattern, and represent the pattern with an algebraic rule and/or a graph. Students will summarize, represent, and interpret single-variable data (including standard deviation) and two-variable data. Students will analyze and/or interpret data on a scatter plot and/or use it to make predictions (e.g., regression). Students will recognize and evaluate random processes underlying statistical experiments. Students will make inferences and justify conclusions based on sample surveys, experiments, and observational studies. Students will use the concepts of independence and conditional probability to interpret data. (SAS Standards CC.2.3.HS.B.1, CC.2.4.HS.B.2, CC.2.4.HS.B.3, CC.2.4.HS.B.4, CC.2.4.HS.B.5, CC.2.4.HS.B.6, CC.2.4.HS.B.7).

Probability: Students will apply the rules of probability to compute probabilities of compound events. Students will calculate probability and/or odds. Students will use combinations, permutations, and the fundamental counting principle to solve problems involving probability. (SAS Standards CC.2.4.HS.F.3, CC.2.4.HS.F.5).

Limits:

- *Enduring Understandings*
 - Students will understand that the concept of a limit can be used to understand the behavior of functions. (EU 1.1)
 - Students will understand that continuity is a key property of functions that is defined using limits. (EU 1.2)
- *Learning objectives*
 - Students will be able to express limits symbolically using correct notation. (LO 1.1A(a))
 - Students will be able to interpret limits expressed symbolically. (LO 1.1A(b))
 - Students will be able to estimate limits of functions. (LO 1.1B)
 - Students will be able to determine limits of functions. (LO 1.1C)
 - Students will be able to deduce and interpret behavior of functions using limits. (LO 1.1D)
 - Students will be able to analyze functions for intervals of continuity or points of discontinuity. (LO 1.2A)
 - Students will be able to determine the applicability of important calculus theorems using continuity. (LO 1.2B)
- *Essential Knowledge*
 - Students will know that given a function f , the limit of $f(x)$ as x approaches c is a real number R if $f(x)$ can be made arbitrarily close to R by taking x sufficiently close to c (but not equal to c). If the limit exists and is a real number, then the common notation is $\lim_{x \rightarrow c} f(x) = R$. (EK 1.1A1)
 - Students will know that the concept of a limit can be extended to include one-sided limits, limits at infinity, and infinite limits. (EK 1.1A2)
 - Students will know that a limit might not exist for some functions at particular values of x . Some ways that the limit might not exist are if the function is unbounded, if the function is oscillating near this value, or if the limit from the left does not equal the limit from the right. (EK 1.1A3)
 - Students will know that numerical and graphical information can be used to estimate limits. (EK 1.1B1)
 - Students will know that limits of sums, differences, products, quotients, and composite functions can be found using the basic theorems of limits and algebraic rules. (EK 1.1C1)
 - Students will know that the limit of a function may be found by using algebraic manipulation, alternate forms of trigonometric functions, or the squeeze theorem. (EK 1.1C2)
 - Students will know that limits of the indeterminate forms $\frac{0}{0}$ and $\frac{\infty}{\infty}$ may be evaluated using L'Hospital's Rule. (EK 1.1C3)
 - Students will know that asymptotic and unbounded behavior of functions can be explained and described using limits. (EK 1.1D1)
 - Students will know that relative magnitude of functions and their rates of change can be compared using limits. (EK 1.1D2)
 - Students will know that a function f is continuous at $x = c$ provided that $f(c)$ exists, $\lim_{x \rightarrow c} f(x)$ exists, and $\lim_{x \rightarrow c} f(x) = f(c)$. (EK 1.2A1)
 - Students will know that polynomial, rational, power, exponential, logarithmic, and trigonometric functions are continuous at all points in their domains. (EK 1.2A2)

- Students will know that types of discontinuities include removable discontinuities, jump discontinuities, and discontinuities due to vertical asymptotes. (EK 1.2A3)
- Students will know that continuity is an essential condition for theorems such as the Intermediate Value Theorem, the Extreme Value Theorem, and the Mean Value Theorem. (EK 1.2B1)

Derivatives:

- *Enduring Understandings*

- Students will understand that the derivative of a function is defined as the limit of a difference quotient and can be determined using a variety of strategies. (EU 2.1)
- Students will understand that a function's derivative, which is itself a function, can be used to understand the behavior of the function. (EU 2.2)
- Students will understand that the derivative has multiple interpretations and applications including those that involve instantaneous rates of change. (EU 2.3)
- Students will understand that the Mean Value Theorem connects the behavior of a differentiable function over an interval to the behavior of the derivative of that function at a particular point in the interval.

- *Learning Objectives*

- Students will be able to identify the derivative of a function as the limit of a difference quotient. (LO 2.1A)
- Students will be able to estimate derivatives. (LO 2.1B)
- Students will be able to calculate derivatives. (LO 2.1C)
- Students will be able to determine higher order derivatives. (LO 2.1D)
- Students will be able to use derivatives to analyze properties of a function. (LO 2.2A)
- Students will be able to recognize the connection between differentiability and continuity. (LO 2.2B)
- Students will be able to interpret the meaning of a derivative within a problem. (LO 2.3A)
- Students will be able to solve problems involving the slope of a tangent line. (LO 2.3B)
- Students will be able to solve problems involving related rates, optimization, and rectilinear motion. (LO 2.3C)
- Students will be able to solve problems involving rates of change in applied contexts. (LO 2.3D)
- Students will be able to verify solutions to differential equations. (LO 2.3E)
- Students will be able to estimate solutions to differential equations. (LO 2.3F)
- Students will be able to apply the Mean Value Theorem to describe the behavior of a function over an interval.

- *Essential Knowledge*

- Students will know that the difference quotients $\frac{f(a+h)-f(a)}{h}$ and $\frac{f(x)-f(a)}{x-a}$ express the average rate of change of a function over an interval. (EK 2.1A1)
- Students will know that the instantaneous rate of change of a function at a point can be expressed by $\lim_{h \rightarrow 0} \left(\frac{f(a+h)-f(a)}{h} \right)$ or $\lim_{x \rightarrow a} \left(\frac{f(x)-f(a)}{x-a} \right)$, provided that the limit exists. These are common forms of the definition of the derivative and are denoted $f'(a)$. (EK 2.1A2)
- Students will know that the derivative of f is the function whose value at x is $\lim_{h \rightarrow 0} \left(\frac{f(x+h)-f(x)}{h} \right)$ provided this limit exists. (EK 2.1A3)

- Students will know that for $y = f(x)$, notations for the derivative include $\frac{dy}{dx}$, $f'(x)$, and y' . (EK 2.1A4)
- Students will know that the derivative can be represented graphically, numerically, analytically, and verbally. (EK 2.1A5)
- Students will know that the derivative at a point can be estimated from information given in tables or graphs. (EK 2.1B1)
- Students will know that direct application of the definition of the derivative can be used to find the derivative for selected functions, including polynomial, power, sine, cosine, exponential, and logarithmic functions. (EK 2.1C1)
- Students will know that specific rules can be used to calculate derivatives for classes of functions, including polynomial, rational, power, exponential, logarithmic, trigonometric, and inverse trigonometric. (EK 2.1C2)
- Students will know that sums, differences, products, and quotients of functions can be differentiated using derivative rules. (EK 2.1C3)
- Students will know that the chain rule provides a way to differentiate composite functions. (EK 2.1C4)
- Students will know that the chain rule is the basis for implicit differentiation. (EK 2.1C5)
- Students will know that the chain rule can be used to find the derivative of an inverse function, provided the derivative of that function exists. (EK 2.1C6)
- Students will know that differentiating f' produces the second derivative f'' , provided the derivative of f' exists; repeating this process produces higher order derivatives of f . (EK 2.1D1)
- Students will know that higher order derivatives are represented with a variety of notations. For $y = f(x)$, notations for the second derivative include $\frac{d^2y}{dx^2}$, $f''(x)$, and y'' . Higher order derivatives can be denoted $\frac{d^ny}{dx^n}$ or $f^{(n)}(x)$. (EK 2.1D2)
- Students will know that first and second derivatives of a function can provide information about the function and its graph including intervals of increase or decrease, local (relative) and global (absolute) extrema, intervals of upward or downward concavity, and points of inflection. (EK 2.2A1)
- Students will know that key features of functions and their derivatives can be identified and related to their graphical, numerical, and analytical representations. (EK 2.2A2)
- Students will know that key features of the graphs of f , f' , and f'' are related to one another. (EK 2.2A3)
- Students will know that a continuous function may fail to be differentiable at a point in its domain. (EK 2.2B1)
- Students will know that if a function is differentiable at a point, then it is continuous at that point. (EK 2.2B2)
- Students will know that the unit for $f'(x)$ is the unit for f divided by the unit for x . (EK 2.3A1)
- Students will know that the derivative of a function can be interpreted as the instantaneous rate of change with respect to its independent variable. (EK 2.3A2)
- Students will know that the derivative of a point is the slope of the line tangent to a graph at that point on the graph. (EK 2.3B1)
- Students will know that the tangent line is the graph of a locally linear approximation of the function near the point of tangency. (EK 2.3B2)

- Students will know that the derivative can be used to solve rectilinear motion problems involving position, speed, velocity, and acceleration. (EK 2.3C1)
- Students will know that the derivative can be used to solve related rates problems, that is, finding a rate at which one quantity is changing by relating it to other quantities whose rates of change are known. (EK 2.3C2)
- Students will know that the derivative can be used to solve optimization problems, that is, finding a maximum or minimum value of a function over a given interval. (EK 2.3C3)
- Students will know that the derivative can be used to express information about rates of change in applied contexts. (EK 2.3D1)
- Students will know that solutions to differential equations are functions or families of functions. (EK 2.3E1)
- Students will know that derivatives can be used to verify that a function is a solution to a given differential equation. (EK 2.3E2)
- Students will know that slope fields provide visual clues to the behavior of solutions to first order differential equations. (EK 2.3F1)
- Students will know that if a function f is continuous over the interval $[a,b]$ and differentiable over the interval (a,b) , the Mean Value Theorem guarantees a point within that open interval where the instantaneous rate of change equals the average rate of change over the interval. (EK 2.4A1)

Assessments

- ☐ Teacher made quizzes, exams and projects.

Unique Experiences

- ☐ Depending on the make-up and the academic interests of the class, occasional guest speakers present to the class.

Recommendations to Parents

- ☐ Many students who are enrolled in Pre-calculus are also taking many advanced classes. Speak to your child about budgeting time and not falling behind on assignments. This is excellent practice for college.

Curriculum Topic

Factoring

- ☐ Review the order of factorization
- ☐ Introduce and master factoring by grouping
- ☐ Introduce and master factoring the sum and difference of perfect cubes

Inequalities

- ☐ Review solving linear, quadratic, and absolute value inequalities
- ☐ Solve fractional inequalities
- ☐ Solve inequalities on the graphing calculator

Functions

- ☐ Describe and investigate the domain and range of relations and functions algebraically and graphically
- ☐ Describe and sketch rigid and nonrigid transformations of functions
- ☐ Formally investigate the sketching, zoom, trace and table capabilities of the graphing calculator
- ☐ Define and sketch increasing and decreasing functions
- ☐ Define concavity
- ☐ Define and identify even and odd functions
- ☐ Find the inverse of a function
- ☐ Investigate, manipulate and sketch compositions and combinations of functions
- ☐ Understand the justification for the leading coefficient test and use it to sketch end behavior of functions
- ☐ Use Descartes Rule of signs, the Rational Root Test and division to find all the zeros of a function
- ☐ Do simple curve sketching and consider physical interpretations that appreciate the real zeros of functions
- ☐ Investigate and develop the relationship between exponential and logarithmic functions
- ☐ Solve/graph exponential, logarithmic and trigonometric functions
- ☐ Solve simultaneous equations in xyz space(3 unknown

Introduction to Limits

- ☐ Define limiting values
- ☐ Find limits using numerical investigation
- ☐ Introduce the tangent line problem
- ☐ Introduce the formal definition of continuity at a point
- ☐ Formally master the limit laws
- ☐ Define the derivative
- ☐ Find the derivative of a function using the definition
- ☐ Master the product, quotient, and chain rules for finding derivatives of polynomials, trigonometric, exponential and logarithmic functions

Calculus

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness

Common Themes Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

The Math Department will maintain a learning environment where students can cultivate the logical reasoning, analytical thinking and problem solving techniques integral to mathematics in order to master skills and concepts necessary for success in subsequent education and employment and to enhance personal growth and stimulate lifelong learning. Students will learn and master AP Calculus concepts as set forth by the College Board's Advanced Placement Program®.

General Goals

Students appreciate calculus as the mathematics of constant change and understand applications of calculus to physics, business and natural world phenomena.

Prerequisites

Before studying calculus, students should complete the equivalent of four years of secondary mathematics designed for college-bound students: courses which should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. Prospective calculus students should take courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the composition of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and descriptors such as increasing and decreasing). Students should also know how the sine and cosine functions are defined from the unit circle and know the values of the trigonometric functions at the numbers $0, \frac{\pi}{6}, \frac{\pi}{4}, \frac{\pi}{3}, \frac{\pi}{2}$ and their multiples.

Mathematical Practices for AP Calculus (MPACs)

MPAC 1: Reasoning with definitions and theorems

Students can:

- Use definitions and theorems to build arguments, to justify conclusions or answers, and to prove results;
- Confirm that hypotheses have been satisfied in order to apply the conclusion of a theorem;
- Apply definitions and theorems in the process of solving a problem;
- Interpret quantifiers in definitions and theorems (e.g., “for all”, “there exists”);
- Develop conjectures based on exploration with technology; and
- Produce examples and counterexamples to clarify understanding of definitions, to investigate whether converses of theorems are true or false, or to test conjectures.

MPAC 2: Connecting concepts

Students can:

- Relate the concept of a limit to all aspects of calculus;
- Use the connection between concepts (e.g., rate of change and accumulation) or processes (e.g., differentiation and its inverse process, antidifferentiation) to solve problems;
- Connect concepts to their visual representations with and without technology; and
- Identify a common underlying structure in problems involving different contextual situations.

MPAC 3: Implementing algebraic/computational process

Students can:

- Select appropriate mathematical strategies;
- Sequence algebraic/computational procedures logically;
- Complete algebraic/computational processes correctly;
- Apply technology strategically to solve problems;
- Attend to precision graphically, numerically, analytically, and verbally and specific units of measure; and
- Connect the results of algebraic/computational processes to the question asked.

MPAC 4: Connecting multiple representations

Students can:

- Associate tables, graphs, and symbolic representations of functions;
- Develop concepts using graphical, symbolical, verbal, or numerical representations with and without technology;
- Identify how mathematical characteristics of functions are related in different representations;
- Extract and interpret mathematical content from any presentation of a function (e.g., utilize information from a table of values);
- Construct one representational form from another (e.g., a table from a graph or a graph from given information); and
- Consider multiple representations (graphical, numerical, analytical, and verbal) of a function to select or construct a useful representation for solving a problem.

MPAC 5: Building notational fluency

Students can:

- Know and use a variety of notations (e.g., $f'(x)$, y' , $\frac{dy}{dx}$);
- Connect notation to definitions (e.g., relating the notation for the definite integral to that of the limit of a Riemann sum);
- Connect notation to different representations (graphical, numerical, analytical, and verbal); and
- Assign meaning to notation, accurately interpreting the notation in a given problem and across different contexts.

MPAC 6: Communicating:

Students can:

- Clearly present methods, reasoning, justifications, and conclusions;
- Use accurate and precise language and notation;
- Explain the meaning of expressions, notation, and results in terms of a context (including units);
- Explain the connections among concepts;
- Critically interpret and accurately report information provided by technology; and
- Analyze, evaluate, and compare the reasoning of others.

Concept Outline:

Big Idea 1: Limits

- *Enduring Understandings*
 - Students will understand that the concept of a limit can be used to understand the behavior of functions. (EU 1.1)
 - Students will understand that continuity is a key property of functions that is defined using limits. (EU 1.2)
- *Learning objectives*
 - Students will be able to express limits symbolically using correct notation. (LO 1.1A(a))
 - Students will be able to interpret limits expressed symbolically. (LO 1.1A(b))
 - Students will be able to estimate limits of functions. (LO 1.1B)
 - Students will be able to determine limits of functions. (LO 1.1C)
 - Students will be able to deduce and interpret behavior of functions using limits. (LO 1.1D)

- Students will be able to analyze functions for intervals of continuity or points of discontinuity. (LO 1.2A)
- Students will be able to determine the applicability of important calculus theorems using continuity. (LO 1.2B)
- *Essential Knowledge*
 - Students will know that given a function f , the limit of $f(x)$ as x approaches c is a real number R if $f(x)$ can be made arbitrarily close to R by taking x sufficiently close to c (but not equal to c). If the limit exists and is a real number, then the common notation is $\lim_{x \rightarrow c} f(x) = R$. (EK 1.1A1)
 - Students will know that the concept of a limit can be extended to include one-sided limits, limits at infinity, and infinite limits. (EK 1.1A2)
 - Students will know that a limit might not exist for some functions at particular values of x . Some ways that the limit might not exist are if the function is unbounded, if the function is oscillating near this value, or if the limit from the left does not equal the limit from the right. (EK 1.1A3)
 - Students will know that numerical and graphical information can be used to estimate limits. (EK 1.1B1)
 - Students will know that limits of sums, differences, products, quotients, and composite functions can be found using the basic theorems of limits and algebraic rules. (EK 1.1C1)
 - Students will know that the limit of a function may be found by using algebraic manipulation, alternate forms of trigonometric functions, or the squeeze theorem. (EK 1.1C2)
 - Students will know that limits of the indeterminate forms $\frac{0}{0}$ and $\frac{\infty}{\infty}$ may be evaluated using L'Hospital's Rule. (EK 1.1C3)
 - Students will know that asymptotic and unbounded behavior of functions can be explained and described using limits. (EK 1.1D1)
 - Students will know that relative magnitude of functions and their rates of change can be compared using limits. (EK 1.1D2)
 - Students will know that a function f is continuous at $x = c$ provided that $f(c)$ exists, $\lim_{x \rightarrow c} f(x)$ exists, and $\lim_{x \rightarrow c} f(x) = f(c)$. (EK 1.2A1)
 - Students will know that polynomial, rational, power, exponential, logarithmic, and trigonometric functions are continuous at all points in their domains. (EK 1.2A2)
 - Students will know that types of discontinuities include removable discontinuities, jump discontinuities, and discontinuities due to vertical asymptotes. (EK 1.2A3)
 - Students will know that continuity is an essential condition for theorems such as the Intermediate Value Theorem, the Extreme Value Theorem, and the Mean Value Theorem. (EK 1.2B1)

Big Idea 2: Derivatives

- *Enduring Understandings*
 - Students will understand that the derivative of a function is defined as the limit of a difference quotient and can be determined using a variety of strategies. (EU 2.1)
 - Students will understand that a function's derivative, which is itself a function, can be used to understand the behavior of the function. (EU 2.2)
 - Students will understand that the derivative has multiple interpretations and applications including those that involve instantaneous rates of change. (EU 2.3)

- Students will understand that the Mean Value Theorem connects the behavior of a differentiable function over an interval to the behavior of the derivative of that function at a particular point in the interval.
- *Learning Objectives*
 - Students will be able to identify the derivative of a function as the limit of a difference quotient. (LO 2.1A)
 - Students will be able to estimate derivatives. (LO 2.1B)
 - Students will be able to calculate derivatives. (LO 2.1C)
 - Students will be able to determine higher order derivatives. (LO 2.1D)
 - Students will be able to use derivatives to analyze properties of a function. (LO 2.2A)
 - Students will be able to recognize the connection between differentiability and continuity. (LO 2.2B)
 - Students will be able to interpret the meaning of a derivative within a problem. (LO 2.3A)
 - Students will be able to solve problems involving the slope of a tangent line. (LO 2.3B)
 - Students will be able to solve problems involving related rates, optimization, and rectilinear motion. (LO 2.3C)
 - Students will be able to solve problems involving rates of change in applied contexts. (LO 2.3D)
 - Students will be able to verify solutions to differential equations. (LO 2.3E)
 - Students will be able to estimate solutions to differential equations. (LO 2.3F)
 - Students will be able to apply the Mean Value Theorem to describe the behavior of a function over an interval.
- *Essential Knowledge*
 - Students will know that the difference quotients $\frac{f(a+h)-f(a)}{h}$ and $\frac{f(x)-f(a)}{x-a}$ express the average rate of change of a function over an interval. (EK 2.1A1)
 - Students will know that the instantaneous rate of change of a function at a point can be express by $\lim_{h \rightarrow 0} \left(\frac{f(a+h)-f(a)}{h} \right)$ or $\lim_{x \rightarrow a} \left(\frac{f(x)-f(a)}{x-a} \right)$, provided that the limit exists. These are common forms of the definition of the derivative and are denote $f'(a)$. (EK 2.1A2)
 - Students will know that the derivative of f is the function whose value at x is $\lim_{h \rightarrow 0} \left(\frac{f(x+h)-f(x)}{h} \right)$ provided this limit exists. (EK 2.1A3)
 - Students will know that for $y = f(x)$, notations for the derivative include $\frac{dy}{dx}$, $f'(x)$, and y' . (EK 2.1A4)
 - Students will know that the derivative can be represented graphically, numerically, analytically, and verbally. (EK 2.1A5)
 - Students will know that the derivative at a point can be estimated from information given in tables or graphs. (EK 2.1B1)
 - Students will know that direct application of the definition of the derivative can be used to find the derivative for selected functions, including polynomial, power, sine, cosine, exponential, and logarithmic functions. (EK 2.1C1)
 - Students will know that specific rules can be used to calculate derivatives for classes of functions, including polynomial, rational, power, exponential, logarithmic, trigonometric, and inverse trigonometric. (EK 2.1C2)

- Students will know that sums, differences, products, and quotients of functions can be differentiated using derivative rules. (EK 2.1C3)
- Students will know that the chain rule provides a way to differentiate composite functions. (EK 2.1C4)
- Students will know that the chain rule is the basis for implicit differentiation. (EK 2.1C5)
- Students will know that the chain rule can be used to find the derivative of an inverse function, provided the derivative of that function exists. (EK 2.1C6)
- Students will know that differentiating f' produces the second derivative f'' , provided the derivative of f' exists; repeating this process produces higher order derivatives of f . (EK 2.1D1)
- Students will know that higher order derivatives are represented with a variety of notations. For $y = f(x)$, notations for the second derivative include $\frac{d^2y}{dx^2}$, $f''(x)$, and y'' . Higher order derivatives can be denoted $\frac{d^ny}{dx^n}$ or $f^{(n)}(x)$. (EK 2.1D2)
- Students will know that first and second derivatives of a function can provide information about the function and its graph including intervals of increase or decrease, local (relative) and global (absolute) extrema, intervals of upward or downward concavity, and points of inflection. (EK 2.2A1)
- Students will know that key features of functions and their derivatives can be identified and related to their graphical, numerical, and analytical representations. (EK 2.2A2)
- Students will know that key features of the graphs of f , f' , and f'' are related to one another. (EK 2.2A3)
- Students will know that a continuous function may fail to be differentiable at a point in its domain. (EK 2.2B1)
- Students will know that if a function is differentiable at a point, then it is continuous at that point. (EK 2.2B2)
- Students will know that the unit for $f'(x)$ is the unit for f divided by the unit for x . (EK 2.3A1)
- Students will know that the derivative of a function can be interpreted as the instantaneous rate of change with respect to its independent variable. (EK 2.3A2)
- Students will know that the derivative of a point is the slope of the line tangent to a graph at that point on the graph. (EK 2.3B1)
- Students will know that the tangent line is the graph of a locally linear approximation of the function near the point of tangency. (EK 2.3B2)
- Students will know that the derivative can be used to solve rectilinear motion problems involving position, speed, velocity, and acceleration. (EK 2.3C1)
- Students will know that the derivative can be used to solve related rates problems, that is, finding a rate at which one quantity is changing by relating it to other quantities whose rates of change are known. (EK 2.3C2)
- Students will know that the derivative can be used to solve optimization problems, that is, finding a maximum or minimum value of a function over a given interval. (EK 2.3C3)
- Students will know that the derivative can be used to express information about rates of change in applied contexts. (EK 2.3D1)
- Students will know that solutions to differential equations are functions or families of functions. (EK 2.3E1)

- Students will know that derivatives can be used to verify that a function is a solution to a given differential equation. (EK 2.3E2)
- Students will know that slope fields provide visual clues to the behavior of solutions to first order differential equations. (EK 2.3F1)
- Students will know that if a function f is continuous over the interval $[a,b]$ and differentiable over the interval (a,b) , the Mean Value Theorem guarantees a point within that open interval where the instantaneous rate of change equals the average rate of change over the interval. (EK 2.4A1)

Big Idea 3: Integrals and the Fundamental Theorem of Calculus

- *Enduring Understandings*
 - Students will understand that antidifferentiation is the inverse process of differentiation. (EU 3.1)
 - Students will understand that the definite integral of a function over an interval is the limit of a Riemann sum over that interval and can be calculated using a variety of strategies. (EU 3.2)
 - Students will understand that the Fundamental Theorem of Calculus, which has two distinct formulations, connects differentiation and integration. (EU 3.3)
 - Students will understand that the definite integral of a function over an interval is a mathematical tool with many interpretations and applications involving accumulation. (EU 3.4)
 - Students will understand that antidifferentiation is an underlying concept involved in solving separable differential equations. Solving separable differential equations involves determining a function or relation given its rate of change. (EU 3.5)
- *Learning Objectives*
 - Students will be able to recognize antiderivatives of basic functions. (LO 3.1A)
 - Students will be able to interpret the definite integral as the limit of a Riemann sum. (LO 3.2A(a))
 - Students will be able to express the limit of a Riemann sum in integral notation. (LO 3.2A(b))
 - Students will be able to approximate a definite integral. (LO 3.2B)
 - Students will be able to calculate a definite integral using areas and properties of definite integrals. (LO 3.2C)
 - Students will be able to analyze functions defined by an integral. (LO 3.3A)
 - Students will be able to calculate antiderivatives. (LO 3.3B(a))
 - Students will be able to evaluate definite integrals. (LO 3.3B(b))
 - Students will be able to interpret the meaning of a definite integral within a problem. (LO 3.4A)
 - Students will be able to apply definite integrals to problems involving the average value of a function. (LO 3.4B)
 - Students will be able to apply definite integrals to problems involving motion. (LO 3.4C)
 - Students will be able to apply definite integrals to problems involving area and volume. (LO 3.4D)
 - Students will be able to use the definite integral to solve problems in various contexts. (LO 3.4E)
 - Students will be able to analyze differential equations to obtain general and specific solutions. (LO 3.5A)

- Students will be able to interpret, create, and solve differential equations from problems in context. (LO 3.5B)
- *Essential Knowledge*
 - Students will know that an antiderivative of a function f is a function g whose derivative is f . (EK 3.1A1)
 - Students will know that differentiation rules provide the foundation for finding antiderivatives. (EK 3.1A2)
 - Students will know that a Riemann sum, which requires a partition of an interval I , is the sum of products, each of which is the value of the function at a point in a subinterval multiplied by the length of that subinterval of the partition. (EK 3.2A1)
 - Students will know that the definite integral of a continuous function f over the interval $[a, b]$, denoted $\int_a^b f(x) dx$, is the limit of Riemann sums as the widths of the subintervals approach 0. That is, $\int_a^b f(x) dx = \lim_{\max \Delta x_i \rightarrow 0} \sum_{i=1}^n f(x_i^*) \Delta x_i$ where x_i^* is a value in the i th subinterval, Δx_i is the width of the largest subinterval. Another form of the definition is $\int_a^b f(x) dx = \lim_{n \rightarrow \infty} \sum_{i=1}^n f(x_i^*) \Delta x_i$ where $\Delta x_i = \frac{b-a}{n}$ and x_i^* is a value in the i th subinterval. (EK 3.2A2)
 - Students will know that the information in a definite integral can be translated into the limit of a related Riemann sum, and the limit of a Riemann sum can be written as a definite integral. (EK 3.2A3)
 - Students will know that definite integrals can be approximated for functions that are represented graphically, numerically, algebraically, and verbally. (EK 3.2B1)
 - Students will know that definite integrals can be approximated using a left Riemann sum, a right Riemann sum, a midpoint Riemann sum, or a trapezoidal sum; approximations can be computed using either uniform or nonuniform partitions. (EK 3.2B2)
 - Students will know that in some cases, a definite integral can be evaluated by using geometry and the connection between the definite integral and area. (EK 3.2C1)
 - Students will know that properties of definite integrals include the integral of a constant times a function, the integral of the sum of two functions, reversal of limits of integration, and the integral of a function over adjacent intervals. (EK 3.2C2)
 - Students will know that the definition of the definite integral may be extended to functions with removable or jump discontinuities. (EK 3.2C3)
 - Students will know that the definite integral can be used to define new functions; for example, $f(x) = \int_0^x e^{-t} dt$. (EK 3.3A1)
 - Students will know that if f is a continuous function on the interval $[a, b]$, then $\frac{d}{dx} \left(\int_a^x f(t) dt \right) = f(x)$, where x is between a and b . (EK 3.3A2)
 - Students will know that graphical, numerical, analytical, and verbal representation of a function f provide information about the function g defined as $g(x) = \int_a^x f(t) dt$. (EK 3.3A3)
 - Students will know that the function defined by $F(x) = \int_a^x f(t) dt$ is an antiderivative of f . (EK 3.3B1)
 - Students will know that if f is continuous on the interval $[a, b]$ and F is an antiderivative of f , then $\int_a^b f(x) dx = F(b) - F(a)$. (EK 3.3B2)
 - Students will know that the notation $\int f(x) dx = F(x) + C$ means that $F'(x) = f(x)$, and $\int f(x) dx$ is called an indefinite integral of the function f . (EK 3.3B3)

- Students will know that many functions do not have closed form antiderivatives. (EK 3.3B4)
- Students will know that techniques for finding antiderivatives include algebraic manipulation such as long division and completing the square and substitution variables. (EK 3.3B5)
- Students will know that a function defined as an integral represents an accumulation of a rate of change. (EK 3.4A1)
- Students will know that the definite integral of the rate of change of a quantity over an interval gives the net change of that quantity over that interval. (EK 3.4A2)
- Students will know that the limit of an approximating Riemann sum can be interpreted as a definite integral. (EK 3.4A3)
- Students will know that the average value of a function f over an interval $[a,b]$ is $\frac{1}{b-a} \int_a^b f(x) dx$. (EK 3.4B1)
- Students will know that for a particle in rectilinear motion over an interval of time, the definite integral of velocity represents the particle's displacement over the interval of time, and the definite integral of speed represents the particles total distance traveled over the interval of time. (EK 3.4C1)
- Students will know that areas of certain regions in the plane can be calculated with definite integrals. (EK 3.4D1)
- Students will know that volumes of solids with known cross sections, including discs and washers, can be calculated with definite integrals. (EK 3.4D2)
- Students will know that the definite integral can be used to express information about accumulation and net change in many applied contexts. (EK 3.4E1)
- Students will know that antidifferentiation can be used to find specific solutions to differential equations with given initial conditions, including applications to motion along a line and exponential growth and decay. (EK 3.5A1).
- Students will know that some differential equations can be solved by separation of variables. (EK 3.5A2)
- Students will know that solutions to differential equations may be subject to domain restrictions. (EK 3.5A3)
- Students will know that the function F defined by $F(x) = c + \int_a^x f(t) dt$ is a general solution to the differential equation $\frac{dy}{dx} = f(x)$ satisfying $F(a) = y_0$. (EK 3.5A4)
- Students will know that the model for exponential growth and decay that arises from the statement "The rate of change of a quantity is proportional to the size of the quantity" is $\frac{dy}{dt} = ky$. (EK 3.5B1)

Assessments

- ☐ Teacher made quizzes, exams and projects.
- ☐ Final grade averages exams and the final examination which counts twice.

Recommendations to Parents

☐ Read the course outline provided to your child. Discuss its message, paying particular importance to the guidelines for success. Encourage your child not to fall behind and to ask questions immediately if a new concept is confusing. Emphasize that doing well in this course is good practice for next year when they will be attending college.

Curriculum Topic

- ☐ Review of Pre-Calculus: a) trigonometry, b) graphing of functions, c) special functions including absolute value, step functions and the conic sections
- ☐ Defining and evaluating limits
- ☐ Illustrate, analyze, and apply continuity
- ☐ Illustrate the definition of the derivative using geometric and physical interpretations
- ☐ Apply the derivative as the slope of the line tangent to the curve and as a rate of change
- ☐ Apply the derivative to various physical world problems: related rates, optimization, curve sketching
- ☐ Define antiderivation.
- ☐ Become proficient in taking the antiderivative of polynomials, trigonometric and exponential functions and compositions (u substitution)
- ☐ Define the definite integral.
- ☐ Apply the definite integral to find the area between two curves, volumes and surface areas, arc length, work done by a force and fluid pressure.
- ☐ Integrate various calculator programs (Limits, Newton's Method, summation, evaluation, Riemann sums, Midpoint Rule, Trapezoid rule, Simpson's approximation) where applicable.

Earth Science

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

Students will be provided an opportunity to acquire the scientific knowledge and skills that will allow them to apply concepts, principles, and theories pertaining to the physical setting and living environment. Students will develop their inquiry-based reasoning and critical thinking skills to strengthen their understanding and use of the scientific research/method.

General Goals

- ☐ Experience a variety of “hands-on” experiments and activities.
- ☐ Learn how to properly use the “tools of science”.
- ☐ Experience inquiry-orientated activities.

- ☐ Conduct scientific research of literature and electronic media.
- ☐ Effectively communicate the results of their scientific research.
- ☐ Gain an appreciation for the role they play in the physical setting and living environment.
- ☐ Be prepared to move to higher levels of scientific inquiry.
- ☐ Approach science as a reliable and tentative way of knowing and explaining the natural world.
- ☐ Weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions.
- ☐ Make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions.
- ☐ Evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system.
- ☐ Explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

Competencies:

- Students will use models to describe the sun's place in space in relation to the Milky Way Galaxy and the distribution of galaxy clusters in the universe. (SAS Standard 3.3.10.B1).
- Students will compare time periods in history, the technology available at that time and the resulting model of the organization of our solar system. (e.g. – Early Greeks used purely observational data resulting in a geocentric model). (SAS Standards 3.4.10.B, 3.4.10.D3).
- Students will use data about the expansion, scale and age of the universe to explain the Big Bang theory as a model for the origin of the Universe. (SAS Standards 3.3.10.B1, 3.3.12.B2).
- Students will construct explanations based on observable astronomical data as empirical evidence for the Big Bang theory. (SAS Standards 3.3.10.B1, 3.3.12.B2).
- Students will compare and contrast the life cycles of stars of different masses and compositions, including our sun. (SAS Standard 3.3.12.B1).
- Students will develop a model of how the competing forces of gravity and thermal expansion effect a star's density throughout its life cycle. (SAS Standard 3.3.12.B1).
- Students will use observational data to construct an explanation of a star's apparent (relative) magnitude based on its distance from the observer and its mass. (SAS Standard 3.3.12.B1).
- Students will describe the mechanism by which heavier and heavier elements are produced within a star's core throughout its life cycle. (SAS Standard 3.3.12.B1).
- Students will use observational data to describe the composition of stars. (SAS Standards 3.3.10.B2, 3.3.12.B1).
- Students will use mathematical and computational representations of human-made and solar system objects in order to describe their motions and predict their trajectories and/or collisions. (SAS Standards 3.3.10.B1, 3.3.12.A1).
- Students will analyze actual or simulated isotope ratios within earth materials to make valid and reliable scientific claims about the planet's age; the ages of earth events and rocks; and the overall time scale of earth's history. (Consider the incomplete nature of the Earth's rock record when analyzing and interpreting the events of Earth's distant past.) (SAS Standards 3.3.12.A1, 3.3.10.A1, 3.3.12.A3).

- Students will develop a three dimensional model to illustrate how Earth's internal and surface processes operate to form continental and ocean floor features. (SAS Standard 3.3.10.A1).
- Students will incorporate a variety of data including geological evidence from maps and representations of current plate motions to predict future plate motions. (SAS Standards 3.3.12.A1, 3.3.10.A1, 3.3.12.A3).
- Students will use a model for Earth's interior including the mechanisms of thermal convection to support the explanation for the cycling of matter within the Earth. (SAS Standards 3.3.12.A1, 3.3.12.A3).
- Students will construct an account of Earth's formation and early history (e.g. – origin of oceanic and atmospheric components) from evidence acquired from the study of ancient Earth materials and objects in our solar system. (SAS Standard 3.3.12.A3).
- Students will construct explanations using the theory of plate tectonics for patterns in the general trends of the ages of both continental and oceanic crust. (SAS Standards 3.3.12.A1, 3.3.10.A1, 3.3.12.A3).
- Students will integrate evidence from seismic waves, reconstructions of Earth's magnetic field and states of matter to map the boundaries of the internal structure of the Earth. (SAS Standards 3.3.12.A1, 3.3.10.A1, 3.3.12.A3).
- Students will construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on earth. (SAS Standard 3.3.10.A3).
- Students will develop qualitative models to describe biogeochemical cycles among the hydrosphere, atmosphere, geosphere, and biosphere. (SAS Standards 3.3.10.A2, 3.3.10.A3, 3.3.10.A4, 3.3.10.A5, 3.3.12.A5).
- Students will use models of the flow of energy between the sun and Earth's atmosphere, ocean and land to support explanations of how Earth's radiative energy balance is affected by the absorption and retention of heat in Earth's atmosphere. (SAS Standard 3.3.12.A6).
- Students will use data to graphically represent and draw conclusions about the causes and effects of climate change over 10-100s years; 1,000s-10,000s years; and 100,000s-1,000,000s. (SAS Standard 3.3.12.A6).
- Students will use geoscience data and the results from global climate models to make evidence-based forecasts of climate change. (SAS Standard 3.3.12.A.6).
- Students will evaluate the impact of the availability of renewable and nonrenewable resources on the development of a civilization. (SAS Standard 3.3.12.A2).
- Students will evaluate the impact on Earth's systems of using renewable and nonrenewable resources. (SAS Standards 3.3.12.A2, 3.3.10.A7, 3.3.12.A7, 4.1.10.B, 4.1.12.B, 4.1.10.C, 4.1.12.C, 4.3.10.A, 4.3.12.A, 4.3.10.B, 4.3.12.B, 4.5.10.A).
- Students will investigate human environmental impacts, comparing the kinds of solutions that are feasible, and designing and analyzing solutions that could reduce that impact (e.g. examples of human impacts can include water usage, such as the withdrawal of water from streams and aquifers or the construction of dams and levees; land usage such as urban development, agriculture or the removal of wetlands; and pollution such as of the air, water or land. (SAS Standards 4.1.10.A, 4.1.12.A, 4.5.10.D, 4.1.10.E, 4.2.10.B, 4.2.12.B, 4.5.12.A).
- Students will construct an argument from evidence for how increases in human population and consumption of natural resources impact Earth's systems. (Examples of

evidence include appropriate databases on human populations and the rates of consumption of food and natural resources such as fresh water, minerals and energy. Examples of impacts may include changes to the appearance, composition and structure of Earth's systems as well as the rates at which they change.) NOTE: The consequences of increases in human populations and consumption of natural resources are described by science. Even though science does not decide upon the actions societies take, science can help predict the consequences of those actions. (SAS Standards 3.3.10.A7, 3.3.12.A7, 4.1.10.A, 4.5.10.C, 4.5.12.C).

- Students will evaluate or refine a technological solution that reduces impacts of human activities on natural systems. (SAS Standards 3.4.10.A3, 3.4.12.A3, 4.5.12.D, 4.1.12.E, 4.3.10.D, 4.3.12.D).

Assessments

- ☐ Collected and Graded Assignments – Classwork & Homework.
- ☐ Class Attendance & Participation.
- ☐ Individual & Group “Quarterly” Projects.
- ☐ Teacher-Made “Topic” Quizzes
- ☐ Teacher-Made Unit Exams
- ☐ Written Lab Reports

Unique Experiences

- ☐ Contour Map “Cakes”
- ☐ Oral Presentations
- ☐ Excavation “Fossil Hunt”
- ☐ Competitive Science Projects/Labs
- ☐ Weekly Lab Experiments

Recommendations to Parents

- ☐ Understand that the answers to science questions and problems are often neither simple nor obvious.
- ☐ Encourage your student to ask questions, seek answers, and do experiments in order to develop an intellectually curious nature.
 - Be a supporter of the inquiry-based model approach to learning.
- ☐ Support teachers’ efforts to hold students to the highest standards in all aspects of their work.

Curriculum Topics

- ☐ Prologue: The Physical Setting
 - Analyze the Earth Science Reference Tables.
 - Calculate Density.
 - Compare and Contrast Mass vs. Volume.
 - Differentiate between Observations and Inferences.
 - Distinguish between Cyclic & Non-Cyclic Changes.
 - Determine Percent Error based on student measurements of the object and its accepted value.
- ☐ Unit 1: Earth Dimensions
 - Construct Earth’s Apparent & True Shape.
 - Illustrate Polaris’ Angle vs. the Observer’s Latitude.
 - Explain differences between Latitude vs. Longitude.
 - Examine Earth “Spheres”.
 - Construct Contour Maps using Isolines.
 - Calculate Gradient.
- ☐ Unit 2: Rocks, Minerals, & Resources
 - Identifying Minerals

- Identifying Igneous Rocks
- Identifying Sedimentary Rocks
- Identifying Metamorphic Rocks
- Analyzing Rock Cycle (Origins & Formation/Processes)

- Unit 3: Dynamic Crust – Earthquakes & Earth’s Interior
 - Describe Plate Tectonics & Plate Boundaries.
 - Diagram Volcanism.
 - Investigate Earthquakes.
 - Interpret Seismographs.
 - Re-create the action of Ocean (Sea Floor) Spreading.

- Unit 4: Surface Processes & Landscapes
 - Compare and Contrast Weathering, Erosion, and Deposition
 - Illustrate Stream Processes.

- Unit 5: Earth’s History
 - Identify and Classify Fossils.
 - Construct a Geologic Time Scale.

- Unit 6: Meteorology & Atmospheric Energy
 - Restate Weather Systems.
 - List Weather Variables.
 - Describe Clouds/Precipitation.
 - Explain Water Cycle & Energy Transfer.
 - Diagram Winds & Pressure Belts.
 - Distinguish between Cyclones & Anti-Cyclones.
 - Differentiate between the different Air Masses.
 - Construct Station Models.

- Unit 7: Water Cycle & Climate
 - Define Porosity, Permeability, and Capillarity.
 - Compare and Contrast Discharge with Run-Off.
 - Evaluate the Electromagnetic Spectrum.
 - Explain Insolation.
 - Research the Green House Effect.
 - Distinguish Landscapes created by Different Climates.

- Unit 8: Astronomy
 - Discuss Celestial Observations.
 - Describe Terrestrial Observations.
 - Examine the Geometry of Orbits.

- Analyze Satellite Motions.
- Construct a model of the Solar System.
- Label Earth in the Universe.
- Justify the Expanding Universe.

- Unit 9: Environmental Awareness
 - Evaluate Interrelationships.
 - Assess Environmental Pollution.
 - Select Negative & Positive Affects Humans have on the Environment.
- Practice Earth Science Regents Exams & Test Taking Techniques

Biology

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

Students will be provided an opportunity to acquire scientific knowledge and skills that will allow them to apply concepts, principles and theories to the physical setting and living environment. Students will develop the scientific research and inquiry skills that allow them to address real-life problems. Students will approach science as a reliable and tentative way of knowing and explaining the natural world. Students will weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions. Students will make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions. Students will evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system. Students will explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

Competencies:

- Students will use models to demonstrate how DNA sequences determine the structure and function of proteins. (SAS Standards 3.1.B.A1, 3.1.B.A5, 3.1.B.B1, 3.1.B.B3, 3.1.B.B5, 3.1.C.B3, 3.1.C.C2).
- Students will create a model to explain, compare and contrast the structure and function of prokaryote and eukaryote cells. (SAS Standard 3.1.B.A1).
- Students will formulate scientific explanations through models to explain the hierarchical organization of interacting systems working together to provide specific functions within multicellular organisms. (SAS Standards 3.1.B.A1, 3.1.B.A5, 3.1.B.A6, 3.1.B.C2, 4.1.3.A, 4.1.4.A).
- Students will plan and conduct an investigation to provide evidence and explain the function of positive and negative feedback mechanisms in maintaining homeostasis that is essential for organisms. (SAS Standards 3.1.B.A2, 3.1.B.A4, 3.1.B.A5, 3.1.B.A7, 3.1.B.A8, 3.2.B.B6, 3.2.C.A1).
- Students will use a model to explain how mitotic cell division results in daughter cells with identical patterns of genetic materials essential for growth and repair of multicellular organisms. (SAS Standards 3.1.B.A4, 3.1.B.A5, 3.1.B.B2, 3.1.B.B3, 3.1.B.B5, 3.1.B.C2, 3.1.C.C2).
- Students will construct a model to illustrate the similarities and differences between active and passive transport processes. (SAS Standards 3.1.B.A5, 3.1.B.A2, 3.1.B.A4, 3.1.B.A7, 3.2.C.A1, 3.2.P.B6).
- Students will use a model to describe the role of cellular division and differentiation to produce and maintain complex organisms composed of organ systems and tissue subsystems that work together to meet the needs of the entire organism. (SAS Standards 3.1.B.A1, 3.1.B.A5, 3.1.B.A6).
- Students will use a model to explain the role of cellular division and the mechanisms in meiosis for transmitting genetic information from parents to offspring. (SAS Standards 3.1.B.A1, 3.1.B.A4, 3.1.B.A5, 3.1.B.B1, 3.1.B.B2, 3.1.B.B3, 3.1.B.B, 3.1.B.C2, 3.1.C.C2).
- Students will construct a model to support explanations of the process of photosynthesis by which light energy is converted to stored energy. (SAS Standards 3.1.B.A2, 3.1.B.A5, 3.1.C.A1, 3.1.C.A2, 4.1.10.C).
- Students will construct a model that illustrates the biosynthesis of certain amino acids from metabolic products produced during aerobic respiration. (SAS Standards 3.1.B.A2, 3.1.B.A5, 3.1.B.A7, 3.1.C.A1, 3.1.C.A2, 3.1.C.A7, 4.1.10.C).
- Students will use a model to illustrate how cells use Carbon, Hydrogen, Oxygen, Nitrogen and Sulfur to synthesize biological macromolecules. (SAS Standards 3.1.B.A2, 3.1.B.A7, 3.1.B.A8, 3.1.C.A2, 3.1.C.A7, 3.2.C.A2).
- Students will use a model to explain cellular respiration as a chemical process whereby the bonds of food molecules and oxygen molecules are broken and bonds in new compounds are formed that result in a net transfer of energy. (SAS Standards 3.1.B.A2, 3.1.B.A5, 3.1.B.A7, 3.1.C.A1, 4.1.10.C).
- Students will evaluate data to compare the energy efficiency of aerobic and anaerobic respiration within organisms. (SAS Standards 3.1.B.A2, 3.1.B.A5, 3.1.C.A1, 4.1.10.C).
- Students will evaluate data to explain resource availability and other environmental factors that affect carrying capacity of ecosystems. (SAS Standards 4.1.10.A, 4.1.10.E, 4.2.10.C, 4.2.10.A, 4.2.10.B, 4.5.10.D, 4.1.12.A).

- Students will plan and carry out investigations to make mathematical comparisons of the populations and biodiversity of two similar ecosystems at different scales. (SAS Standards 4.1.10.A, 4.1.10.E, 4.2.10.C, 4.2.10.A, 4.2.10.B, 4.5.10.D, 4.1.12.A).
- Students will use data to develop mathematical models to describe the flow of matter and energy between organisms and the ecosystem. Examples include trophic levels and feeding relationships (food webs/food chains) and the Ten percent law. (SAS Standards 4.1.5.C, 4.1.10.C, 4.1.12.C).
- Students will use models to explain the roles of photosynthesis and cellular respiration in the carbon cycle specific to the carbon exchanges among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (SAS Standards 4.1.10.A, 4.2.10.A, 4.1.10.C, 4.1.12.C).
- Students will provide evidence to support explanations of how elements and energy are conserved as they cycle through ecosystems and how organisms compete for matter and energy. (SAS Standards 4.1.10.A, 4.1.10.C, 4.1.12.C, 4.2.10.A).
- Students will investigate and explain the evidence of competition on individual and species' chances to survive and reproduce. (SAS Standards 4.1.10.A, 4.1.10.C, 4.1.12.C, 4.2.10.A).
- Students will construct and use a model to communicate how complex sets of interactions in ecosystems maintain relatively consistent numbers and types of organisms for long periods of time when conditions are stable. (SAS Standards 4.1.10.A, 4.1.10.E, 4.1.12.A, 4.2.10.A, 4.2.10.B, 4.2.10.C, 4.5.10.D).
- Students will construct arguments from evidence about the effects of natural and human disturbances and biological or physical disturbances in terms of the time needed to reestablish a stable ecosystem and how the new system differs from the original system. (SAS Standards 4.1.10.A, 4.1.10.B, 4.1.10.E, 4.2.10.A, 4.2.10.B, 4.2.10.C, 4.3.10.B, 4.5.10.D, 4.5.10.B, 4.1.12.A, 4.1.12.C, 4.2.12.A, 4.2.12.B, 4.2.12.C, 4.3.12.A, 4.5.12.B).
- Students will ask questions and obtain information about the role of patterns of gene sequences in DNA molecules and subsequent inheritance of traits. (SAS Standards 3.1.B.B3, 3.1.C.B3).
- Students will construct an explanation for how cell differentiation is the result of activation or inactivation of specific genes as well as small differences in the immediate environment of the cells. (SAS Standards 3.1.B.B1, 3.1.B.B3, 3.1.B.B5, 3.1.C.B3, 3.1.C.C2).
- Using a model, students will explain information that inheritable genetic variations may result from (1) genetic combinations in haploid sex cells, (2) errors occurring during replication, (3) crossover between homologous chromosomes during meiosis, and (4) environmental factors. (SAS Standards 3.1.B.B1, 3.1.B.B2, 3.1.B.B3, 3.1.B.B4, 3.1.C.C2, 4.4.10.A, 4.4.12.A, 4.4.10.B, 4.4.12.B).
- Students will use probability to explain the variation and distribution of expressed traits in a population. (SAS Standard 3.1.B.B5).
- Students will use evidence obtained from technologies to compare similarity in DNA sequences, anatomical structures, and embryological appearance as evidence to support multiple lines of descent in evolution. (SAS Standards 3.1.B.A9, 3.1.B.B3, 3.1.B.C1, 3.1.B.C3).
- Students will plan and carry out investigations to gather evidence of patterns in the relationship between natural selection and changes in the environment. (SAS Standard 3.1.B.C1).
- Students will apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (SAS Standard 3.1.B.C1).

- Students will use models to explain how the process of natural selection is the result of four factors. (SAS Standard 3.1.B.C1).
- Students will use evidence to explain the process by which adaptation drives natural selection that result in populations dominated by organisms that are anatomically, behaviorally, and physiologically able to survive and/or reproduce in a specific environment. (SAS Standards 3.1.B.C1, 3.1.B.C2).
- Students will develop an argument to support the convergent or divergent changes among life on earth in response to earth's dynamic changes. (SAS Standards 3.1.B.C1, 3.1.B.C2).
- Students will investigate and communicate data describing how changes in environmental conditions can affect the distribution of traits in a population and cause increases in the numbers of some species, the emergence of new species, and the extinction of other species. (SAS Standards 3.1.B.C1, 3.1.B.C2).
- Students will utilize a variety of data to provide evidence and construct explanations and design solutions for the impact of human activities on the environment including ways to sustain biodiversity and maintain the flow of the planet's future natural resources. (SAS Standards 4.1.10.A, 4.1.10.B, 4.1.10.E, 4.1.12.A, 4.1.12.C, 4.2.10.A, 4.2.10.B, 4.2.10.C, 4.2.12.A, 4.2.12.B, 4.2.12.C, 4.3.10.B, 4.3.12.A, 4.5.10.B, 4.5.10.D, 4.5.12.B).
- Students will design solutions for creating or maintaining the sustainability of local ecosystems. (SAS Standards 4.1.10.A, 4.1.10.E, 4.1.12.A, 4.2.10.A, 4.2.10.B, 4.2.10.C, 4.5.10.D).

General Goals: Students will:

- ☐ Experience a variety of “hands on” experiments and activities
- ☐ Learn how to properly use the tools of science
- ☐ Experience inquisitive activities
- ☐ Conduct scientific research of literature and electronic media
- ☐ Effectively communicate the results of their scientific research
- ☐ Gain an appreciation for the role they play in the physical and living settings
- ☐ Be prepared to move to higher levels of science courses

Assessments

- ☐ Quizzes and Tests
- ☐ Project Assessments
- ☐ Homework
- ☐ Class Participation
- ☐ Lab write-ups

Unique Experiences

- ☐ Build a Cell Project
- ☐ DNA Technology Research Project
- ☐ “Pick a Species” Photo Story Project
- ☐ Biology Career Day
- ☐ Bio Bucks – Rewards given out in class for using new vocabulary when answering questions
- ☐ Who wants to be a millionaire – game show that pays in bio bucks.
- ☐ Cellopoly – game modeled after monopoly using cell parts as properties

Recommendations to Parents

- ☐ Check Class website for homework assignments daily
- ☐ Pick up assignments when child is absent
- ☐ Contact teacher if you have a question or concern
- ☐ Discuss projects and experiments being worked on in class
- ☐ Encourage child to observe and spend time in nature
- ☐ Encourage child to bring their pet to class if possible
- ☐ Encourage child to share experiences outside of school that relate to our topics

Curriculum Topics

ECOLOGY –

- ☐ Explain the difference between biotic and abiotic factors
- ☐ Describe, compare and contrast autotrophs and heterotrophs
- ☐ Describe the flow of energy through an ecosystem
- ☐ Compare, contrast, interpret and create food chains and food webs
- ☐ Create wet mount slides and develop microscope skills to observe pond specimens
- ☐ Predict the effects of primary and secondary ecological succession
- ☐ Distinguish among terrestrial and aquatic biomes
- ☐ Predict the consequences of continued population growth
- ☐ Construct and interpret graphs relating to populations
- ☐ Discuss the changing climate and its long term effects on earth
- ☐ Explain the importance of biodiversity, including threats and preservation

CELLS –

- ☐ Diagram the parts of an atom
- ☐ Summarize the importance of enzymes in living organisms
- ☐ Evaluate why water is a good solvent
- ☐ Summarize and compare the characteristics of the four major macromolecules
- ☐ Differentiate between a prokaryotic and a eukaryotic cell
- ☐ Sketch, label and describe the function of the parts of plant and animal cells
- ☐ Explain the process of diffusion, osmosis, and active transport
- ☐ Predict and observe the effect of a hypertonic, hypotonic, and isotonic solution on cells.
- ☐ Describe the process of photosynthesis, observe and sketch chloroplasts
- ☐ Compare and contrast photosynthesis and cellular respiration
- ☐ Diagram the parts of the cell cycle
- ☐ Create a flip book depicting the process of mitosis and meiosis
- ☐ Cell Project – create a 3-D model of a cell, a cell cake, or a story board of a cell

GENETICS –

- ☐ Analyze the importance of meiosis in providing genetic variation
- ☐ Predict the possible offspring from a cross using a Punnett Square

- ☐ Construct human pedigrees from genetic information
- ☐ Explain how the environment can affect the phenotype of an organism
- ☐ Distinguish normal karyotypes from those with abnormal numbers of chromosomes
- ☐ Diagram and label the basic structure of DNA
- ☐ Describe the process of transcription and translation, along with the role of ribosomes
- ☐ Compare various types of DNA technology, and their uses in modern society
- ☐ Conduct research on current Biotechnology, DNA fingerprinting and Forensics
- ☐ Describe the components of the Human Genome Project

HISTORY OF BIOLOGICAL DIVERSITY

- ☐ Identify and describe major events using the geological time scale
- ☐ Sequence the events that might have led to cellular life
- ☐ Discuss the evidence that convinced Darwin that life could change over time
- ☐ List the principles of natural selection
- ☐ Describe fossil, morphological, physical and biochemical evidence of evolution
- ☐ Discuss patterns of evolution
- ☐ Compare characteristics of primates and hominids
- ☐ Summarize categories of biological classification

THE HUMAN BODY

- ☐ Sequence the organization of cells, tissues, organs, and organ systems
- ☐ List the four types of tissue found in the integumentary system
- ☐ Describe the functions of the skeletal system and how new bone is formed
- ☐ Explain the three types of muscle tissue, and how muscles function
- ☐ Identify major parts of a neuron and the process by which impulses are conducted
- ☐ Create a flow chart of the nervous system
- ☐ Identify the functions of the circulatory system and components of blood
- ☐ Diagram the flow of blood through the heart and body
- ☐ Discuss circulatory system disorders and behaviors that contribute to them
- ☐ Summarize the path of air through the respiratory system
- ☐ Describe the functions of the excretory system
- ☐ Identify the structures and describe the function of the digestive system
- ☐ Explain the role of nutrients, vitamins and minerals in maintaining homeostasis
- ☐ Describe the function of glands and hormones in feedback systems
- ☐ Diagram the structures of the male and female reproductive systems
- ☐ Explain the role of hormones in the female reproductive cycle
- ☐ Discuss the events that take place during fertilization, development and birth
- ☐ Describe the structure and function of the immune system
- ☐ Explain how diseases are transmitted, and how vaccinations prevent infection
- ☐ Research various immune disorders and treatments for each

Chemistry

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

Students will be provided an opportunity to acquire the scientific knowledge and skills that will allow them to apply concepts, principles and theories pertaining to chemistry.

General Goals

- ☐ Develop a broad vocabulary of chemical names and terms used to describe reactions and properties of matter.
- ☐ Learn to describe the world around them in terms of chemical composition and reactions.
- ☐ Acquire analytical skills and develop the ability to apply algebra and graphing skills to science issues.
- ☐ Conduct a wide variety of chemistry experiments.

- ☐ Acquire knowledge of fundamental ideas of physical science and develop the ability to communicate these ideas.
- ☐ Approach science as a reliable and tentative way of knowing and explaining the natural world.
- ☐ Weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions.
- ☐ Make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions.
- ☐ Evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system.
- ☐ Explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

Competencies:

- Students will construct models showing that stable forms of matter are those with minimum electrical field energy. (SAS Standards 3.2.C.A1, 3.2.C.A5, 3.2.12.A2)
- Students will construct models showing that energy is needed to break bonds and overcome intermolecular forces and that energy is released when bonds form (Enthalpy, Lattice energy are beyond the Eligible Content). (SAS Standards 3.2.1.C.A2, 3.2.C.A1, 3.2.10.A4, 3.4.10.A)
- Students will use the atomic model and the periodic table to predict and explain trends in properties of elements. (SAS Standards 3.2.10.A1, 3.2.C.A1, 3.2.C.A2).
- Students will develop a model showing the likely position of electrons as determined by the quantized energy levels of atoms. (SAS Standards 3.2.10.A1, 3.2.C.A1, 3.2.C.A2, 3.2.10.A5, 3.2.12.A2).
- Students will develop explanations and/or mathematical expressions comparing solutions made from ionic and covalent solutes and how various factors affect the solubility of these solutions. (SAS Standards 3.2.C.A1, 3.2.C.A2, 3.2.C.A4, 3.2.10.A2, 3.2.10.A4, 3.2.10.A5, 3.2.12.A1).
- Students will analyze and interpret data sets, using the mole concept, to mathematically determine amounts of representative particles in macroscopic, measurable quantities. (SAS Standards 3.2.C.A2, 3.2.C.A4, 3.2.10.A5).
- Students will analyze and interpret data to apply the laws of definite proportions and multiple proportions, to determine empirical and molecular formulas of compounds, percent composition and mass of elements in a compound. (SAS Standards 3.2.C.A1, 3.2.C.A2, 3.2.C.A4, 3.2.10.A5).
- Students will utilize mathematical relationships to predict changes in the number of particles (moles), the temperature, the pressure, and the volume in a gaseous system (i.e., Boyle's Law, Charles' Law, Avogadro's Law, Dalton's Law of partial pressures, the combined gas law, and the ideal gas law). (SAS Standards 3.2.10.A3, 3.2.C.A3).
- Students will use Lewis Structures and VSEPR to predict and explain charge distribution across a particle (atom, ion, molecule or formula unit). (SAS Standards 3.2.10.A1, 3.2.C.A5).
- Students will analyze and interpret data obtained from measuring the bulk properties of various substances to explain the relative strength of the interactions among particles in the substance. (SAS Standards 3.2.C.A1, 3.2.C.A2, 3.2.C.A4, 3.2.10.A, 3.2.10.A1, 3.2.10.A4, 3.2.10.A5, 3.2.12.A1).
- Students will use models to understand the effect of concentration, temperature, and surface area on frequency of collisions and subsequently rate. Students will describe the function of catalysts. (SAS Standards S11.C.1.1, 3.2.C.A4).

- Students will develop and use models to explain that atoms (and therefore mass) are conserved during a chemical reaction. Models can include computer models, ball and stick models, and drawings. (SAS Standards 3.2.10.A2, 3.2.C.A2, 3.2.10.A4, 3.2.C.A4, 3.2.C.B3).
- Students will develop a model for chemical systems to support/predict changes in reaction conditions limited to simple equilibrium reactions. (SAS Standards 3.2.10.A4, 3.2.C.A2, 3.2.C.A4).
- Students will use system models (computers or drawings) to construct molecular-level explanations to predict the behavior of systems where a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (SAS Standards 3.2.10.A4, 3.2.C.A4, 3.2.12.A5).
- Students will construct models to explain changes in nuclei during the processes of fission, fusion, and radioactive decay and the subatomic interactions that determine nuclear stability. (SAS Standards 3.2.12.A2, 3.2.C.A3).
- Students will analyze and interpret data sets to determine the maximum age of samples (rocks, organic material) using the mathematical model of radioactive decay. (SAS Standard 3.2.12.A2).
- Using models, students will differentiate between acid and bases and acid-base systems. Students will determine neutralization point of a reaction. Students will determine pH of a solution. Students will show understanding of log scale. (SAS Standard 3.2.12.A).
- Students will apply a systematic set of rules (IUPAC) for naming compounds and writing chemical formulas (e.g., binary covalent, binary ionic, ionic compounds containing polyatomic ions).
- Students will utilize significant figures to communicate the precision in a quantitative observation. Accuracy discussion: Students will calculate error and percent error given experimental data and the accepted value.

Assessments

- ☐ Daily homework assignments reinforce each new idea or skill.
- ☐ Three or four tests and one to three quizzes are given each quarter.

Recommendations to Parents

- ☐ Encourage students to be responsible for their own learning.
- ☐ Ask about lab activities.
- ☐ Promote learning at home by encouraging reading.

Curriculum Topics

☐ ***Atomic structure***

Describe and compare subatomic particles, construct Bohr models of atoms, compare isotopes, use isotope information to evaluate average atomic mass by a weighted average, describe the electronic structure of the atom, interpret key experiments in the historical development of atomic theory.

☐ ***Formulas and Equations***

Identify types of compounds, given the name – determine the formula of a compound, given the formula – write the name of a compound. Construct and balance equations for chemical reactions, discriminate types of reactions. Apply the Law of Conservation of Mass to solve problems.

☐ *Stoichiometry*

Quantitative aspects of chemistry: calculate formula mass and percent composition for any compound. Learn to use the mole as a unit of quantity: convert given mass data to number of moles or convert given mole information into number of grams. Apply the mole concept to determine the empirical formula of a compound from experimental data. Determine mole ratios for chemical reactions from the balanced equations. Use these mole ratios to solve problems concerning the quantities of reacting or product species.

☐ *Physical Behavior of Matter*

Interpret experimental observations or thermodynamic data to evaluate energy transfer for physical or chemical changes. Identify endothermic and exothermic processes. Analyze calorimetry data to determine the quantity of energy absorbed or released by a reaction. Evaluate energy transfer for phase changes. Describe phases of matter, identify names of phase changes including sublimation, deposition and condensation. Interpret heating or cooling curves to determine boiling points, melting points and to describe the changes in kinetic and potential energy during heating and cooling processes. Construct heating or cooling curves for any element or compound from the physical constants. Interpret vapor pressure curves to read boiling point temperatures at any pressure and also interpret these diagrams in terms of intermolecular forces. Use gas laws to solve problems involving gases under changing conditions – evaluate changes in pressure temperature or volume. Apply Avogadro's principle to compare the quantities of gas in different gas samples. Compare and contrast mixtures and compounds. Distinguish the appropriate separation methods for different types of mixtures.

☐ *Periodic Table of the Elements*

Evaluate physical and chemical properties of elements and determine the periodic repeating patterns. Distinguish between groups of elements and periods of elements. Evaluate trends in reactivity, ionization energy, electronegativity, atomic radius and metallic character when comparing elements of a group or a period.

☐ *Chemical Bonding*

Distinguish ionic, covalent and metallic bonding: explain the sharing or transfer of electrons to attain the stable electron configurations. Construct electron dot diagrams for atoms, ions and molecules. Sketch structures of molecules. Apply VSEPR theory to determine the geometry of small molecules. Determine the polarity of a molecule by analyzing both differences in electronegativity within the molecule and also the geometry. Compare the polarities of similar molecules. Describe intermolecular forces including dipole-dipole interactions and van der Waals forces. Explain the relationship between the intermolecular forces and the properties of the bulk material including boiling point, melting point and vapor pressure. Distinguish between the types of solids by analyzing the affect of bond type and bond strength on properties of the solid. Explain the conductivity of metals, the solubility of ionic compounds, and the low melting point of molecular solids in terms of the types and strength of the bonds and or intermolecular forces.

☐ *Solutions*

Evaluate the factors contributing to solubility. Construct solubility curves from experimental data. Analyze solubility curves to identify saturated, unsaturated or supersaturated solutions. Calculate the concentration of a solution in terms of percent, parts-per-million or molarity. Use molarity data to determine the number of moles of solute in a solution sample or to determine the volume of solution required to complete a given reaction. Compare the solubility trends of solids and gases in aqueous solutions. Compare the properties of solvents and solutions and evaluate the colligative properties of solutions including boiling point elevation and freezing point depression.

☐ *Kinetics, Equilibrium and Thermodynamics*

Measure and compare rates of reaction, evaluate factors related to reaction rate. Describe the features of chemical, solution or phase equilibrium. Understand the concept of entropy and analyze samples of matter to compare entropy. Evaluate changes in entropy during a physical or chemical process. Apply the Gibbs equation to describe the factors that drive a chemical reaction and how these change with temperature changes.

☐ *Oxidation-Reduction Reactions*

Explain oxidation and reduction in terms of the gain or loss of electrons or by increasing or decreasing oxidation numbers. Determine oxidation numbers for elements in compounds and polyatomic ions. Identify oxidizing and reducing agents. Write half-reactions for oxidation and reduction, balance for electrons gained and lost and then construct the equation for the overall redox reaction. Electrochemistry: distinguish between voltaic and electrolytic cells. For the electrolytic or the voltaic cell: analyze the reaction and compare the activities of the metals to determine the direction of electron flow in the apparatus and identify the anode and cathode of the cell. Explain the changing mass of the anode or cathode in terms of the oxidation or reduction half-reaction.

☐ *Acids and Bases*

Identify names and formulas of acids and bases. Explain acid and base solution properties in terms of hydronium ions and hydroxide ions (Arrhenius Theory) or in terms of proton transfer (Bronsted-Lowry Theory). Describe the relationship between pH and hydronium ion concentration. Evaluate color changes of acid-base indicators to assess the acidity of a solution. Determine the products of a neutralization reaction, write balanced equations for neutralization reactions. Use appropriate laboratory technique to determine the molar concentration of an acid or base solution by titration.

☐ *Organic Chemistry*

Learn to name and sketch the structure of hundreds of organic compounds. Distinguish between saturated and unsaturated hydrocarbons. Classify compounds as halides, alcohols, organic acids, aldehydes, ketones, ethers, esters, amines or amides. Construct models of organic molecules. Compare molecular and structural formulas of compounds to identify isomers. Predict products of organic reactions including addition, substitution, fermentation, saponification, polymerization, dehydration, oxidation and cracking. Analyze the structure of an ester to determine the acid and alcohol used to make it. Describe natural and synthetic polymers. Describe the stages and methods of

petroleum processing including fractional distillation and cracking. Explain the relationship between molar mass and boiling point for hydrocarbons and how this is applied to fractional distillation.

☐ ***Nuclear Chemistry***

Analyze nuclear reactions to determine the type of radiation produced and identify the nuclides formed by the reaction. Classify nuclear reactions and explain the significance of each type of reaction. Explain the role of fusion in producing the energy of the sun. Describe fission reactions and the operation of the nuclear reactor. Explain the dangers associated with radioactive materials. Identify specific uses of radioisotopes in medicine, industry and research. Solve half life problems. Apply the concept of half life to determine the age of an object using carbon-14 data.

Physics

Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Mission Statement

Students will be provided an opportunity to acquire the scientific knowledge and skills that will allow them to apply concepts, principles, and theories pertaining to the physical setting and living environment. Students will develop their inquiry-based reasoning and critical thinking skills to strengthen their understanding and use of the scientific research/method.

General Goals

- ☐ Experience a variety of “hands-on” experiments and activities.
- ☐ Learn how to properly use the “tools of science”.
- ☐ Experience inquiry-orientated activities.
- ☐ Conduct scientific research of literature and electronic media.

- ☐ Effectively communicate the results of their scientific research.
- ☐ Gain an appreciation for the role they play in the physical setting and living environment.
- ☐ Be prepared to move to higher levels of scientific inquiry.
- ☐ Approach science as a reliable and tentative way of knowing and explaining the natural world.
- ☐ Weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions.
- ☐ Make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions.
- ☐ Evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system.
- ☐ Explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

Competencies:

- Students will construct an explanation for the motion of an object based on the interactions that occur between the object and other objects in the system. (SAS Standards 3.2.P.B1, 3.2.P.B6, 3.2.12.B6).
- Students will plan and carry out investigations to show how the mathematical relationship of Newton's Second Law of motion accurately predicts the relationship between the net force on objects, their mass, and the resulting change in motion. (SAS Standards 3.2.P.B1, 3.2.P.B6, 3.2.12.B6).
- Students will use mathematical representations of Newton's Law of Gravitation to describe and predict the gravitational forces between objects. (SAS Standards 3.2.P.B1, 3.2.P.B6, 3.2.12.B6).
- Students will use mathematical representations of Coulomb's Law to describe and predict the electrostatic forces between objects. (SAS Standards 3.2.12.B4).
- Students will construct an explanation for the energy of an object has in a system based on the object's motion and the object's interaction with other objects in the system. (SAS Standard 3.2.P.B2).
- Students will develop and use a model to explain how an object's energy is transferred or transformed as objects interact within a system. (SAS Standards 3.2.P.B2, 3.2.12.B6).
- Students will identify problems and suggest design solutions to optimize the energy transfer between objects or systems of objects. (SAS Standards 3.2.P.B2, 3.2.12.B6).
- Students will construct mathematical models to show how energy is transformed and transferred within a system. (SAS Standards 3.2.P.B2, 3.2.12.B6).
- Students will plan and carry out an investigation to provide evidence that energy is conserved in a system. (SAS Standards 3.2.P.B2, 3.2.12.B6).
- Students will generate and analyze data to support the claim that the total momentum of a closed system of objects is conserved. (SAS Standard 3.2.P.B2).
- Students will use mathematical representations to support the claim that the total momentum of a system of objects is conserved through the transfer of momentum between objects when there is no net force on the system. (SAS Systems 3.2.P.B2, 3.2.12B2, 3.2.12.B6).
- Students will apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. (SAS Systems 3.2.P.B2, 3.2.12B2, 3.2.12.B6).

- Students will analyze and interpret data to support the claim that the speed of a wave in a medium is the product of the wave's frequency and the wave's wavelength. (SAS Standard 3.2.P.B5).
- Students will construct explanations for the transmission, reflection, refraction and/or absorption of waves as they pass from one medium to another medium. (SAS Standard 3.2.P.B5).
- Students will develop a claim and reasoning supported by evidence that describes the behavior of a wave as it passes from one medium to another medium. (SAS Standard 3.2.P.B5).
- Students will construct an explanation for the application of resonance in everyday phenomena (e.g., waves in a stretched string, speech, the design of all musical instruments).
- Students will investigate the patterns created when waves of different frequencies combine, and explain how these patterns are used to encode and transmit information.
- Students will evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. (SAS Standard 3.2.P.B5).
- Students will generate and analyze data to support the claim that the energy of an electromagnetic wave is directly proportional to the frequency of the wave. (SAS Standard 3.2.P.B5).
- Students will construct explanations for why the wavelength of an electromagnetic waves determines its use for certain applications. (SAS Standards 3.2.P.B5, 3.2.12.B5).
- Students will obtain, evaluate, and communicate information regarding the advantages of using a digital transmission and storage of information. (SAS Standards 3.2.P.B5, 3.2.12.B5).
- Students will communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. (SAS Standards 3.2.P.B5, 3.2.12.B5).

Assessments

- ☐ Collected and Graded Assignments – Classwork & Homework.
- ☐ Class Attendance & Participation.
- ☐ Individual & Group “Quarterly” Projects.
- ☐ Teacher-Made “Topic” Quizzes
- ☐ Teacher-Made Unit Exams
- ☐ Written Lab Reports

Unique Experiences

- ☐ In this Physics course students explore the historical developments in Physics and their effect on the past, present and possible future.

Recommendations to Parents

- ☐ Understand that the answers to science questions and problems are often neither simple nor obvious.
- ☐ Encourage your student to ask questions, seek answers, and do experiments in order to develop an intellectually curious nature.
- ☐ Be a supporter of the inquiry-based model approach to learning.
- ☐ Support teachers' efforts to hold students to the highest standards in all aspects of their work.

Curriculum Topics

Measurement

Students will be able to use and understand different standards of measurement used in science and mathematics

Vectors

Students will understand the use of vectors for analysis of forces, velocity, acceleration, fields, etc. and predict the behavior of an object experiencing these vector quantities

Mechanics

Students will analyze and describe the motion of objects in one and two dimensions. Then use this analysis to predict the motion of objects acted upon by different combinations of forces

Energy

Students will describe and analyze the flow of energy through different systems. Then describe the use of the conservation laws to calculate and chart energy movement

Waves

Students will be able to describe the propagation of waves and the behavior of waves through different media

Electromagnetism Students

Students will be able to explain how the interaction of atomic particles generate forces. Then be able to compare and contrast magnetic and electrostatic fields

Modern Physics

Students will be able to explain the developments that led to new theories of matter and energy. Then compare and contrast modern and classical physics

United States History and Government

Social Studies Learning Standards

Standard 1: History of the United States and Pennsylvania

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and Pennsylvania.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global— including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non market mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Mission Statement:

The Social Studies Department believes that:

- ☐ Course of study should provide students the knowledge, intellectual skills, civic understandings and dispositions toward democratic values that are necessary to function effectively in American society.
- ☐ Emphasis on individual decision making and group problem solving of societal and economic issues promotes responsible citizenship
- ☐ Awareness of diversity and interdependence provides a healthy understanding of cause and effect actions throughout global history.
- ☐ Awareness and understanding of social, political and economic issue in Pennsylvania and the United States and their relationship to the world are key elements for the development of participatory citizens.

General Goals:

1. The Social Studies Department has set the following goals for students enrolled in United States History and Government:

- a. Students will develop analytical skills and higher level thinking abilities through carefully developed document analysis, writing assignments and other teacher generated assessment tools.
- b. Students will be able to construct a well written paper/ essay, using tools that historians use. These tools include creation of a solid thesis/argument, dissection and evaluation of documents, and culminating in a strongly proven and supported declaration of historical fact.
- c. Students will be able to identify US history as a series of intertwined events rather than a series of isolated moments in time. By drawing parallels to events both past and present, students will contextualize information and become active participants in the process of learning, not passive recipients of standard information.

Concepts:

Every citizen possesses means to influence government.

Competencies:

Register to vote and cast a vote. (SAS 5.3.12.C, 5.3.C.C).

Demonstrate civic engagement through such actions as: working for a campaign, writing a letter to the editor or contacting government officials. (SAS 5.3.12.B, 5.3.12.D, 5.3.12.G, 5.3.C.B, 5.3.C.D, 5.3.C.G).

Select a candidate running for election at the local, state, or national level and defend the decision to support that candidate. (SAS 5.3.12.D, 5.3.C.D, 5.3.U.D).

Community and individual rights are established in constitutions (Pennsylvania and United States), laws and regulations.

Competencies:

Register to vote and cast a vote. (SAS 5.3.12.C, 5.3.C.C).

In a democratic society, the rule of law establishes the foundation for fairness and cooperation.

Competencies:

Exhibit civil discourse through the observance of the rules of debate or recognition of the rights of others to advocate for opinions that differ from one's own as measured by peer and adult interactions. (SAS 5.3.12.G, 5.3.C.G).

The rights and civil liberties granted by the Constitutions of the United States and the Commonwealth of Pennsylvania are to be safeguarded by both governments and citizens.

Competencies:

Identify and analyze where a household's tax obligations are used at the local, state, and national levels (SAS 5.1.12.A, 5.1.C.A, 5.1.U.A).

Identify areas of volunteer opportunities in the community (how is the volunteerism being conducted?). (SAS 5.1.12.A, 5.1.C.A, 5.1.U.A, 5.1.W.A).

Participate in citizenship simulations such as mock trials, campaigns, and elections. (SAS 5.2.9.D, 5.2.12.D, 5.2.C.D, 5.2.U.D, 5.2.W.D).

Participate in student government. (SAS 5.2.9.D, 5.2.12.D, 5.2.C.D, 5.2.U.D, 5.2.W.D).

Follow rules. (SAS 5.1.9.A, 5.1.12.A, 5.1.C.A, 5.1.U.A, 5.1.W.A).

Teach younger community citizens. (SAS 5.1.9.A, 5.1.12.A, 5.1.C.A, 5.1.U.A, 5.1.W.A).

Multinational corporations, with economic and political influence rivaling and exceeding that of nations, also play an important role in international relations.

Competencies:

Identify international organizations and their functions. (SAS 5.4.12.C, 5.4.W.C).

Evaluate the impact of multinational corporations on nations. (SAS 5.4.12.E).

Nations, multinational corporations, and individuals bear responsibility for the effective management and use of the earth's resources and the well-being of all of earth's present and future inhabitants.

Competencies:

Compose a persuasive letter to the editor or provide an editorial concerning ways in which Americans can reduce carbon dioxide emissions. (SAS 5.4.12.E).

Devise a plan for national energy independence. (SAS 5.4.12.E).

Documents and Ideals that Shape Pennsylvania and US Government

Competencies:

Analyze the principles and ideals that shaped United States Government. Compare and contrast the basic principles and ideals found in significant documents: Declaration of independence, United States Constitution, Bill of Rights and Pennsylvania Constitution. (SAS 5.1.U).

Individual Rights

Competencies:

Demonstrate an understanding of how the Pennsylvania Constitution and the U.S. Constitution co-exist. (SAS 5.1.9.E).

Symbols

Competencies:

Analyze the role political symbols play in civil disobedience and patriotic activities. (SAS 5.1.U.F).

Rule of Law

Competencies:

Apply examples of the rule of law as related to individual rights and the common good. (SAS 5.1.U.A).

Laws and Government

Competencies:

Analyze the major arguments advanced for different systems of government. (SAS 5.1.9.B).

Civic Rights and Responsibilities

Competencies:

Contrast the rights and responsibilities of a citizen of a democracy with a citizen in an authoritarian system. (SAS 5.2.U.A).

Conflict and Resolution

Competencies:

Analyze strategies used to resolve conflicts in society and government. (SAS 5.2.U.B).

Leadership and Public Service

Competencies:

Examine political leadership and public service in a republican form of government. (SAS 5.2.U.C).

Competent and Responsible Citizens

Competencies:

Evaluate and demonstrate what makes competent and responsible citizens. (SAS 5.2.U.D).

Branches of Governments

Competencies:

Examine the process of checks and balances among the three branches of government including the creation of law. (SAS 5.3.9.A).

Structure, Organization and Operation of Governments

Competencies:

Analyze the roles of local, state, and national governments in policy-making. (SAS 5.3.9.B).

Government Services

Competencies:

Explain how government agencies create, amend and enforce policies in local, state, and national governments. (SAS 5.3.9.C).

Leadership and Political Elections

Competencies:

Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. (SAS 5.3.U.D).

Elements of the Election Process

Competencies:

Compare and contrast the different election processes for local, state and national offices. (SAS 5.3.9.E).

Conflict and the Court System

Competencies:

Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. (SAS 5.3.U.F).

Interest Groups

Competencies:

Analyze the influence of interest groups in the political process. (SAS 5.3.9.G).

Media Influences

Competencies:

Evaluate the importance of freedom of the press and the political influence of the mass media. (SAS 5.3.9.H).

Taxes

Competencies:

Explain the various types of taxes and their purposes. (SAS 5.3.9.I).

Systems of Government

Competencies:

Compare and Contrast various systems of government. (SAS 5.3.9.J).

Countries and Conflicts

Competencies:

Explain how United States foreign policy is developed. (SAS 5.4.U.A).

Tools of Foreign Policy

Competencies:

Explain why and how different foreign policy tools are used to advance a nation's self-interest (e.g., diplomacy, economic aid, military aid, sanctions and treaties). (SAS 5.4.9.B).

International Organizations

Competencies:

Identify the role of international organizations. (SAS 5.4.9.C).

Media and Influence

Competencies:

Analyze the various mass media outlets and their influence on global issues. (SAS 5.4.9.D).

How Foreign Policy is Influenced

Competencies:

Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy. (SAS 5.4.9.E).

Assessments:

Teacher generated tests/quizzes/writing assignments/projects

Recommendations to Parents

- ☐ Encourage students to read daily newspapers, journals, and watch news programming on television to stay abreast of contemporary issues.
- ☐ Take students to local, state and national historical sites.
- ☐ Encourage students to read biographies, historical fiction and historical accounts of significant events.
- ☐ Discuss current social political and economic events with students.
- ☐ Encourage students to complete all assigned work in a timely fashion to the best of their abilities.

- ☐ Encourage parents/family to discuss personal historiography with students to contextualize information learned in school.

Curriculum Topics

1. Colonial America (Self-Government, Revolution, Foreign Policy):

a. Students will:

- i. Recognize the way that the United States formed from independent territories, to imperialized colonies and then to a self-governing nation.
- ii. Examine the cause and effect of the American Revolution
- iii. Compare and contrast the basis of political parties
- iv. Construct American foreign policy in the late 18th century.

2. Constitutionality (Articles of Confederation, Constitutional Debate, Ratification, Government Set up):

a. Students will:

- i. Compare the Articles of Confederation to the United States Constitution.
- ii. Discuss and evaluate the differences between both documents.
- iii. Construct a debate that mirrors the Constitutional questions of 1789.
- iv. Categorize and evaluate our current system of government.

3. The “Birth of a Nation”:

a. Students will:

- i. Complete definition of terms that are relevant to historical memory
- ii. Analyze and support document studies which illustrate the emerging tensions and sections of the United States.
- iii. Evaluate how immigration and migration affected the settlement of the West
- iv. Re-create the growing ideological differences between political parties.
- v. Examine emerging US foreign policy.

4. A Nation Divided: (Manifest Destiny, Civil War, and the Debate over States Rights):

a. Students will:

- i. Identify and compose geographic exercises that illustrate the idea of Manifest Destiny.
- ii. Discuss and recall the tensions that will arise over territorial land claims and the issue of slavery.
- iii. Judge the validity of the causes of the Civil War.
- iv. Construct a foundation of knowledge on how the issue of federalism was resolved during the Civil War.
- v. Recognize the changes that were taking place as the sovereignty of the nation was tested.
- vi. Assess the outcome of the Civil War and the validity and purpose of Reconstruction.

5. A Nation “Explosion”:

a. Students will:

- i. Identify the reasons for immigration to the United States
- ii. Evaluate the cause and effect relationship between population growth and the growth of the United States urban centers.
- iii. Categorize the social, political and economic changes that took place as the nation sought to rebuild after the Civil War.
- iv. Differentiate between industrial growth in the North and South.
- v. Identify how entrepreneurs became wealthy and powerful
- vi. Evaluate the role of government in business regulation
- vii. Predict the critical role of labor unions.

6. Industrialization of the Nation:

a. Students will:

- i. Construct an understanding of the theme of business and industry in the United States in the early 20th century.
- ii. Debate and construct arguments surrounding the issues of monopolies and other types of business organizations; also applying how industrial growth affected social and political change both positive and negative.
- iii. Appraise governmental action during the business boom, as well as estimate the effectiveness of early consumer protection.

7. Progressive America:

a. Students will:

- i. Compare the events of the American Industrial Revolution to the events that take place during the Progressive movement.
- ii. Evaluate the relationship between business and economics

- iii. Categorize progressive reform movements and reformers
- iv. Assess the importance and impact of Progressive reform at the local, state and federal level.

8. Foreign Policy and World War I:

- a. Students will:
 - i. Identify and examine the imperialistic role of the United States on Latin American countries (politically, socially, and economically).
 - ii. Judge and critique the reasons the United States expands outside of its borders.
 - iii. Formulate parallels between expansion and industrial and commercial benefits.
 - iv. Recognize how imperialism led to feelings of nationalism; but also caused debate and division.
 - v. Categorize and assess the causes of World War I and United States entry into the global conflict.
 - vi. Judge the short and long-term consequences (politically, socially, economically) that emerge for the United States after the war is over.
 - vii. Compare and contrast US Foreign policy before and after WWI, and how drastically our position changed.
 - viii. Understand the Roaring/Reactionary 1920's (include social and political history, and economic foundations of the Depression.)

9. Great Depression, New Deal and the Growth of Government:

- a. Students will:
 - i. Assess the fundamental weakness in the American economic system which causes financial stress.
 - ii. Examine the Stock Market crash of 1929.
 - iii. Construct an understanding of the cultural impact of the depression
 - iv. Interpret Herbert Hoover's economic plan and efforts at financial recovery.
 - v. Appraise FDR's ideologies of relief, recovery and reform.
 - 1. Assessment of New Deal Programs
 - 2. Question the role of government and the assumption of responsibility for the general public
 - 3. Discuss the emerging role of the executive branch
 - 4. Understand the legislative and judicial backlash to New Deal programs.
 - 5. Debate the lasting effects that certain New Deal policies had on the United States. (Social Security, farm subsidies, etc).

10. World War II, Economics of War, Tensions with the Soviet Union and Containment:

- a. Students will:
 - i. Identify the reasons that the US entered World War II
 - ii. Debate the change in United States foreign policy from isolationism and neutrality to a growing commitment to global involvement.
 - iii. Assess US/Allied strategy to win the war
 - iv. Evaluate how the war affected the lives of Americans on the home front.
 - v. Defend the position of the US on the issue of using nuclear energy in Japan.
 - vi. Discuss how the US and the Soviet Union changed from being allies to enemies post WWII.
 - vii. Assess the role of the US in trying to stop the spread of communism in Europe and Asia and how that desire led the United States into war with Korea.
 - viii. Examine the intense fear and paranoia that existed in the United States during the Cold War.
 - ix. Understand major concepts: massive retaliation, brinkmanship, arms race, space race, détente.

11. A Nation Changing:

- a. Students will:
 - i. Study the expansion of women's rights.
 - ii. Discuss and evaluate the intense struggle of African Americans during the Civil Rights Movement.
 - iii. Rate the effectiveness of government action in dealing with:
 - 1. Women
 - 2. African Americans
 - 3. Latinos
 - 4. Disabled Americans

12. The Modern Nation: 1970-2014

- a. Students will:
 - i. Assess the role of the United States in the war in Vietnam.
 - ii. Compare domestic and foreign goals of the "modern" presidents:
 - 1. JFK
 - 2. LBJ
 - 3. Nixon
 - 4. Ford
 - 5. Carter
 - 6. Reagan
 - 7. Bush
 - 8. Clinton
 - 9. Bush
 - 10. Obama
 - iii. Evaluate the United States and its role as it emerges onto the world stage.

Global History and Geography I

Social Studies Learning Standards

Standard 1: History of the United States and Pennsylvania

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and Pennsylvania. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 2: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global— including the distribution of people, places, and environments over the Earth’s surface.

Standard 3: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 4: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Mission Statement:

The Social Studies Department believes that:

- ☐ Course of study should provide students the knowledge, intellectual skills, civic understandings and dispositions toward democratic values that are necessary to function effectively in American society.
- ☐ Emphasis on individual decision making and group problem solving of societal and economic issues promotes responsible citizenship
- ☐ Awareness of diversity and interdependence provides a healthy understanding of cause and effect actions throughout global history.
- ☐ Awareness and understanding of social, political and economic issue in Pennsylvania State and the United States and their relationship to the world are key elements for the development of participatory citizens.

Concepts:

Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.

Competencies:

Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem. (SAS 7.1.9.A, 7.1.12.A, 7.1.W.A).

Patterns of physical features and spatial patterns of human features change over time.

Competencies:

Evaluate why multiple criteria can be used to define a region and how a location can be in different regions. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A).

Explain why places have specific physical and human characteristics in different parts of the world. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A).

Describe how social, cultural, and economic processes shape the features of places. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A, 7.3.12.A, 7.3.C.A, 7.3.U.A, 7.3.W.A).

Cultural changes influence people's perceptions of places and regions.

Competencies:

Analyze how people perceive and use place over time. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A).

Evaluate why multiple criteria can be used to define a region and how a location can be in different regions. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A).

Explain why places have specific physical and human characteristics in different parts of the world. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A).

Describe how social, cultural, and economic processes shape the features of places. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A, 7.3.12.A, 7.3.C.A, 7.3.U.A, 7.3.W.A).

Patterns of physical features and spatial patterns of human features change over time.

Competencies:

Evaluate why multiple criteria can be used to define a region and how a location can be in different regions. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A).

Explain why places have specific physical and human characteristics in different parts of the world. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A).

Describe how social, cultural, and economic processes shape the features of places. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A, 7.3.12.A, 7.3.C.A, 7.3.U.A, 7.3.W.A).

Mental maps promote an understanding of the world and a context for events.

Competencies:

Construct a cognitive map from mental images and perceptions of an area. (SAS 7.1.9.A, 7.1.12.A, 7.1.U.A, 7.1.W.A).

Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.

Competencies:

Describe the interaction of the Earth's physical systems. (SAS 7.2.9.A, 7.2.12.A).

The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.

Competencies:

Analyze the role of physical processes that create distinctive landforms. (SAS 7.2.9.B, 7.2.12.A).

Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.

Competencies:

Apply the concept of ecosystems to understand and solve environmental issues. (SAS 7.2.9.B, 7.2.12.A).

Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

Describe the ways in which the Earth's physical processes are dynamic and interactive. (SAS 7.2.9.B, 7.2.12.A).

The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity. (SAS 7.3.12.A, 7.3.C.A, 7.3.U.A, 7.3.W.A).

Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

Describe how social, cultural, and economic processes shape the features of places. (SAS 7.1.9.B, 7.1.12.A, 7.1.C.A, 7.1.U.A, 7.1.W.A, 7.3.12.A, 7.3.C.A, 7.3.U.A, 7.3.W.A).

Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.

Competencies:

Evaluate the impact of population, numbers and patterns, including human migration, on physical and human systems. (SAS 7.3.12.A, 7.3.C.A, 7.3.U.A, 7.3.W.A).

Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.

Competencies:

Analyze how perception and self-interests play a role in conflict over territory and resources. (SAS 7.3.12.A, 7.3.C.A, 7.3.U.A, 7.3.W.A).

Current and past settlement patterns construct place and region.

Competencies:

Compare the characteristics of settlement in developing and developed countries. (SAS 7.3.12.A, 7.3.W.A).

Technology reshapes spatial processes of cultural convergence and divergence.

Competencies:

Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence. (SAS 7.3.12.A, 7.3.C.A, 7.3.U.A, 7.3.W.A).

Physical systems influence how people depend on, adjust to, and modify physical systems.

Competencies:

Evaluate how changes in the physical environment can diminish its capacity to support human activity. (SAS 7.4.9.A, 7.4.12.A, 7.4.C.A, 7.4.U.A, 7.4.W.A).

People modify ways of life to accommodate different environmental contexts.

Competencies:

Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification. (SAS 7.4.9.A).

Human activity affects the sustainability, distribution, and utilization of natural resources.

Competencies:

Evaluate resource degradation and depletion from multiple points of view. (SAS 7.4.9.A).

Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management. (SAS 7.4.9.A).

General Goals:

Students acquire a knowledge of world history and are able to distinguish facts and concepts accordingly.

Assessments:

Writing assignments, research assignments, quizzes on text readings, mid-term exam, and final exam.

Unique Experiences

Participation in role-playing exercise involving past cultures (example: ancient Greece, Rome, etc.)

Recommendations to Parents

- ☐ Encourage students to read daily newspapers, journals, and watch news programming on television to stay abreast of contemporary issues.
- ☐ Take students to local, state and national historical sites.
- ☐ Encourage students to read biographies, historical fiction and historical accounts of significant events.
- ☐ Discuss current social political and economic events with students.
- ☐ Encourage students to complete all assigned work in a timely fashion to the best of their abilities.

Curriculum Topics for Global History and Geography I
I Early Humans and River Valley Civilizations

- ☐ Learn how scholars study the past
- ☐ Understand how discoveries have influenced views about early humans
- ☐ Describe skills and beliefs of early modern humans
- ☐ Compare and contrast the Paleolithic and Neolithic Eras
- ☐ Analyze the conditions that resulted in the first civilizations
- ☐ Identify ways in which civilizations have changed over time
- ☐ Examine the civilizations of ancient Sumer, Mesopotamia, Egypt, Israel, India and China

II Classical Civilizations

- ☐ Identify influences on Minoan culture that brought prosperity
- ☐ Summarize the influence of trade on the Myceneans
- ☐ Describe the works of Homer and their influence on Greek culture
- ☐ Define the three types of government in Greek city-states

III Rise and Fall of Great Empires

- ☐ Analyze the ideas developed by Greek Philosophers
- ☐ Discuss how the Roman Republic was structured
- ☐ Understand how conquest enlarged the Roman Republic
- ☐ Describe how Rome's legal codes protected the citizenry
- ☐ Outline the development of Christianity
- ☐ Explain the problems that led to the fall of the Roman Empire

V The Middle Ages

- ☐ Explain how Charlemagne's empire collapsed
- ☐ Discuss feudalism and analyze how it worked socially and economically
- ☐ Understand the role of the Church in Medieval Europe
- ☐ Analyze the rise of Middle class and the role of new technology in the economic recovery
- ☐ Explain the causes and effects of the Crusades
- ☐ Describe the problems of the Medieval Church

IV Civilizations in the Americas

- ☐ Describe when and where people first settled in the Americas
- ☐ Compare and contrast the Olmec, Maya, Aztec and Inca civilizations
- ☐ Understand the importance of environmental adaption to survival of a civilization

VI The Byzantine Empire and Russia

- ☐ Summarize the ways in which the Byzantine Empire flourished under Justinian
- ☐ Compare and contrast Byzantine Christianity to Roman Catholic
- ☐ Explain how Mongol rule affected Russia
- ☐ Understand how migration contributed to cultural diversity in Eastern Europe

VII The Islamic World

- ☐ Identify how and where Islam began
- ☐ Describe the teachings of Muhammad
- ☐ Explain the divisions that emerged within Islam
- ☐ Illustrate the role of trade and learning in Muslim civilization
- ☐ Summarize the impact of Muslim rule in India, Persia and the Ottoman Empire

VIII African Civilizations

- ☐ Understand how resources were important to early African Kingdoms
- ☐ Identify the different ways that family influenced African culture
- ☐ Describe the economies in early Africa

IX East Asian Civilizations

- ☐ Sequence the Chinese dynasties and understand the "Mandate of Heaven"
- ☐ Discuss Confucian values and their role in creating an orderly Chinese society
- ☐ Identify the "Golden Ages" Chinese civilization
- ☐ Explain the eventual isolation of China from foreign exploration
- ☐ Describe the major characteristics of Korean civilization and those of Southeast Asian civilizations
- ☐ Summarize the feudal period in Japan and identify how Zen Buddhism shaped Japanese culture.

X The Renaissance and Reformation

- ☐ Understand how artists and writers reflected the new ideas of the period
- ☐ Explain how the invention of the printing press was essential to the Renaissance
- ☐ Identify the factors that encouraged the Protestant Reformation

- ☐ Analyze the roles of Luther, Calvin and show the application of the scientific method

XI Global Age

- ☐ Understand European's motivations for ocean exploration
- ☐ Summarize the discoveries made by explorers that led to a rise of empires worldwide
- ☐ Analyze the encounters between Spanish conquistadors and Native Americans
- ☐ Describe the effects of Spanish conquest and colonization
- ☐ Explain the Columbian Exchange, the commercial revolution and mercantilism.

GLOBAL HISTORY AND GEOGRAPHY II

Social Studies Learning Standards

Standard 1: History of the United States and Pennsylvania

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and Pennsylvania.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Mission Statement:

The Social Studies Department believes that:

- ☐ Course of study should provide students the knowledge, intellectual skills, civic understandings and dispositions toward democratic values that are necessary to function effectively in American society.
- ☐ Emphasis on individual decision making and group problem solving of societal and economic issues promotes responsible citizenship
- ☐ Awareness of diversity and interdependence provides a healthy understanding of cause and effect actions throughout global history.
- ☐ Awareness and understanding of social, political and economic issue in Pennsylvania and United States and their relationship to the world are key elements for the development of participatory citizens.

Concepts:

Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies:

Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. (SAS 8.1.4.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, 8.1.12.A, 8.1.U.A, 8.1.W.A).

Articulate the context of a historical event or action. (SAS 8.1.5.A, 8.1.7.A, 8.1.9.A, 8.1.12.B, 8.1.U.B, 8.1.W.B).

Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.

Competencies:

Articulate the context of a historical event or action. (SAS 8.1.5.A, 8.1.7.A, 8.1.9.A, 8.1.12.B, 8.1.U.B, 8.1.W.B).

Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.

Competencies:

Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place. (SAS 8.1.5.A, 8.1.6.A, 8.1.7.B, 8.1.12.C, 8.1.U.C).

Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

Evaluate cause-and-result relationships bearing in mind multiple causations. (SAS 8.1.6.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B).

Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. (SAS 8.1.4.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, 8.1.12.A, 8.1.U.A, 8.1.W.A).

Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place. (SAS 8.1.5.A, 8.1.6.A, 8.1.7.B, 8.1.12.C, 8.1.U.C).

State and local history can offer an individual, discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.

Competencies:

Synthesize a rationale for the study of individuals in Pennsylvania history. (SAS 8.2.6.A, 8.2.7.A, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A).

Biography is a historical construct used to reveal positive and/or negative influences an individual can have on Pennsylvania's society.

Competencies:

Synthesize a rationale for the study of individuals in Pennsylvania history. (SAS 8.2.6.A, 8.2.7.A, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A).

Construct a biography of a Pennsylvanian and generate conclusions regarding his/her qualities and limitations. (SAS 8.2.6.A, 8.2.9.A, 8.2.12.A, 8.2.U.A).

Textual evidence, material artifacts, the built environment, and historic sites are central to understanding the history of Pennsylvania.

Competencies:

Analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania. (SAS 8.2.5.B, 8.2.7.B, 8.2.8.B, 8.2.9.B, 8.2.12.B, 8.2.U.B)

Long-term continuities and discontinuities in the structures of Pennsylvania society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.

Competencies:

Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example. (SAS 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C).

Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the Pennsylvania. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies:

Summarize how conflict and compromise in Pennsylvania history impact contemporary society. (SAS 8.2.4.D, 8.2.5.D, 8.2.6.D, 8.2.7.D, 8.2.8.D, 8.2.9.D, 8.2.12.D, 8.2.U.D).

United States history can offer an individual judicious understanding about one's self in the dimensions of time and space.

Competencies:

Synthesize a rationale for the study of individuals in United States history. (SAS 8.3.6.A, 8.3.7.A, 8.3.8.A, 8.3.9.A, 8.3.12.A, 8.3.U.A).

Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States society.

Competencies:

Synthesize a rationale for the study of individuals in United States history. (SAS 8.3.6.A, 8.3.7.A, 8.3.8.A, 8.3.9.A, 8.3.12.A, 8.3.U.A).

Construct a biography of an American and generate conclusions regarding his/her qualities and limitations. (SAS 8.3.6.A, 8.3.7.A, 8.3.8.A, 8.3.9.A, 8.3.12.A, 8.3.U.A).

Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.

Competencies:

Analyze a primary source for accuracy and bias and connect it to a time and place in United States history. (SAS 8.3.4.B, 8.3.5.B, 8.3.6.B, 8.3.7.B, 8.3.8.B, 8.3.9.B, 8.3.12.B, 8.3.U.B).

Long-term continuities and discontinuities in the structures of United States culture provide vital contributions to contemporary issues.

Competencies:

Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example. (SAS 8.3.3.C, 8.3.4.C, 8.3.5.C, 8.3.6.C, 8.3.7.C, 8.3.8.C, 8.3.12.C, 8.3.U.C).

Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending the American society.

Competencies:

Summarize how conflict and compromise in United States history impact contemporary society. (SAS 8.3.3.D, 8.3.4.C, 8.3.5.C, 8.3.6.C, 8.3.7.D, 8.3.8.D, 8.3.9.D, 8.3.12.D, 8.3.U.D).

Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today. (SAS 8.3.4.D, 8.3.5.D, 8.3.6.D, 8.3.9.D, 8.3.12.D, 8.3.U.D).

World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.

Competencies:

Synthesize a rationale for the study of a non-American individual in world history. (SAS 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A).

Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.

Competencies:

Synthesize a rationale for the study of a non-American individual in world history. (SAS 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A).

Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations. (SAS 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A).

Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.

Competencies:

Analyze a primary source for accuracy and bias, then connect it to a time and place in world history. (SAS 8.4.4.B, 8.4.5.B, 8.4.6.B, 8.4.7.B, 8.4.8.B, 8.4.9.B, 8.4.12.B, 8.4.W.B).

World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.

Competencies:

Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example. (SAS 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C).

Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.

Competencies:

Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example. (SAS 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C).

Summarize how conflict and compromise in world history impact contemporary society. (SAS 8.4.3.D, 8.4.4.D, 8.4.6.D, 8.4.7.D, 8.4.8.D, 8.4.9.D, 8.4.12.D, 8.4.W.D).

General Goals:

Students will be able to

- ☐ Evaluate political, social, economic and cultural interactions in global history.
- ☐ Create a well written essay that includes an original thesis and proper structure
- ☐ Identify, analyze and defend conclusion drawn about historical issues

Assessments:

Weekly chapter sections quizzes, chapter quizzes, unit tests. Mid-Term exam will cover first half of Global II material and key concepts from Global I. Document Bases Essay Questions and thematic essays both in and out-of-class. Student directed research projects. Bi-monthly current event written analysis. Bi-monthly current event written analysis. Bi-Monthly global Issues Essays. New York State Regents Exam for Global History and Geography.

Unique Experiences

All Global History and Geography II students will have an opportunity to attend the annual trip appropriate to this course.

Recommendations to Parents

- ☐ Encourage students to read daily newspapers, journals, and watch news programming on television to stay abreast of contemporary issues.
- ☐ Take students to local, state and national historical sites.
- ☐ Encourage students to read biographies, historical fiction and historical accounts of significant events.
- ☐ Discuss current social political and economic events with students.
- ☐ Encourage students to complete all assigned work in a timely fashion to the best of their abilities.

Absolutism 1550 - 1800

- ☐ Evaluate the methods of absolute monarchs
- ☐ Compare the actions of key absolute monarchs
- ☐ Identify conflicts resulting from absolute control

Enlightenment 1700's

- ☐ Appraise and defend the rights of the individual
- ☐ Evaluate how Enlightenment values influenced social and cultural values.
- ☐ Assess the success of major Enlightenment philosophers

French Revolution 1789-1815

- ☐ Explain the political, economic and social causes of the French Revolution
- ☐ Distinguish how the French Revolution brought common people to the forefront of politics
- ☐ Assess the need to execute the King Louis XVI and political leaders I any era
- ☐ Evaluate the lasting impact of the Declaration of the Rights of Man and of the Citizen
- ☐ Argue, was napoleon a hero or a tyrant.
- ☐ Evaluate the achievements of Napoleon as Emperor
- ☐ Identify and explain the ideologies that emerged with the Congress of Vienna
- ☐ Assess the errors made during the French Revolution

Industrial Revolution 1750-1850

- ☐ Evaluate how innovations change our lives
- ☐ Analyze the impact of the Agricultural Revolution, Enclosure Movement, and the Factory System on urbanization
- ☐ Identify and interpret the factors of production that enabled the Industrial Revolution to succeed in Great Britain
- ☐ Assess how geographic factors impacted the development of the Industrial Revolution
- ☐ Examine the effects of urbanization and industry on the family and individual

Political Revolutions in Europe and Latin America 1790-1848

- ☐ Compare and contrast the reasons for and stages of the American, French and Latin American political revolutions
- ☐ Assess the impact of the French and American Revolutions on Latin American revolutions
- ☐ Identify and discuss key nationalist leaders.
- ☐ Evaluate the impact of the conservative movement and the Congress of Vienna on the establishment of democratic states in Europe.

Unification, Nationalism in Europe 1800-1914

- ☐ Analyze and discuss what makes cultures the same.
- ☐ Evaluate why cultural differences produce change.
- ☐ Appraise the methods used in the Unification of Italy and the Unification of Germany.
- ☐ Analyze the use of military force to attain the goals of a nation.

Democratic Movements in Europe 1815-1914

- ☐ Analyze the impact of the Industrial Revolution on the expansion of suffrage.
- ☐ Assess how Britain became more democratic throughout the 1800's.
- ☐ Explain the main causes of the Irish Famine.
- ☐ Demonstrate how the actions of the British may have worsened conditions for the Irish.

New Imperialism 1800-1914

- ☐ Recognize and discuss the causes of New Imperialism
- ☐ Appraise the advantages the Europeans had.
- ☐ Examine the obstacles faced by the Europeans
- ☐ Argue what obligations do nations have to each other Express the relationship between industrialization and imperialism

World War I 1914-1918

- ☐ Assess the role nationalism and imperialism played in World War I
- ☐ Identify and discuss the role of technology in World War I
- ☐ Appraise if the issues that caused WWI were resolved
- ☐ Evaluate if WWI was a turning point.
- ☐ Analyze the impact of alliances
- ☐ Compare and contrast the Treaty of Versailles and the Congress of Vienna
- ☐ Interpret the use of propaganda

Russian Revolutions 1905-1924

- ☐ Identify the causes of the Russian Revolutions
- ☐ Explain why a socialist revolution occurred in Russia rather than in a more industrialized nation.
- ☐ Compare and contrast the methods of control of the Tsarist regime and Stalin.
- ☐ Evaluate the process of Soviet Industrialization.

Rise of Totalitarianism 1914-1945

- ☐ Criticize the value of the Treaty of Versailles
- ☐ Identify and discuss the major causes of the Rise of Fascism
- ☐ Appraise the ability of Fascism to provide for the people
- ☐ Compare and contrast Mussolini and Hitler
- ☐ Assess the role of Ultra-nationalism.
- ☐ Evaluate the use of military force as a means of nation building.

World War II

- ☐ Analyze what makes this a global conflict
- ☐ Evaluate the actions of major leaders of the war.
- ☐ Evaluate the role of individual citizens in the Third Reich and in Western Democracies
- ☐ Assess the role of science and technology in redefining war and politics
- ☐ Discuss how geography affected the conduct of WWII
- ☐ Distinguish how personal beliefs lead to stereotyping.

The Cold War 1945-1991

- ☐ Evaluate the causes of tensions between world superpowers. Explain the role of the United Nations in post war Europe.
- ☐ Appraise Germany's adoption of one of Europe's most liberal asylum laws.
- ☐ Evaluate the nature of Germany's diplomatic relations with Israel.
- ☐ Describe the conditions created by the Iron Curtain.
- ☐ Compare and Contrast what happened in Korea and Vietnam.
- ☐ Assess the effects of the Berlin Blockade and Airlift.
- ☐ Assemble reasons for the failure and collapse of Communism in the Soviet Union and the Eastern Bloc.

Global Issues Today

- ☐ Classify various world issues and discuss their origin.
- ☐ Assess the relationship of world superpowers with developing nations.
- ☐ Evaluate the role of the United Nations in the various global issues.
- ☐ Design possible solutions to world issues.

Issues in Government and Economics

Social Studies Learning Standards

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Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global— including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Mission Statement:

The Social Studies Department believes that:

- ☐ Course of study should provide students the knowledge, intellectual skills, civic understandings and dispositions toward democratic values that are necessary to function effectively in American society.
- ☐ Emphasis on individual decision making and group problem solving of societal and economic issues promotes responsible citizenship
- ☐ Awareness of diversity and interdependence provides a healthy understanding of cause and effect actions throughout global history.
- ☐ Awareness and understanding of social, political and economic issue in Pennsylvania and the United States and their relationship to the world are key elements for the development of participatory citizens.

Concepts:

Scarcity, a fundamental law of economics, exists when individuals, entities, and nation-states have wants that are greater than the limited supply. Most wants (goods) are limited and as a result are rationed through price or other means.

Competencies:

Ascertain what is gained and what is given up when a choice is made. (SAS 6.1.7.C, 6.1.8.C, 6.1.9.C, 6.1.12.A, 6.1.C.A, 6.1.U.A, 6.1.W.A).

Analyze actions taken as a result of scarcity issues in local, regional, and international economies. (SAS 6.1.12.A, 6.1.12.B, 6.1.C.A, 6.1.C.B, 6.1.U.B, 6.1.W.B).

Economic decision making requires comparing the additional costs of alternatives including benefits and liabilities. Choice or effective decisions are required to benefit individuals and societies as consumers, producers, savers, investors, and citizens.

Competencies:

Ascertain what is gained and what is given up when a choice is made. (SAS 6.1.7.C, 6.1.8.C, 6.1.9.C, 6.1.12.A, 6.1.C.A, 6.1.U.A, 6.1.W.A).

Apply the concepts of marginal benefit and marginal cost to a public policy. (SAS 6.1.12.B, 6.1.C.B).

Evaluate different methods of allocating goods and services by comparing the benefits and costs of each method. (SAS 6.1.7.B, 6.1.8.B, 6.1.9.B, 6.1.U.B, 6.1.W.B, 6.2.7.A, 6.2.8.A, 6.2.9.A, 6.2.12.A, 6.2.12.G, 6.2.C.A, 6.2.C.G, 6.2.U.A, 6.2.U.G, 6.2.W.A, 6.2.W.G).

People, acting individually or collectively, must choose methods for the allocation of resources used to produce goods and services.

Competencies:

Apply the concepts of marginal benefit and marginal cost to a public policy. (SAS 6.1.12.B, 6.1.C.B).

Evaluate different methods of allocating goods and services by comparing the benefits and costs of each method. (SAS 6.1.7.B, 6.1.8.B, 6.1.9.B, 6.1.U.B, 6.1.W.B, 6.2.7.A, 6.2.8.A, 6.2.9.A, 6.2.12.A, 6.2.12.G, 6.2.C.A, 6.2.C.G, 6.2.U.A, 6.2.U.G, 6.2.W.A, 6.2.W.G).

The opportunity cost of decisions by individuals, businesses, communities, and nations is the most highly valued alternative forfeited when a choice is made.

Competencies:

Analyze actions taken as a result of scarcity issues in local, regional, and international economies. (SAS 6.1.12.A, 6.1.12.B, 6.1.C.A, 6.1.C.B, 6.1.U.B, 6.1.W.B).

Reveal the opportunity cost of decisions by an individual and the state. (SAS 6.1.7.C, 6.1.8.C, 6.1.9.C, 6.1.12.A, 6.1.C.A, 6.1.U.C, 6.1.W.C).

Most traditional, command, and market economic systems have evolved into mixed economies.

Competencies:

Evaluate different methods of allocating goods and services by comparing the benefits and costs of each method. (SAS 6.1.7.B, 6.1.8.B, 6.1.9.B, 6.1.U.B, 6.1.W.B, 6.2.7.A, 6.2.8.A, 6.2.9.A, 6.2.12.A, 6.2.12.G, 6.2.C.A, 6.2.C.G, 6.2.U.A, 6.2.U.G, 6.2.W.A, 6.2.W.G).

Historical examples of expansion, recession, and depression, along with current economic indicators, offer analysis of economic performance and prediction of performance.

Competencies:

Assess the strengths and weaknesses of the regional, national, and international economy. (SAS 6.2.12.E, 6.2.C.E, 6.2.U.E, 6.2.W.E).

Government restrictions of international trade have an affect on a nation's standard of living.

Competencies:

Analyze the political and economic implications of historic trade restrictions. (SAS 6.2.12.B).

The Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

Competencies:

Explain the difference between the budget deficit and national debt. (SAS 6.3.7.B, 6.3.8.B, 6.3.9.B, 6.3.12.A, 6.3.C.A).

Analyze the impact of fiscal policies and decisions to change spending and tax levels by the Federal government. (SAS 6.3.7.C, 6.3.8.C, 6.3.9.C, 6.3.12.C, 6.3.C.C, 6.3.U.C).

Identify and analyze forces that can change price. (SAS 6.3.7.B, 6.3.7.D, 6.3.8.B, 6.3.8.D, 6.3.9.B, 6.3.12.C, 6.3.12.D, 6.3.C.C, 6.3.C.D, 6.3.U.C).

Governments may implement progressive, proportional, or regressive tax systems.

Competencies:

Analyze the impact of fiscal policies and decisions to change spending and tax levels by the Federal government. (SAS 6.3.7.C, 6.3.8.C, 6.3.9.C, 6.3.12.C, 6.3.C.C, 6.3.U.C).

Identify and analyze forces that can change price. (SAS 6.3.7.B, 6.3.7.D, 6.3.8.B, 6.3.8.D, 6.3.9.B, 6.3.12.C, 6.3.12.D, 6.3.C.C, 6.3.C.D, 6.3.U.C).

The locations of resources, transportation, communication networks, and technology have affected international economic patterns.

Competencies:

Evaluate why one country can produce a good at a lower cost than another country. (SAS 6.4.3.A, 6.4.4.A, 6.4.5.A, 6.4.6.A, 6.4.7.A, 6.4.8.A, 6.4.12.A, 6.4.C.A, 6.4.U.A, 6.4.W.A).

Construct a map showing locations of resources, and explain the influence of transportation, communication networks, and technology in bringing them to market. (SAS 6.4.6.D, 6.4.7.D, 6.4.8.D, 6.4.9.D, 6.4.12.D, 6.4.U.D, 6.4.W.D).

All international economic activities are divided into three industries: primary (extractive industries), secondary (materials processing industries), and tertiary (service industries).

Competencies:

Categorize several international economic activities into their respective industry. (SAS 6.4.5.C, 6.4.9.B, 6.4.12.D, 6.4.U.D, 6.4.W.D).

Trade occurs only when all participating parties expect to gain. This voluntary exchange is influenced by comparative advantage, competition, productivity, and trade barriers.

Competencies:

Explain how the gross domestic product can be used to describe a country's economic output over time, comparing outputs from year to year. (SAS 6.3.7.B, 6.3.8.B, 6.3.9.B, 6.3.12.B, 6.3.C.B).

Analyze the benefits of voluntary exchange among people or organizations in different countries. (SAS 6.4.4.B, 6.4.4.C, 6.4.5.B, 6.4.5.C, 6.4.6.B, 6.4.6.C, 6.4.7.B, 6.4.7.C, 6.4.8.B, 6.4.8.C, 6.4.9.B, 6.4.9.C, 6.4.12.B, 6.4.12.C, 6.4.C.C, 6.4.W.B).

The accumulation of resources, whether abundant or not, is wealth. Individuals, regional entities and nation-states produce wealth to satisfy human needs and wants.

Competencies:

Assess factors that impact an individual and entities' standards of living. (SAS 6.5.4.B, 6.5.5.B, 6.5.6.B, 6.5.7.B, 6.5.8.B, 6.5.9.B, 6.5.12.A, 6.5.12.B).

Demands for goods and services produced, labor unions, productivity, and education/skill are factors influencing wages.

Competencies:

Evaluate the factors that influence wages. (SAS 6.5.7.A, 6.5.8.A, 6.5.9.A, 6.5.12.A).

Changes in education, incentives, technology, and capital investment alter productivity.

Competencies:

Predict future earnings based on current plans for education, training, and career options. (SAS 6.4.12.B, 6.5.3.B, 6.5.7.A, 6.5.7.B, 6.5.8.A, 6.5.8.B, 6.5.9.A, 6.5.9.B).

Profit is an important incentive that leads entrepreneurs to accept the risks of failure.

Competencies:

Compare the risks, returns, and other characteristics of entrepreneurship. (SAS 6.5.5.D, 6.5.5.F, 6.5.6.D, 6.5.7.D, 6.5.7.F, 6.5.8.D, 6.5.8.F, 6.5.9.D, 6.5.9.F, 6.5.12.C, 6.5.12.F, 6.5.U.F).

General Goals:

- ☐ Provide students with knowledge necessary to become interested, functioning members of the electorate
- ☐ Provide information to enable students to recognize Federalism at work
- ☐ Provide students with information regarding electoral process in federal elections as well as State elections.

Assessments:

- ☐ Reading skills are assessed through daily class lesson as well as regular homework assignments.
- ☐ All exams are differentiated to meet the needs of each student and class. Writing skills are measured for critical thinking ability and clarity of ideas.

Unique Experiences

- ☐ Opportunities on a voter registration campaign
- ☐ Hands on approach to how a bill becomes law
- ☐ Use of print media to research candidates
- ☐ Use of print and televised media to determine types of bias
- ☐ Follow contemporary elections

Recommendations to Parents

- ☐ Encourage students to analyze a variety of print sources for objective government policy research.
- ☐ Encourage students to interact with media sources in order to derive information from a variety of visual media outlets.
- ☐ Encourage students to apply classroom knowledge of governmental policy and politics to their own life experience.
- ☐ Encourage students to become a functioning member of the electorate.

Curriculum Topics:☐ **The Role of Media**

- Identify the sources of news available to the public
- Discuss varied niches of the media market
- Compare various media genres
- Identify sources of bias in print, radio and web media
- Interpret examples of bias.
- Examine the effects of bias on the public

☐ **Reasons for Responsibilities of Government**

- Identify the roles of governments in general throughout history
- Recognize the role of the United States Federal Government
- Distinguish between the role of the Federal Government versus that of State Governments.
- Interpret the shared and separate goals of Federal and State Governments.

☐ **Levels of Government in the United States**

- Arrange the three levels of government in order of complexity
- Support such classification with detailed information of each Branch of the Federal Government.
- Illustrate how each Branch is arranged to support the concepts of Checks and Balance

- Analyze the concept of Federalism as stated in our Constitution
- Compose specific examples of Federalism; evaluate their staying power over time
- Predict changes in the concept of Federalism based on the notion of Public Good

☐ **Political Parties and Elections**

- Discuss the Federal election process from Primary to National Election
- Identify various forms of primaries
- Assess the role of States Rights in the process of National Elections
- Analyze and appraise past practices and current policies regarding the election process
- Consider the role of the Electoral College
- Evaluate current voting procedure, noting changes in technology and population
- Compare philosophies (platforms) of major political parties
- Identify political leaders from both parties
- Compare party make up in Legislative and Executive Branches

☐ **How a Bill becomes a Law**

- Analyze process of how a bill becomes a law in our Bicameral Legislature
- Recreate the process using the House of Representatives as our model
- Arrange students into current House of Representatives
- Choose party leadership and allow them to select committee members for standing and Select Committee work
- Discuss and evaluate a contemporary topic that needs to be addressed by Congress
- Research reasons for these issues to warrant attention
- Argue possible solutions to mitigate the issue for public good
- Compose a bill, agreed upon the entire body to be sent on the Senate for further consideration
- Predict the outcome of the bills success first among the Senate, and then for the public in general

World Languages

Spanish I

Learning Standards

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills & understandings.

Mission Statement:

The mission of the World Language Department is to develop student insight into the nature of language and culture and to prepare them to communicate effectively in an ever shrinking global society through the implementation of the **National World Language Standards**.

Concepts:

Products, Artifacts, and Perspectives...Students know... Songs, dances, visual artwork from the target culture.

Competencies:

Identify and talk about products, artifacts, well-known landmarks in the target culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Identify and create a project (e.g., poster, haiku) related to a cultural product. Talk about well-known holidays and celebrations. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Connect products to attitudes, behaviors, environment of a country. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S1.A, 12.3.1.S3.A, 12.4.1.S1.A, 12.4.1.S3.A).

Products, artifacts, and perspectives Students know...Contemporary and traditional artifacts from daily life (e.g., toys, sports equipment, clothing).

Competencies:

Identify and talk about products, artifacts, well-known landmarks in the target culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Identify and create a project (e.g., poster, haiku) related to a cultural product. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Talk about well-known holidays and celebrations. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S1.A, 12.3.1.S3.A, 12.4.1.S1.A, 12.4.1.S3.A).

Connect products to attitudes, behaviors, environment of a country. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Products, artifacts, and perspectives Students know...Informational materials (e.g., menus, schedules, ads, graphics).

Competencies:

Identify and talk about products, artifacts, well-known landmarks in the target culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Identify and create a project (e.g., poster, haiku) related to a cultural product. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Talk about well-known holidays and celebrations. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S1.A, 12.3.1.S3.A, 12.4.1.S1.A, 12.4.1.S3.A).

Connect products to attitudes, behaviors, environment of a country. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Social interactions, practices, and perspectives Students know...Customs and conventions associated with celebrations, holidays, everyday life.

Competencies:

Greet and say good-by according to norms of politeness. Use appropriate forms of address. Include appropriate gestures when interacting with people. (SAS 12.1.1.S1.B, 12.2.1.S1.C, 12.3.1.S1.B, 12.4.1.S1.A).

Social interactions, practices, and perspectives Students know...Expressions of politeness and social amenities (e.g., greetings/leave-taking, apologies, thanks).

Competencies:

Greet and say good-by according to norms of politeness. (SAS 12.1.1.S1.B, 12.2.1.S1.C, 12.3.1.S1.B, 12.4.1.S1.A).

Use appropriate forms of address. (SAS 2.1.1.S1.B, 12.2.1.S1.C, 12.3.1.S1.B, 12.4.1.S1.A).

Include appropriate gestures when interacting with people. (SAS 12.1.1.S1.B, 12.2.1.S1.C, 12.3.1.S1.B, 12.4.1.S1.A).

Places in the local community where the language is spoken and/or the culture maintained.

Competencies:

Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.5.1.S1.A, 12.5.1.S1.B, 12.5.1.S1.C, 12.6.1.S1.A, 12.6.1.S1.B).

Express reactions to food, the arts, or entertainment from the world culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.5.1.S1.A, 12.5.1.S1.B, 12.5.1.S1.C, 12.6.1.S1.A, 12.6.1.S1.B).

Ways of communicating with native speakers through technology.

Competencies:

Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.5.1.S1.A, 12.5.1.S1.B, 12.5.1.S1.C, 12.6.1.S1.A, 12.6.1.S1.B).

Express reactions to food, the arts, or entertainment from the world culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.5.1.S1.A, 12.5.1.S1.B, 12.5.1.S1.C, 12.6.1.S1.A, 12.6.1.S1.B).

Persons, places, acts and events from other disciplines (e.g., weather, planets, heroes/villains, geography, history, arts).

Competencies:

Name objects, people, places, ideas from other subject areas in the world language. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Identify other monetary systems, convert currencies. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Reinforce learning from areas such as geography, history, art, science. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Some sources from the target culture that show how that culture treats the subject matter (e.g., maps in US courses view the US at the center).

Competencies:

Name objects, people, places, ideas from other subject areas in the world language. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Identify other monetary systems, convert currencies. . (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Reinforce learning from areas such as geography, history, art, science. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Listening and reading strategies to get meaning (e.g., using visual and context clues, making inferences and predictions).

Competencies:

Recognize meanings of words/phrases in context. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Identify or graph the main idea of an illustrated story or song. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Respond to simple directions and commands. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Vocabulary from authentic materials when clearly labeled or shown in context.

Competencies:

Recognize meanings of words/phrases in context. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Identify or graph the main idea of an illustrated story or song. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Respond to simple directions and commands. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Vocabulary about people, places, everyday objects in areas such as family, school, environment.

Competencies:

Introduce self, family, friends. (SAS 12.1.1.S1.B).

Greet and take leave. (SAS 12.1.1.S1.B).

Exchange likes and dislikes. (SAS 12.1.1.S1.B).

Name everyday objects. (SAS 12.1.1.S1.B).

Greetings with appropriate gestures.

Competencies:

Introduce self, family, friends. (SAS 12.1.1.S1.B).

Greet and take leave. (SAS 12.1.1.S1.B).

Exchange likes and dislikes. (SAS 12.1.1.S1.B).

Name everyday objects. (SAS 12.1.1.S1.B).

Expressions of preferences, politeness, possessions.

Competencies:

Introduce self, family, friends. (SAS 12.1.1.S1.B).

Greet and take leave. (SAS 12.1.1.S1.B).

Exchange likes and dislikes. (SAS 12.1.1.S1.B).

Name everyday objects. (SAS 12.1.1.S1.B).

Purpose and audience for presentation.

Competencies:

Make and display a poster, album or other visual item. (SAS 12.1.1.S1.B).

Sing a children's song or recite a poem. (SAS 12.1.1.S1.B).

Act out a memorized skit. (SAS 12.1.1.S1.D).

Memorization strategies for songs, poems, skits.

Competencies:

Make and display a poster, album or other visual item. (SAS 12.1.1.S1.B).

Sing a children's song or recite a poem. (SAS 12.1.1.S1.B).

Act out a memorized skit. (SAS 12.1.1.S1.D).

Patterns of word relationships between two or more languages as well as false cognates.

Competencies:

State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Identify cognates, idioms, and different ways words express meaning in the two languages. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Meaning of products, practices, perspectives as applied to the target culture and their own.

Competencies:

State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Identify cognates, idioms, and different ways words express meaning in the two languages. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

General Goals:

Students will be able to effectively communicate in the target language, continuously working toward proficiency. Students will be more sensitive and culturally aware.

Assessments:

Students will be assessed using a variety of methods including but not limited to: written tests and quizzes, listening examinations, individual and group oral evaluations, projects and presentations.

Unique Experiences

- ☐ Students watch and listen to a variety of authentic Spanish language productions, including first run films, current television programs and internet radio stations. This allows them to hear native speakers from many countries discuss relevant topics using current vocabulary.
- ☐ Every year students celebrate some holidays and explore the traditions behind El Dia de los Muertos, El Carnaval and Cinco de Mayo. History, music, food, costumes and crafts are studied.
- ☐ Students have used a variety of technology to create their own Spanish projects including original films, podcasts, virtual storybooks and video chatting with other high schools.

Recommendations to Parents

- ☐ Supervise student progress by encouraging daily review of class material
- ☐ Take advantage of textbook on line support to practice listening, speaking, reading, and writing skills.
- ☐ Expose student to wealth of foreign language media available such as internet radio, films, T.V., and print.
- ☐ Promote participation in cultural opportunities including restaurants, museums, and travel abroad.

Curriculum Topics

- 1 Duplicate the Spanish phonetic system
2. Memorize and recall introductions and personal information
3. Recognize and restate calendar, weather, seasons and holidays vocabulary
4. Translate numbers, time, money and metric system
5. Discriminate and use rules regarding the gender of nouns and adjective agreement
6. Express and practice home, school and community vocabulary
7. Differentiate among interrogatives and recall the formation of questions
8. Apply and write the present tense of verb conjugations/negation and subject pronouns
9. Memorize and write the present tense of irregular verb conjugations
10. Recognize, locate and relate information about the Spanish speaking world
11. Reproduce vocabulary and state preferences for travel and leisure activities
12. Practice, employ and illustrate vocabulary relating to clothing, daily routines and personal care

World Languages

Spanish II

Learning Standards

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills & understandings.

Mission Statement:

The mission of the World Language Department is to develop student insight into the nature of language and culture and to prepare them to communicate effectively in an ever shrinking global society through the implementation of the **National World Language Standards**.

Concepts:

Products, artifacts, and perspectives Students know...Important landmarks and products related to cultural celebrations or daily life.

Competencies:

Find and share information in authentic materials (internet, magazines, children's books) about cultural products. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Retell a folk tale, myth, or culturally significant story. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Connect products to attitudes and practices of the culture. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Products, artifacts, and perspectives Students know...Short literary works, tourist websites, young people's magazines.

Competencies:

Find and share information in authentic materials (internet, magazines, children's books) about cultural products. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Retell a folk tale, myth, or culturally significant story. Connect products to attitudes and practices of the culture. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Social interactions, practices, and perspectives Students know...Social relationships for peer age groups.

Competencies:

Role play daily life situations as they would unfold in the target cultures. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Share information from the web, e-mail, blogs, webinars and/or authentic texts about popular singers, contemporary heroes, or other topics of interest to students. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Simulate a cultural practice to demonstrate how it plays out and its significance. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.B, 12.4.1.S2.A).

Social interactions, practices, and perspectives Students know...Transactions related to school, transportation, meals.

Competencies:

Role play daily life situations as they would unfold in the target cultures. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Share information from the web, e-mail, blogs, webinars and/or authentic texts about popular singers, contemporary heroes, or other topics of interest to students. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Simulate a cultural practice to demonstrate how it plays out and its significance. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.B, 12.4.1.S2.A).

Interview questions to pose to a native speaker.

Competencies:

Exchange information with a speaker from the community who visits the classroom or in his/her place of work. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.5.1.S2.A, 12.5.1.S2.B, 12.5.1.S2.C, 12.6.1.S2.A, 12.6.1.S2.B).

Give opinions and react to a performance or field trip where the world language is used. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.5.1.S2.A, 12.5.1.S2.B, 12.5.1.S2.C, 12.6.1.S2.A, 12.6.1.S2.B).

Informational material before visiting a community venue or internet exchange where the language is spoken.

Competencies:

Exchange information with a speaker from the community who visits the classroom or in his/her place of work. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.5.1.S2.A, 12.5.1.S2.B, 12.5.1.S2.C, 12.6.1.S2.A, 12.6.1.S2.B).

Give opinions and react to a performance or field trip where the world language is used. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.5.1.S2.A, 12.5.1.S2.B, 12.5.1.S2.C, 12.6.1.S2.A, 12.6.1.S2.B).

Authentic but highly visual materials that address subject matter from other courses (e.g., Earth Day materials in the target language, food pyramids).

Competencies:

Identify terms in the world language that describe concepts they have learned in other subjects (e.g., current and historical events, topographic maps, graphs and metric system, global ecology) (SAS 12.1.1.S2.F, 12.2.1.S1.F).

Descriptions of self and others, surroundings.

Competencies:

Share personal information. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.D).

Converse on familiar topics such as school, pastimes, preferences. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.D).

Strategies for getting help in understanding or expressing ideas.

Competencies:

Share personal information. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.D).

Converse on familiar topics such as school, pastimes, preferences. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.D).

Process-writing/speaking techniques (e.g., idea-gathering, drafting, revising, final copy).

Competencies:

Design and present a brochure on travel or a product. (SAS 12.1.1.S2.D).

Describe and present a schedule of daily activities. (SAS 12.1.1.S2.D).

Present a puppet show or skit. (SAS 12.1.1.S2.D).

Give a “how-to” demonstration (e.g., prepare a recipe, teach a dance) (SAS 12.1.1.S2.D).

Models of presentations to adapt for personal meaning.

Competencies:

Design and present a brochure on travel or a product. (SAS 12.1.1.S2.D).

Describe and present a schedule of daily activities. (SAS 12.1.1.S2.D).

Present a puppet show or skit. Give a “how-to” demonstration (e.g., prepare a recipe, teach a dance). (SAS 12.1.1.S2.D).

Words that carry different visual meaning in two or more languages (e.g. “bread” may be translated as “pain” or “pan” or “brot” but its image is of a different product in each culture).

Competencies:

Expand their vocabulary by working with borrowed words, foreign phrases and mottoes, prefixes and suffixes. (SAS 12.1.1.S2.E, 12.2.1.S2.E).

Connect the meaning of vocabulary with the cultural context of the world language (e.g., terms to describe family, foods, housing). (SAS 12.1.1.S2.E, 12.2.1.S2.E).

Identify how certain products and traditions are important to the second culture and how that may be similar or different in their own (e.g., celebrations, religious practices, arts, foods, work and leisure time). (SAS 12.1.1.S2.E, 12.2.1.S2.E).

General Goals:

Students will be able to effectively communicate in the target language, continuously working toward proficiency. Students will be more sensitive and culturally aware.

Assessments:

Students will be assessed using a variety of methods including but not limited to: written tests and quizzes, listening examinations, individual and group oral evaluations, projects and presentations.

Unique Experiences

- ☐ Students watch and listen to a variety of authentic Spanish language productions, including first run films, current television programs and internet radio stations. This allows them to hear native speakers from many countries discuss relevant topics using current vocabulary.
- ☐ Every year students celebrate some holidays and explore the traditions behind El Dia de los Muertos, El Carnaval and Cinco de Mayo. History, music, food, costumes and crafts are studied.
- ☐ Students have used a variety of technology to create their own Spanish projects including original films, podcasts, virtual storybooks and video chatting with other high schools.

Recommendations to Parents

- ☐ Supervise student progress by encouraging daily review of class material
- ☐ Take advantage of textbook on line support to practice listening, speaking, reading, and writing skills.
- ☐ Expose student to wealth of foreign language media available such as internet radio, films, T.V., and print.
- ☐ Promote participation in cultural opportunities including restaurants, museums, and travel abroad.

Curriculum Topics

1. Identify and employ reflexive verbs and demonstrate their use in discussing daily routines.
2. Contrast, analyze, and choose between the preterit and imperfect tenses.
3. Categorize and recall possessive, direct and indirect object pronouns.
4. Memorize, practice and employ shopping, professions, and home and work environment vocabulary. Design and decorate interior floor plans.
5. Memorize, identify, and illustrate vocabulary related to injuries, illnesses, and treatments.
6. Assemble and dramatize vocabulary related to competitions and outcomes.
7. Explore, compare, and describe Latin American cultures.
8. Appraise and predict outcomes of textbook video novela.
9. Use hobby and pastime vocabulary.
10. Expand tener expressions and expressions of necessity.
11. Categorize and expand food vocabulary and role-play meal-taking scenarios.
12. Write compositions and give oral presentations in the target language incorporating all vocabulary topics listed above.

World Languages

Spanish III

Learning Standards

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills & understandings.

Mission Statement:

The mission of the World Language Department is to develop student insight into the nature of language and culture and to prepare them to communicate effectively in an ever shrinking global society through the implementation of the **National World Language Standards**.

Concepts:

Products, artifacts, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for products and perspectives of the culture.

Competencies:

Identify and talk about well-known landmarks from the target culture. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.A, 12.4.1.S3.A).

Create a project (e.g., poster, haiku) related to how a product is related to the culture studied. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.A, 12.4.1.S3.A).

Talk about well-known holidays and celebrations. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S1.A, 12.3.1.S3.A, 12.4.1.S1.A, 12.4.1.S3.A).

Social interactions, practices, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

Obtain information and participate in age appropriate cultural experiences/simulations. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.B, 12.4.1.S3.A).

Interact in cultural contexts with appropriate verbal and nonverbal expressions. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.B, 12.4.1.S3.A).

Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.B, 12.4.1.S3.A).

Community events, performances, exhibits that relate to the target culture.

Competencies:

Name local, national, and global opportunities where language skills are used. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Interview in person or electronically native speakers about school life, social and political issues. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Participate in service learning if speakers of the language studied are in the local community. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Careers where language and cultural competence are important.

Competencies:

Name local, national, and global opportunities where language skills are used. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Interview in person or electronically native speakers about school life, social and political issues. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Participate in service learning if speakers of the language studied are in the local community. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Competencies:

Authentic materials with visual support accompanied by language text in subject areas of interest and recent study. (SAS 12.2.1.S3.F).

Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.

Competencies:

Initiate, sustain, and close a conversation about a person or event. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Accomplish simple “survival” tasks such as ordering food, exchanging money, buying goods or services. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Ask and answer questions about their daily lives. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Vocabulary and cultural knowledge to “survive” in the language.

Competencies:

Initiate, sustain, and close a conversation about a person or event. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Accomplish simple “survival” tasks such as ordering food, exchanging money, buying goods or services. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Ask and answer questions about their daily lives. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.

Competencies:

Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary. (SAS 12.1.1.S3.E, 12.2.1.S3.E, 12.3.1.S3.C, 12.4.1.S3.C).

Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions) (SAS 12.1.1.S3.E, 12.2.1.S3.E, 12.3.1.S3.C, 12.4.1.S3.C).

Cultural topics that deal with society, community norms to compare with one’s own.

Competencies:

Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary. (SAS 12.1.1.S3.E, 12.2.1.S3.E, 12.3.1.S3.C, 12.4.1.S3.C).

Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions) (SAS 12.1.1.S3.E, 12.2.1.S3.E, 12.3.1.S3.C, 12.4.1.S3.C).

General Goals:

Students will be able to effectively communicate in the target language, continuously working toward proficiency. Students will be more sensitive and culturally aware.

Assessments:

Students will be assessed using a variety of methods including but not limited to: written tests and quizzes, listening examinations, individual and group oral evaluations, projects and presentations.

Unique Experiences

□ Students watch and listen to a variety of authentic Spanish language productions, including first run films, current television programs and internet radio stations. This allows them to hear native speakers from many countries discuss relevant topics using current vocabulary.

□ Every year students celebrate some holidays and explore the traditions behind El Dia de los Muertos, El Carnaval and Cinco de Mayo. History, music, food, costumes and crafts are studied.

☐ Students have used a variety of technology to create their own Spanish projects including original films, podcasts, virtual storybooks and video chatting with other high schools.

Recommendations to Parents

☐ Supervise student progress by encouraging daily review of class material

☐ Take advantage of textbook on line support to practice listening, speaking, reading, and writing skills.

☐ Expose student to wealth of foreign language media available such as internet radio, films, T.V., and print.

☐ Promote participation in cultural opportunities including restaurants, museums, and travel abroad.

Curriculum Topics

1. Identify and employ the present subjunctive when asking for and giving advice.
2. Compare and contrast the previously taught past tenses with newly introduced past tenses (present perfect and past perfect). Use the past tenses appropriately in discussing childhood relationships, pastimes, likes, and dislikes.
3. Illustrate proper use of the future and conditional tenses. Discuss relationship problems and solutions.
4. Memorize, practice and employ vocabulary related to the qualities of an ideal friend. Recognize the need for the subjunctive with expressions of feelings and with the unknown.
5. Discuss, appraise, and predict outcomes while watching films in the target language.
6. Expand and employ vocabulary related to family members, events, and relationships and react to news.
7. Evaluate various role-play situations and choose appropriate vocabulary to communicate effectively.
8. Interpret spoken passages to identify appropriate response in a simulated situation.
9. Expand and employ vocabulary related to travel, recreation, and interactions with native speakers.
10. Compose and develop effective written communication organized around a central theme.
11. Analyze and assess the content of written passages in Spanish.
12. Demonstrate accurate use of **se** + indirect object pronouns when commenting on food or giving explanations.
13. Expand and employ vocabulary related to art, music, and drama while practicing comparatives, superlatives, and the passive voice.

World Languages

Spanish IV

Learning Standards

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills & understandings.

Mission Statement:

The mission of the World Language Department is to develop student insight into the nature of language and culture and to prepare them to communicate effectively in an ever shrinking global society through the implementation of the **National World Language Standards**.

Concepts:

Products, artifacts, and perspectives Students know...Abstract (intangible) products of the culture such as types of food preferred, system of government.

Competencies:

Research and report on an economic or political situation in the target culture. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.A, 12.4.1.S4.A).

Select and analyze a piece of literature or other art form from the culture. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.A, 12.4.1.S4.A).

Describe how a cultural product is used and thought of in the culture. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.A, 12.4.1.S4.A).

Talk about how a product of popular culture represents contemporary views. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.A, 12.4.1.S4.A).

Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions.

Competencies:

Participate in a role play with a complication that illustrates appropriate cultural practices. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.B, 12.4.1.S4.A).

Analyze social interactions observed in authentic texts, movies, documentaries. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.B, 12.4.1.S4.A).

Research and discuss how the target culture views social relationships based upon age, education, social status. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.B, 12.4.1.S4.A).

Materials that illustrate how language is used beyond the classroom (e.g., world of work, personal enrichment).

Competencies:

Research, select, and use authentic materials to explore career opportunities, enrichment activities and sources of personal enjoyment. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.5.1.S4.A, 12.5.1.S4.B, 12.5.1.S4.C, 12.6.1.S4.A, 12.6.1.S4.B).

Information in authentic materials that is new to the learner in content or perspective.

Competencies:

Exchange information from the target culture on political or environmental issues. (SAS 12.1.1.S4.F, 12.2.1.S4.F).

Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons). (SAS 12.1.1.S4.F, 12.2.1.S4.F).

Learning materials from the target culture such as biographies of famous people from the perspective of the culture (Marie and Pierre Curie in a French text), ecology (Costa Rica's investment in Eco-tourism), history (Gallic wars in Latin).

Competencies:

Exchange information from the target culture on political or environmental issues. (SAS 12.1.1.S4.F, 12.2.1.S4.F).

Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons). (SAS 12.1.1.S4.F, 12.2.1.S4.F).

Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

Exchange opinions about persons or events. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Talk about personal feelings and ideas with peers. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Share personal reactions to ideas in authentic texts. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Accomplish complicated "survival" tasks (e.g., making reservations, returning merchandise). (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Negotiation strategies when not understood or not understanding.

Competencies:

Exchange opinions about persons or events. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Talk about personal feelings and ideas with peers. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Share personal reactions to ideas in authentic texts. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Accomplish complicated “survival” tasks (e.g., making reservations, returning merchandise). (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Circumlocution strategies by using known vocabulary to define unknown.

Competencies:

Exchange opinions about persons or events. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Talk about personal feelings and ideas with peers. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Share personal reactions to ideas in authentic texts. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Accomplish complicated “survival” tasks (e.g., making reservations, returning merchandise). (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Process of creating a paragraph-length presentation.

Competencies:

Prepare a talk or article based upon research about a person, place or historical event. (SAS 12.1.1.S4.D).

Analyze and express opinions about literary works or visual arts studies. (SAS 12.1.1.S4.D).

Write an article, create a Power Point, make a video broadcast on a theme studied. (SAS 12.1.1.S4.D).

Genre conventions.

Competencies:

Prepare a talk or article based upon research about a person, place or historical event. (SAS 12.1.1.S4.D).

Analyze and express opinions about literary works or visual arts studies. (SAS 12.1.1.S4.D).

Write an article, create a Power Point, make a video broadcast on a theme studied. (SAS 12.1.1.S4.D).

Dictionary use.

Competencies:

Prepare a talk or article based upon research about a person, place or historical event. (SAS 12.1.1.S4.D).

Analyze and express opinions about literary works or visual arts studies. (SAS 12.1.1.S4.D).

Write an article, create a Power Point, make a video broadcast on a theme studied. (SAS 12.1.1.S4.D).

Language use for purposes of business, propaganda, humor in the target culture compared to one's own.

Competencies:

Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire). (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own. (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Identify and share findings about how culture is reflected in literary genres and the media (e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film). (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Literary and artistic works that demonstrate cultural perspectives (poetry, theatre, graphic novels, TV shows) that are similar or different from one's own.

Competencies:

Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire). (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own. (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Identify and share findings about how culture is reflected in literary genres and the media (e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film). (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

General Goals:

Students will be able to effectively communicate in the target language, continuously working toward proficiency. Students will be more sensitive and culturally aware. Students will successfully complete an Advanced Placement standards-based assessment in Foreign Language

Assessments:

Students will be assessed using a variety of methods including but not limited to: written tests and quizzes, listening examinations, individual and group oral evaluations, projects and presentations.

Unique Experiences

□ When possible, students are offered the opportunity to take in some of the Hispanic culture offered in New York City. Trips have included the Metropolitan Museum of Art, theatrical works by Spanish theater companies, dance performances, restaurants, and art exhibits.

- ☐ Every year students celebrate some holidays and explore the traditions behind El Dia de los Muertos, El Carnaval and Cinco de Mayo. History, music, food, costumes and crafts are studied.
- ☐ Students have used a variety of technology to create their own Spanish projects including original films, podcasts, virtual storybooks and video chatting with other high schools.

Recommendations to Parents

- ☐ Supervise student progress by encouraging daily review of class material
- ☐ Take advantage of textbook on line support to practice listening, speaking, reading, and writing skills.
- ☐ Expose student to wealth of foreign language media available such as internet radio, films, T.V., and print.
- ☐ Promote participation in cultural opportunities including restaurants, museums, and travel abroad.

Curriculum Topics

1. Explore, compare, and interpret Latin American cultures.
2. Discuss, appraise, and predict outcomes in target language films.
3. Identify and practice the sequence of tenses in legends, fairy tales, and short stories. Create a photostory.
4. Classify and evaluate the masterpieces of various Spanish artists. Compare and contrast their styles.
5. Memorize, practice, and employ vocabulary related to electronic and print media.
6. Organize, create, and design a newspaper in Spanish.
7. Recognize and apply the subjunctive when discussing future hopes and aspirations. Identify challenges and accomplishments.
8. Interpret the works of several Latin American poets and compose poems using a variety of formats.
9. Read and discuss the central themes in Cervantes' masterpiece *El Ingenioso Hidalgo don Quijote de la Mancha*. Examine and contrast the roles of the main characters.
10. Expand and utilize terminology related to the workplace. Write a formal letter of application expressing your strengths and capabilities.
11. Choose and demonstrate accurate use of past, present, future, and conditional tenses as well as the subjunctive in written and oral communication.

World Languages

French I

Learning Standards

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills & understandings.

Mission Statement:

The mission of the World Language Department is to develop student insight into the nature of language and culture and to prepare them to communicate effectively in an ever shrinking global society through the implementation of the **National World Language Standards**.

Concepts:

Products, Artifacts, and Perspectives...Students know... Songs, dances, visual artwork from the target culture.

Competencies:

Identify and talk about products, artifacts, well-known landmarks in the target culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Identify and create a project (e.g., poster, haiku) related to a cultural product. Talk about well-known holidays and celebrations. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Connect products to attitudes, behaviors, environment of a country. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S1.A, 12.3.1.S3.A, 12.4.1.S1.A, 12.4.1.S3.A).

Products, artifacts, and perspectives Students know...Contemporary and traditional artifacts from daily life (e.g., toys, sports equipment, clothing).

Competencies:

Identify and talk about products, artifacts, well-known landmarks in the target culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Identify and create a project (e.g., poster, haiku) related to a cultural product. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Talk about well-known holidays and celebrations. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S1.A, 12.3.1.S3.A, 12.4.1.S1.A, 12.4.1.S3.A).

Connect products to attitudes, behaviors, environment of a country. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Products, artifacts, and perspectives Students know...Informational materials (e.g., menus, schedules, ads, graphics).

Competencies:

Identify and talk about products, artifacts, well-known landmarks in the target culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Identify and create a project (e.g., poster, haiku) related to a cultural product. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Talk about well-known holidays and celebrations. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S1.A, 12.3.1.S3.A, 12.4.1.S1.A, 12.4.1.S3.A).

Connect products to attitudes, behaviors, environment of a country. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.3.1.S1.A, 12.4.1.S1.A).

Social interactions, practices, and perspectives Students know...Customs and conventions associated with celebrations, holidays, everyday life.

Competencies:

Greet and say good-by according to norms of politeness. Use appropriate forms of address. Include appropriate gestures when interacting with people. (SAS 12.1.1.S1.B, 12.2.1.S1.C, 12.3.1.S1.B, 12.4.1.S1.A).

Social interactions, practices, and perspectives Students know...Expressions of politeness and social amenities (e.g., greetings/leave-taking, apologies, thanks).

Competencies:

Greet and say good-by according to norms of politeness. (SAS 12.1.1.S1.B, 12.2.1.S1.C, 12.3.1.S1.B, 12.4.1.S1.A).

Use appropriate forms of address. (SAS 12.1.1.S1.B, 12.2.1.S1.C, 12.3.1.S1.B, 12.4.1.S1.A).

Include appropriate gestures when interacting with people. (SAS 12.1.1.S1.B, 12.2.1.S1.C, 12.3.1.S1.B, 12.4.1.S1.A).

Places in the local community where the language is spoken and/or the culture maintained.

Competencies:

Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.5.1.S1.A, 12.5.1.S1.B, 12.5.1.S1.C, 12.6.1.S1.A, 12.6.1.S1.B).

Express reactions to food, the arts, or entertainment from the world culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.5.1.S1.A, 12.5.1.S1.B, 12.5.1.S1.C, 12.6.1.S1.A, 12.6.1.S1.B).

Ways of communicating with native speakers through technology.

Competencies:

Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.5.1.S1.A, 12.5.1.S1.B, 12.5.1.S1.C, 12.6.1.S1.A, 12.6.1.S1.B).

Express reactions to food, the arts, or entertainment from the world culture. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.5.1.S1.A, 12.5.1.S1.B, 12.5.1.S1.C, 12.6.1.S1.A, 12.6.1.S1.B).

Persons, places, acts and events from other disciplines (e.g., weather, planets, heroes/villains, geography, history, arts).

Competencies:

Name objects, people, places, ideas from other subject areas in the world language. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Identify other monetary systems, convert currencies. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Reinforce learning from areas such as geography, history, art, science. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Some sources from the target culture that show how that culture treats the subject matter (e.g., maps in US courses view the US at the center).

Competencies:

Name objects, people, places, ideas from other subject areas in the world language. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Identify other monetary systems, convert currencies. . (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Reinforce learning from areas such as geography, history, art, science. (SAS 12.1.1.S1.F, 12.2.1.S1.F).

Listening and reading strategies to get meaning (e.g., using visual and context clues, making inferences and predictions).

Competencies:

Recognize meanings of words/phrases in context. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Identify or graph the main idea of an illustrated story or song. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Respond to simple directions and commands. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Vocabulary from authentic materials when clearly labeled or shown in context.

Competencies:

Recognize meanings of words/phrases in context. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Identify or graph the main idea of an illustrated story or song. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Respond to simple directions and commands. (SAS 12.1.1.S1.C, 12.2.1.S1.B, 12.2.1.S1.D).

Vocabulary about people, places, everyday objects in areas such as family, school, environment.

Competencies:

Introduce self, family, friends. (SAS 12.1.1.S1.B).

Greet and take leave. (SAS 12.1.1.S1.B).

Exchange likes and dislikes. (SAS 12.1.1.S1.B).

Name everyday objects. (SAS 12.1.1.S1.B).

Greetings with appropriate gestures.

Competencies:

Introduce self, family, friends. (SAS 12.1.1.S1.B).

Greet and take leave. (SAS 12.1.1.S1.B).

Exchange likes and dislikes. (SAS 12.1.1.S1.B).

Name everyday objects. (SAS 12.1.1.S1.B).

Expressions of preferences, politeness, possessions.

Competencies:

Introduce self, family, friends. (SAS 12.1.1.S1.B).

Greet and take leave. (SAS 12.1.1.S1.B).

Exchange likes and dislikes. (SAS 12.1.1.S1.B).

Name everyday objects. (SAS 12.1.1.S1.B).

Purpose and audience for presentation.

Competencies:

Make and display a poster, album or other visual item. (SAS 12.1.1.S1.B).

Sing a children's song or recite a poem. (SAS 12.1.1.S1.B).

Act out a memorized skit. (SAS 12.1.1.S1.D).

Memorization strategies for songs, poems, skits.

Competencies:

Make and display a poster, album or other visual item. (SAS 12.1.1.S1.B).

Sing a children's song or recite a poem. (SAS 12.1.1.S1.B).

Act out a memorized skit. (SAS 12.1.1.S1.D).

Patterns of word relationships between two or more languages as well as false cognates.

Competencies:

State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Identify cognates, idioms, and different ways words express meaning in the two languages. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Meaning of products, practices, perspectives as applied to the target culture and their own.

Competencies:

State differences and similarities between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Identify cognates, idioms, and different ways words express meaning in the two languages. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space. (SAS 12.1.1.S1.E, 12.2.1.S1.E, 12.3.1.S1.C, 12.4.1.S1.C).

General Goals:

Students will be able to effectively communicate in the target language, continuously working toward proficiency. Students will be more sensitive and culturally aware.

Assessments:

Students will be assessed using a variety of methods including but not limited to: written tests and quizzes, listening examinations, individual and group oral evaluations, projects and presentations.

Unique Experiences

☐ Each year all French classes celebrate Mardi Gras. Traditions, foods and music are explored culminating in an authentic Mardi Gras experience in the classroom.

☐ Upper French classes read a French play in class (Le Fantôme, Les Misérables) and when possible, go to see the play and eat lunch at a French restaurant.

Recommendations to Parents

- ☐ Supervise student progress by encouraging daily review of class material
- ☐ Take advantage of textbook on line support to practice listening, speaking, reading, and writing skills.
- ☐ Expose student to wealth of foreign language media available such as internet radio, films, T.V., and print.
- ☐ Promote participation in cultural opportunities including restaurants, museums, and travel abroad.

Curriculum Topics

1. Duplicate the French phonetic system
2. Memorize and recall introductions and personal information
3. Recognize and restate calendar, weather, seasons and holidays vocabulary
4. Translate numbers, time, money and metric system
5. Discriminate and use rules regarding the gender of nouns and adjective agreement
6. Express and practice home, school and community vocabulary
7. Differentiate among interrogatives and recall the formation of questions
8. Apply and write the present tense of verb conjugations/negation and subject pronouns
9. Memorize and write the present tense of irregular verb conjugations
10. Recognize, locate and relate information about the French speaking world
11. Reproduce vocabulary and state preferences for travel and leisure activities
12. Practice, employ and illustrate vocabulary relating to clothing, daily routines and personal care

World Languages

French II

Learning Standards

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills & understandings.

Mission Statement:

The mission of the World Language Department is to develop student insight into the nature of language and culture and to prepare them to communicate effectively in an ever shrinking global society through the implementation of the **National World Language Standards**.

Concepts:

Products, artifacts, and perspectives Students know...Important landmarks and products related to cultural celebrations or daily life.

Competencies:

Find and share information in authentic materials (internet, magazines, children's books) about cultural products. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Retell a folk tale, myth, or culturally significant story. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Connect products to attitudes and practices of the culture. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Products, artifacts, and perspectives Students know...Short literary works, tourist websites, young people's magazines.

Competencies:

Find and share information in authentic materials (internet, magazines, children's books) about cultural products. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Retell a folk tale, myth, or culturally significant story. Connect products to attitudes and practices of the culture. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Social interactions, practices, and perspectives Students know...Social relationships for peer age groups.

Competencies:

Role play daily life situations as they would unfold in the target cultures. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Share information from the web, e-mail, blogs, webinars and/or authentic texts about popular singers, contemporary heroes, or other topics of interest to students. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Simulate a cultural practice to demonstrate how it plays out and its significance. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.B, 12.4.1.S2.A).

Social interactions, practices, and perspectives Students know...Transactions related to school, transportation, meals.

Competencies:

Role play daily life situations as they would unfold in the target cultures. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Share information from the web, e-mail, blogs, webinars and/or authentic texts about popular singers, contemporary heroes, or other topics of interest to students. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.A, 12.4.1.S2.A).

Simulate a cultural practice to demonstrate how it plays out and its significance. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.2.1.S2.D, 12.3.1.S2.B, 12.4.1.S2.A).

Interview questions to pose to a native speaker.

Competencies:

Exchange information with a speaker from the community who visits the classroom or in his/her place of work. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.5.1.S2.A, 12.5.1.S2.B, 12.5.1.S2.C, 12.6.1.S2.A, 12.6.1.S2.B).

Give opinions and react to a performance or field trip where the world language is used. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.5.1.S2.A, 12.5.1.S2.B, 12.5.1.S2.C, 12.6.1.S2.A, 12.6.1.S2.B).

Informational material before visiting a community venue or internet exchange where the language is spoken.

Competencies:

Exchange information with a speaker from the community who visits the classroom or in his/her place of work. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.5.1.S2.A, 12.5.1.S2.B, 12.5.1.S2.C, 12.6.1.S2.A, 12.6.1.S2.B).

Give opinions and react to a performance or field trip where the world language is used. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.C, 12.5.1.S2.A, 12.5.1.S2.B, 12.5.1.S2.C, 12.6.1.S2.A, 12.6.1.S2.B).

Authentic but highly visual materials that address subject matter from other courses (e.g., Earth Day materials in the target language, food pyramids).

Competencies:

Identify terms in the world language that describe concepts they have learned in other subjects (e.g., current and historical events, topographic maps, graphs and metric system, global ecology) (SAS 12.1.1.S2.F, 12.2.1.S1.F).

Descriptions of self and others, surroundings.

Competencies:

Share personal information. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.D).

Converse on familiar topics such as school, pastimes, preferences. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.D).

Strategies for getting help in understanding or expressing ideas.

Competencies:

Share personal information. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.D).

Converse on familiar topics such as school, pastimes, preferences. (SAS 12.1.1.S2.B, 12.1.1.S2.C, 12.2.1.S2.B, 12.2.1.S2.D).

Process-writing/speaking techniques (e.g., idea-gathering, drafting, revising, final copy).

Competencies:

Design and present a brochure on travel or a product. (SAS 12.1.1.S2.D).

Describe and present a schedule of daily activities. (SAS 12.1.1.S2.D).

Present a puppet show or skit. (SAS 12.1.1.S2.D).

Give a “how-to” demonstration (e.g., prepare a recipe, teach a dance) (SAS 12.1.1.S2.D).

Models of presentations to adapt for personal meaning.

Competencies:

Design and present a brochure on travel or a product. (SAS 12.1.1.S2.D).

Describe and present a schedule of daily activities. (SAS 12.1.1.S2.D).

Present a puppet show or skit. Give a “how-to” demonstration (e.g., prepare a recipe, teach a dance). (SAS 12.1.1.S2.D).

Words that carry different visual meaning in two or more languages (e.g. “bread” may be translated as “pain” or “pan” or “brot” but its image is of a different product in each culture).

Competencies:

Expand their vocabulary by working with borrowed words, foreign phrases and mottoes, prefixes and suffixes. (SAS 12.1.1.S2.E, 12.2.1.S2.E).

Connect the meaning of vocabulary with the cultural context of the world language (e.g., terms to describe family, foods, housing). (SAS 12.1.1.S2.E, 12.2.1.S2.E).

Identify how certain products and traditions are important to the second culture and how that may be similar or different in their own (e.g., celebrations, religious practices, arts, foods, work and leisure time). (SAS 12.1.1.S2.E, 12.2.1.S2.E).

General Goals:

Students will be able to effectively communicate in the target language, continuously working toward proficiency. Students will be more sensitive and culturally aware.

Assessments:

Students will be assessed using a variety of methods including but not limited to: written tests and quizzes, listening examinations, individual and group oral evaluations, projects and presentations.

Unique Experiences

- ☐ Each year all French classes celebrate Mardi Gras. Traditions, foods and music are explored culminating in an authentic Mardi Gras experience in the classroom.
- ☐ Upper French classes read a French play in class (Le Fantôme, Les Misérables) and when possible, then go to see the play and eat lunch at a French restaurant.

Recommendations to Parents

- ☐ Supervise student progress by encouraging daily review of class material
- ☐ Take advantage of textbook on line support to practice listening, speaking, reading, and writing skills.
- ☐ Expose student to wealth of foreign language media available such as internet radio, films, T.V., and print.
- ☐ Promote participation in cultural opportunities including restaurants, museums, and travel abroad.

Curriculum Topics

1. Identify and employ reflexive verbs and demonstrate their use in discussing daily routines.
2. Contrast, analyze and choose between the passé composé and the imperfect tenses.
3. Categorize and recall possessive, direct and indirect object pronouns, y and en.
4. Memorize, practice and employ shopping, neighborhood store, profession, home and work environment vocabulary.
5. Memorize, identify and illustrate vocabulary related to injuries, illnesses and treatments.
6. Assemble, review and expand vocabulary related to animals and the countryside.
7. Explore, compare and interpret Francophone cultures.
8. Rate, compare and use hobby and pastime vocabulary.
9. Review and expand avoir, être and faire expressions.
10. Categorize and expand food vocabulary and role-play meal taking scenarios.
11. Write compositions and give oral presentations in French incorporating all vocabulary topics listed above.

World Languages

French III

Learning Standards

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills & understandings.

Mission Statement:

The mission of the World Language Department is to develop student insight into the nature of language and culture and to prepare them to communicate effectively in an ever shrinking global society through the implementation of the **National World Language Standards**.

Concepts:

Products, artifacts, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for products and perspectives of the culture.

Competencies:

Identify and talk about well-known landmarks from the target culture. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.A, 12.4.1.S3.A).

Create a project (e.g., poster, haiku) related to how a product is related to the culture studied. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.A, 12.4.1.S3.A).

Talk about well-known holidays and celebrations. (SAS 12.1.1.S1.B, 12.1.1.S1.C, 12.1.1.S1.D, 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S1.B, 12.2.1.S1.C, 12.2.1.S1.D, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S1.A, 12.3.1.S3.A, 12.4.1.S1.A, 12.4.1.S3.A).

Social interactions, practices, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

Obtain information and participate in age appropriate cultural experiences/simulations. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.B, 12.4.1.S3.A).

Interact in cultural contexts with appropriate verbal and nonverbal expressions. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.B, 12.4.1.S3.A).

Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D, 12.3.1.S3.B, 12.4.1.S3.A).

Community events, performances, exhibits that relate to the target culture.

Competencies:

Name local, national, and global opportunities where language skills are used. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Interview in person or electronically native speakers about school life, social and political issues. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Participate in service learning if speakers of the language studied are in the local community. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Careers where language and cultural competence are important.

Competencies:

Name local, national, and global opportunities where language skills are used. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Interview in person or electronically native speakers about school life, social and political issues. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Participate in service learning if speakers of the language studied are in the local community. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.5.1.S3.A, 12.5.1.S3.B, 12.5.1.S3.C, 12.6.1.S3.A, 12.6.1.S3.B).

Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Competencies:

Authentic materials with visual support accompanied by language text in subject areas of interest and recent study. (SAS 12.2.1.S3.F).

Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.

Competencies:

Initiate, sustain, and close a conversation about a person or event. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Accomplish simple “survival” tasks such as ordering food, exchanging money, buying goods or services. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Ask and answer questions about their daily lives. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Vocabulary and cultural knowledge to “survive” in the language.

Competencies:

Initiate, sustain, and close a conversation about a person or event. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Accomplish simple “survival” tasks such as ordering food, exchanging money, buying goods or services. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Ask and answer questions about their daily lives. (SAS 12.1.1.S3.B, 12.1.1.S3.C, 12.2.1.S3.B, 12.2.1.S3.C, 12.2.1.S3.D).

Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.

Competencies:

Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary. (SAS 12.1.1.S3.E, 12.2.1.S3.E, 12.3.1.S3.C, 12.4.1.S3.C).

Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions) (SAS 12.1.1.S3.E, 12.2.1.S3.E, 12.3.1.S3.C, 12.4.1.S3.C).

Cultural topics that deal with society, community norms to compare with one’s own.

Competencies:

Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary. (SAS 12.1.1.S3.E, 12.2.1.S3.E, 12.3.1.S3.C, 12.4.1.S3.C).

Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions) (SAS 12.1.1.S3.E, 12.2.1.S3.E, 12.3.1.S3.C, 12.4.1.S3.C).

General Goals:

Students will be able to effectively communicate in the target language, continuously working toward proficiency. Students will be more sensitive and culturally aware.

Assessments:

Students will be assessed using a variety of methods including but not limited to: written tests and quizzes, listening examinations, individual and group oral evaluations, projects and presentations.

Unique Experiences

- ☐ Each year all French classes celebrate Mardi Gras. Traditions, foods and music are explored culminating in an authentic Mardi Gras experience in the classroom.
- ☐ Upper French classes read a French play in class (Le Fantôme, Les Misérables) and, when possible, then go to see the play and eat lunch at a French restaurant.

Recommendations to Parents

- ☐ Supervise student progress by encouraging daily review of class material
- ☐ Take advantage of textbook on line support to practice listening, speaking, reading, and writing skills.

- ☐ Expose student to wealth of foreign language media available such as internet radio, films, T.V., and print.
- ☐ Promote participation in cultural opportunities including restaurants, museums, and travel abroad.

Curriculum Topics

1. Compare and contrast past tenses: passé composé and imperfect.
2. Illustrate proper use of future and conditional tenses when discussing meal taking, food and drink preparation and special occasion menus.
3. Learn to apply the subjunctive and recognize structures that avoid its use.
4. Discuss, appraise and predict outcomes while watching French films.
5. Evaluate various role play situations and choose appropriate vocabulary for communicating effectively.
6. Interpret spoken passages to identify appropriate response in a simulated situation.
7. Compose and develop effective written communication organized around a central theme.
8. Analyze and assess the content of written passages in French.
9. Memorize, practice employ and discuss vocabulary related to sports, daily life, fashion, vacation and driving in France.
10. Expand and employ vocabulary related to weekend activities, food, and entertainment

World Languages

French IV

Learning Standards

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills & understandings.

Mission Statement:

The mission of the World Language Department is to develop student insight into the nature of language and culture and to prepare them to communicate effectively in an ever shrinking global society through the implementation of the **National World Language Standards**.

Concepts:

Products, artifacts, and perspectives Students know...Abstract (intangible) products of the culture such as types of food preferred, system of government.

Competencies:

Research and report on an economic or political situation in the target culture. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.A, 12.4.1.S4.A).

Select and analyze a piece of literature or other art form from the culture. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.A, 12.4.1.S4.A).

Describe how a cultural product is used and thought of in the culture. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.A, 12.4.1.S4.A).

Talk about how a product of popular culture represents contemporary views. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.A, 12.4.1.S4.A).

Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions.

Competencies:

Participate in a role play with a complication that illustrates appropriate cultural practices. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.B, 12.4.1.S4.A).

Analyze social interactions observed in authentic texts, movies, documentaries. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.B, 12.4.1.S4.A).

Research and discuss how the target culture views social relationships based upon age, education, social status. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D, 12.3.1.S4.B, 12.4.1.S4.A).

Materials that illustrate how language is used beyond the classroom (e.g., world of work, personal enrichment).

Competencies:

Research, select, and use authentic materials to explore career opportunities, enrichment activities and sources of personal enjoyment. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.5.1.S4.A, 12.5.1.S4.B, 12.5.1.S4.C, 12.6.1.S4.A, 12.6.1.S4.B).

Information in authentic materials that is new to the learner in content or perspective.

Competencies:

Exchange information from the target culture on political or environmental issues. (SAS 12.1.1.S4.F, 12.2.1.S4.F).

Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons). (SAS 12.1.1.S4.F, 12.2.1.S4.F).

Learning materials from the target culture such as biographies of famous people from the perspective of the culture (Marie and Pierre Curie in a French text), ecology (Costa Rica's investment in Eco-tourism), history (Gallic wars in Latin).

Competencies:

Exchange information from the target culture on political or environmental issues. (SAS 12.1.1.S4.F, 12.2.1.S4.F).

Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons). (SAS 12.1.1.S4.F, 12.2.1.S4.F).

Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

Exchange opinions about persons or events. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Talk about personal feelings and ideas with peers. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Share personal reactions to ideas in authentic texts. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Accomplish complicated "survival" tasks (e.g., making reservations, returning merchandise). (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Negotiation strategies when not understood or not understanding.

Competencies:

Exchange opinions about persons or events. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Talk about personal feelings and ideas with peers. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Share personal reactions to ideas in authentic texts. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Accomplish complicated “survival” tasks (e.g., making reservations, returning merchandise). (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Circumlocution strategies by using known vocabulary to define unknown.

Competencies:

Exchange opinions about persons or events. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Talk about personal feelings and ideas with peers. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Share personal reactions to ideas in authentic texts. (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Accomplish complicated “survival” tasks (e.g., making reservations, returning merchandise). (SAS 12.1.1.S4.B, 12.1.1.S4.C, 12.2.1.S4.B, 12.2.1.S4.C, 12.2.1.S4.D).

Process of creating a paragraph-length presentation.

Competencies:

Prepare a talk or article based upon research about a person, place or historical event. (SAS 12.1.1.S4.D).

Analyze and express opinions about literary works or visual arts studies. (SAS 12.1.1.S4.D).

Write an article, create a Power Point, make a video broadcast on a theme studied. (SAS 12.1.1.S4.D).

Genre conventions.

Competencies:

Prepare a talk or article based upon research about a person, place or historical event. (SAS 12.1.1.S4.D).

Analyze and express opinions about literary works or visual arts studies. (SAS 12.1.1.S4.D).

Write an article, create a Power Point, make a video broadcast on a theme studied. (SAS 12.1.1.S4.D).

Dictionary use.

Competencies:

Prepare a talk or article based upon research about a person, place or historical event. (SAS 12.1.1.S4.D).

Analyze and express opinions about literary works or visual arts studies. (SAS 12.1.1.S4.D).

Write an article, create a Power Point, make a video broadcast on a theme studied. (SAS 12.1.1.S4.D).

Language use for purposes of business, propaganda, humor in the target culture compared to one's own.

Competencies:

Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire). (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own. (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Identify and share findings about how culture is reflected in literary genres and the media (e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film). (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Literary and artistic works that demonstrate cultural perspectives (poetry, theatre, graphic novels, TV shows) that are similar or different from one's own.

Competencies:

Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire). (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own. (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

Identify and share findings about how culture is reflected in literary genres and the media (e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film). (SAS 12.1.1.S4.E, 12.2.1.S4.E, 12.3.1.S4.C, 12.4.1.S3.C, 12.4.1.S4.C).

General Goals:

Students will be able to effectively communicate in the target language, continuously working toward proficiency. Students will be more sensitive and culturally aware. Students will successfully complete an Advanced Placement standards-based assessment in Foreign Language.

Assessments:

Students will be assessed using a variety of methods including but not limited to: written tests and quizzes, listening examinations, individual and group oral evaluations, projects and presentations.

Unique Experiences

☐ Each year all French classes celebrate Mardi Gras. Traditions, foods and music are explored culminating in an authentic Mardi Gras experience in the classroom.

☐ Upper French classes read a French play in class (Le Fantôme, Les Misérables) and, when possible, then go to NYC to see the play and eat lunch at a French restaurant.

Recommendations to Parents

- ☐ Supervise student progress by encouraging daily review of class material
- ☐ Take advantage of textbook on line support to practice listening, speaking, reading, and writing skills.
- ☐ Expose student to wealth of foreign language media available such as internet radio, films, T.V., and print.
- ☐ Promote participation in cultural opportunities including restaurants, museums, and travel abroad.

Curriculum Topics

1. Explore, compare and contrast Francophone cultures.
2. Discuss, appraise and predict outcomes while watching French films.
3. Identify and practice the sequence of tenses in legends, fairy tales and short stories.
4. Classify and evaluate the masterpieces of various French artists. Compare and contrast their styles.
5. Compare and contrast all past, future, conditional and subjunctive tenses; illustrate proper use of all tenses in assorted settings in written and oral communication.
6. Memorize, practice and employ vocabulary related to physical appearance, describing objects, the natural environment, asking for a variety of services, and traveling in France.
7. Expand and employ vocabulary related to the doctor's/dentist's office, emergency room, advantages and disadvantages of city/rural life, discussing various phases of a person's life, deciding a college major, planning a career, and looking for a job.
8. Interpret the works of several French poets and compose several poems using a variety of formats.
9. Examine French Fables and create and illustrate an original French fable.
10. Watch and discuss *Cyrano de Bergerac*: themes, characters, vocabulary. Write an original "billet doux".

Health Education

Learning Standards

Health Education Standards

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Mission Statement

Our mission is to provide real life experiences and personal applications of health knowledge and skills in relevant situations. The students will have opportunities and experiences that engage and challenge them to assess, explore, discover, question, personalize, apply, adapt and evaluate learning. Through these experiences, students will possess the skills needed to be health literate members of society.

Concepts:

Understanding concepts of safe practices and injury prevention can help individuals make good decisions in the home, school, and community.

Competencies:

Examine safe practices and strategies in the home, school and community and in physical activity settings. (SAS 10.3.9.A).

Late adolescence and early adulthood are impacted by a variety of factors (ex: interpersonal communication, substance abuse, STD transmission, relationships, etc.) that can enhance or be harmful to our health.

Competencies:

Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood. (SAS 10.1.9.A, 10.1.9.C, 10.1.9.E).

Analyze how parental involvement and professional assistance can positively impact choices that result in the optimal interdependence of body systems. (SAS 10.1.9.D, 10.2.9.A)

Examine the factors that influence adolescent health information, practices and consumer choices. (SAS 10.1.9.A, 10.2.9.B, 10.2.9.C).

Investigate the relationships among personal health status, health practices and the environment. (SAS 10.2.9.E).

Several factors, such as body image, advertising and peer influence, play a major role in nutritional choices during the teen years.

Competencies:

Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood. (SAS 10.1.9.A, 10.1.9.C, 10.1.9.E).

Examine the factors that influence adolescent health information, practices and consumer choices. (SAS 10.1.9.A, 10.2.9.B, 10.2.9.C).

Life skills, family involvement and professional assistance can help teens prevent or intervene in drug use for themselves and others.

Competencies:

Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood. (SAS 10.1.9.A, 10.1.9.C, 10.1.9.E).

Analyze how parental involvement and professional assistance can positively impact choices that result in the optimal interdependence of body systems. (SAS 10.1.9.D, 10.2.9.A).

Responsible decision-making provides control of your own well-being.

Competencies:

Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood. (SAS 10.1.9.A, 10.1.9.C, 10.1.9.E).

Consumers need to be aware of inconsistent health messages in the media.

Competencies:

Examine the factors that influence adolescent health information, practices and consumer choices. (SAS 10.1.9.A, 10.2.9.B, 10.2.9.C).

Understanding concepts of safe practices and injury prevention can help individuals make good decisions in the home, school, and community.

Competencies:

Examine safe practices and strategies in the home, school and community and in physical activity settings. (SAS 10.3.9.A).

There are safe strategies you can use in emergencies and for the management of injuries.

Competencies:

Examine safe practices and strategies in the home, school and community and in physical activity settings. (SAS 10.3.9.A).

Understanding concepts of safe strategies can help individuals avoid or manage conflict and violence during adolescence.

Competencies:

Examine safe practices and strategies in the home, school and community and in physical activity settings. (SAS 10.3.9.A).

Good choices and actions (safe practices) need to be applied in group physical activity settings.

Competencies:

Examine safe practices and strategies in the home, school and community and in physical activity settings. (SAS 10.3.9.A).

Responsibilities, cost, and nutritional knowledge are examples of factors that impact the food choices we make as adults.

Competencies:

Design a personal plan for healthy living throughout the entire adult lifespan. (SAS 10.1.12.A, 10.2.12.D).

Life skills, family involvement and professional assistance can help teens prevent or intervene in drug use for themselves and others.

Competencies:

Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood. (SAS 10.1.9.A, 10.1.9.C, 10.1.9.E).

Analyze how parental involvement and professional assistance can positively impact choices that result in the optimal interdependence of body systems. (SAS 10.1.9.D, 10.2.9.A).

Informed selections of physical activities can lead to the achievement of personal fitness and activity goals.

Competencies:

Evaluate physical activity preferences, responses of body's systems and activities that support life-long fitness and activity goals. (SAS 10.4.9.C, 10.4.9.D, 10.4.9.E).

Describe, using appropriate vocabulary, and use training principles to improve physical fitness. (SAS 10.5.9.D).

Relationships exist between regular participation in physical activity and adolescent health improvement.

Competencies:

Evaluate physical activity preferences, responses of body's systems and activities that support life-long fitness and activity goals. (SAS 10.4.9.C, 10.4.9.D, 10.4.9.E).

Motor skill improvement through physical activity is impacted by individual choices and differences.

Competencies:

Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents. (SAS 10.4.9.A, 10.4.9.D, 10.4.9.F).

Motor skill improvement through physical activity is impacted by individual choices and differences. Describe, using appropriate vocabulary, and use training principles to improve physical fitness. (SAS 10.5.9.D).

The interactions of adolescents impact the outcome of group physical activities.

Competencies:

Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents. (SAS 10.4.9.A, 10.4.9.D, 10.4.9.F).

Skill-related fitness components enhance movement performance.

Competencies:

Apply skill-related fitness components and game strategies when participating in complex games and physical activities. (SAS 10.5.9.A, 10.5.9.F).

Describe, using appropriate vocabulary, and use training principles to improve physical fitness. (SAS 10.5.9.D).

The selection of appropriate practice strategies improves motor skills. Describe, using appropriate vocabulary, and use training principles to improve physical fitness. (SAS 10.5.9.D).

The selection of appropriate practice strategies improves motor skills. Apply scientific principles and practice strategies to improve the quality of complex movements. (SAS 10.5.9.C, 10.5.9.E).

The body's response during physical activity is affected by internal and external factors.

Competencies:

Evaluate physical activity preferences, responses of body's systems and activities that support life-long fitness and activity goals. (SAS 10.4.9.C, 10.4.9.D, 10.4.9.E).

A variety of factors impact physical activity preferences during adolescence.

Competencies:

Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents. (SAS 10.4.9.A, 10.4.9.D, 10.4.9.F).

Evaluate physical activity preferences, responses of body's systems and activities that support life-long fitness and activity goals. (SAS 10.4.9.C, 10.4.9.D, 10.4.9.E).

Motor skill development concepts are used to create complex movements.

Competencies:

Describe, using appropriate vocabulary, and use training principles to improve physical fitness. (SAS 10.5.9.D).

Apply scientific principles and practice strategies to improve the quality of complex movements. (SAS 10.5.9.C, 10.5.9.E).

Training principles identified by specific vocabulary impact the effectiveness of a fitness program.

Competencies:

Apply skill-related fitness components and game strategies when participating in complex games and physical activities. (SAS 10.5.9.A, 10.5.9.F).

Describe, using appropriate vocabulary, and use training principles to improve physical fitness. (SAS 10.5.9.D).

Apply scientific principles and practice strategies to improve the quality of complex movements. (SAS 10.5.9.C, 10.5.9.E).

Biomechanical principles affect the quality of complex movements.

Competencies:

Describe, using appropriate vocabulary, and use training principles to improve physical fitness. (SAS 10.5.9.D).

Apply scientific principles and practice strategies to improve the quality of complex movements. (SAS 10.5.9.C, 10.5.9.E).

Offensive and defensive strategies are used to be successful in complex games and activities.

Competencies:

Apply skill-related fitness components and game strategies when participating in complex games and physical activities. (SAS 10.5.9.A, 10.5.9.F).

Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.

Competencies:

Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime. (SAS 10.4.12.B, 10.4.12.D, 10.4.12.E).

Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society.

Competencies:

Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime. (SAS 10.4.12.B, 10.4.12.D, 10.4.12.E).

Physical activity intensity levels elicit physiological responses which are impacted by changes in adult health status.

Competencies:

Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime. (SAS 10.4.12.B, 10.4.12.D, 10.4.12.E).

Physical activity preferences of adults are determined by many factors.

Competencies:

Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime. (SAS 10.4.12.A, 10.4.12.D, 10.5.12.A).

Proper application of scientific and biomechanical principles enhances quality of movement.

Competencies:

Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance quality of movement. (SAS 10.5.12.A, 10.5.12.B, 10.5.12.C, 10.5.12.E).

Competencies:

Assess safe and unsafe practices in the home, school, community and in physical activity settings and determine the associated personal and/or legal consequences and the impact on personal and community well-being. (SAS 10.3.12A).

Understanding injury management strategies can help individuals respond to emergency situations.

Competencies:

Assess safe and unsafe practices in the home, school, community and in physical activity settings and determine the associated personal and/or legal consequences and the impact on personal and community well-being. (SAS 10.3.12.A).

Violence impacts personal and community well-being.

Competencies:

Assess safe and unsafe practices in the home, school, community and in physical activity settings and determine the associated personal and/or legal consequences and the impact on personal and community well-being. (SAS 10.3.12.A).

Determining the benefits, risks and safety factors of an activity can lead to safe participation in self-selected, life-long physical activities.

Competencies:

Assess safe and unsafe practices in the home, school, community and in physical activity settings and determine the associated personal and/or legal consequences and the impact on personal and community well-being. (SAS 10.3.12.A).

General Goals

1. Identify and acquire the knowledge, skills and resources they need to be healthy.
2. Understand that heredity, environment, and lifestyle factors affect an individual's health
3. Develop an understanding of their own emotional needs, feelings, and outlook and the affect they play on overall health and well being
4. Regularly engage in healthy behaviors that promote overall health and reduce their risk for health-related disease and disorder
5. Develop personal strategies to enhance healthy behaviors and avoid, reduce and cope with unhealthy, risky, or unsafe situations
6. Understand that individuals have a personal responsibility to develop, maintain and increase safe and healthy behaviors
7. Critically analyze the effect of culture, media and social pressures influence on healthy behaviors
8. Locate and make use of community organizations that have information, resources and services to assist in developing and increasing healthy behaviors and reducing or abstaining from unhealthy behaviors
9. Gain an understanding that a safe a healthy environment promotes care and respect for self and others

Unique Experiences

Role Play
Self-Reflection Journal
Negative/Positive Behavioral Stress Management
Adult CPR Demonstration
Guest Speakers

Recommendations to Parents

- ☐ Help your child practice the seven developmental personal and social skills (below). Support their independence.
- ☐ Set an example by handling stress positively, communicating effectively, and showing them respect.
- ☐ Spend time together and talk to them about what is going on in their lives – keep the lines of communication open.
- ☐ Talk to them about risky behavior and its consequences.
- ☐ Know who their friends are, where they spend their time, and where they go online.
- ☐ Help them make good decisions that will carry into adulthood.

Curriculum Topics

Seven Developmental personal and social skills, comprised of multiple sequential sub-skills, which when mastered, enable individuals to enhance personal, family and community health and safety. The seven skills include Self-management, Relationship management, Stress Management, Communication, Decision Making, Planning and goal setting, and advocacy.

- ☐ Plan and design goals
- ☐ Demonstrate how to advocate for others
- ☐ Evaluate communication patterns and demonstrate how to communicate assertively
- ☐ Manage relationships
- ☐ Manage care of self
- ☐ Create and evaluate decisions
- ☐ Explain how to parent effectively
- ☐ Compare mental health topics
- ☐ Design nutrition and fitness plans
- ☐ Evaluate diseases and how to prevent them

Assessments:

Goal Plan Written Evaluation
Reflective Journal
Nutrition Goal Plan
Multiple Choice Final Exam
Quizzes

Honors English 9

Course Description:

Within this course, students will focus on the fundamentals of reading, writing, vocabulary and grammar. Short stories, plays, novels and poetry will be studied, which will include historical texts and other readings. Five-paragraph essays will allow the student an introduction to the MLA style of writing. This course is designed for students planning on attending college upon graduation.

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will determine an author's point of view and analyze how rhetoric advances the point of view. Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. Students will analyze how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F).

Integration of Knowledge and Ideas: Students will analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Students will delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. Students will analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. (SAS Standards CC.1.2.9-10.G, CC.1.2.9-10.H, CC.1.2.9-10.I).

Key Ideas and Details: Students will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. Students will apply appropriate strategies to

analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (SAS Standards CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standard CC.1.2.9-10.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.9-10.J, CC.1.2.9-10.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will determine an author's particular point of view and analyze how rhetoric advances the point of view. Students will analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. Students will analyze how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.3.9-10.D, CC.1.3.9-10.E, CC.1.3.9-10.F).

Integration of Knowledge: Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. Students will analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. (SAS Standards CC.1.3.9-10.G, CC.1.3.9-10.H).

Key Ideas and Details: Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by certain details; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the authors explicit assumptions and beliefs on the subject. Students will analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme. (SAS Standards CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC.1.3.9-10.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. (SAS Standards CC.1.3.9-10.I, CC.1.3.9-10.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Students will write with a sharp distinct focus identifying topic, task, and audience. Narrative: Students will engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.9-10.B, CC.1.4.9-10.H, CC.1.4.9-10.N).

Content for Writing: Informational: Students will develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Narrative: Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.9-10.C, CC.1.4.9-10.I, CC.1.4.9-10.O).

Organization for Writing: Informational: Students will organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. Argumentative: Students will create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Students will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.9-10.D, CC.1.4.9-10.J, CC.1.4.9-10.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.9-10.E, CC.1.4.9-10.K, CC.1.4.9-10.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.9-10.F, CC.1.4.9-10.L, CC.1.4.9-10.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.9-10.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standards CC.1.4.9-10.K, CC.1.4.9-10.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (SAS Standard CC.1.4.9-10.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.9-10.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (SAS Standard CC.1.4.9-10.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.9-10.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Students will integrate multiple sources of information presented in diverse media or

formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SAS Standards CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard when speaking based on 9th grade level and content. (SAS Standard CC.1.5.9-10.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.9-10.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standards CC.1.5.9-10.D, CC.1.5.9-10.E).

Course Content:

Literature--

Students will study literary elements and terms via the genres of fictional short stories, novels, drama, poetry, and nonfiction.

Writing--

Students will practice writing five-paragraph essays in narrative, informative, and persuasive writing modes, to be assessed using the analytical writing traits.

Vocabulary--

Word lists will be generated from the context of the literature studied. Lessons will address usage, parts of speech, synonyms, antonyms, roots, prefixes, and suffixes.

Grammar--

Lessons will focus on using correct grammar in the context of writing.

Required Reading/Research Materials:

To Kill a Mockingbird by Harper Lee, 1960.

Of Mice and Men by John Steinbeck, 1937.

Great Expectations by Charles Dickens, 1861.

Grammar: Brown, Kinkead, Millet, et

English Honors 10

Course Description:

This course is comprised of extensive readings of American literature, including short stories, poetry, plays, and major novels from the 20th Century. Students will study elements of theme, plot, setting, characterization, and symbolism, discussing the relevance of each in terms of modern social mores. In addition to formal objective tests, students will also be required to respond to literature through writing, group work, and creative projects. Students will also select an author and respective work to research and analyze critically in an MLA style research paper that applies the 6 Write Traits along with technology and multimedia.

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will determine an author's point of view and analyze how rhetoric advances the point of view. Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. Students will analyze how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F).

Integration of Knowledge and Ideas: Students will analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Students will delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. Students will analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. (SAS Standards CC.1.2.9-10.G, CC.1.2.9-10.H, CC.1.2.9-10.I).

Key Ideas and Details: Students will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is

shaped and refined by specific details; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. Students will apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (SAS Standards CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standard CC.1.2.9-10.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.9-10.J, CC.1.2.9-10.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will determine an author's particular point of view and analyze how rhetoric advances the point of view. Students will analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. Students will analyze how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.3.9-10.D, CC.1.3.9-10.E, CC.1.3.9-10.F).

Integration of Knowledge: Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. Students will analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. (SAS Standards CC.1.3.9-10.G, CC.1.3.9-10.H).

Key Ideas and Details: Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by certain details; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the authors explicit assumptions and beliefs on the subject. Students will analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme. (SAS Standards CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC.1.3.9-10.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. (SAS Standards CC.1.3.9-10.I, CC.1.3.9-10.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Students will write with a sharp distinct focus identifying topic, task, and audience. Narrative: Students will engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.9-10.B, CC.1.4.9-10.H, CC.1.4.9-10.N).

Content for Writing: Informational: Students will develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Narrative: Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.9-10.C, CC.1.4.9-10.I, CC.1.4.9-10.O).

Organization for Writing: Informational: Students will organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. Argumentative: Students will create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Students will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.9-10.D, CC.1.4.9-10.J, CC.1.4.9-10.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.9-10.E, CC.1.4.9-10.K, CC.1.4.9-10.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.9-10.F, CC.1.4.9-10.L, CC.1.4.9-10.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.9-10.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standards CC.1.4.9-10.K, CC.1.4.9-10.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (SAS Standard CC.1.4.9-10.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.9-10.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (SAS Standard CC.1.4.9-10.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.9-10.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate a speaker's perspective, reasoning, and use of evidence and

rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Students will integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SAS Standards CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard when speaking based on 10th grade level and content. (SAS Standard CC.1.5.9-10.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.9-10.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standards CC.1.5.9-10.D, CC.1.5.9-10.E).

Course Content:

Short Stories and Plays

Novels

Literary Analysis Research Paper

Vocabulary

Required Reading/Research Materials

Capote, Truman. In Cold Blood. New York: Vintage Books, 1965.

Fitzgerald, F. Scott. The Great Gatsby. New York: Simon and Schuster, 1925.

Krakauer, Jon. Into the Wild. New York: Anchor Books, 1996.

Miller, Arthur. The Crucible. New York: Penguin Books, 1952.

Steinbeck, John. The Grapes of Wrath. New York: Penguin Books, 1939.

Wharton, Edith. Ethan Frome. New York: Scribner, 1911.

Honors English 11

Course Description:

Through a series of absorbing experiences in reading literature, analyzing literary and thematic forms and devices, and reflecting on historical development, students will gain a heightened awareness of World Literature. Developed along thematic lines of love, individuality, nature, quiet, chaos, and violence, students will study the human search for final answers through the evaluation of both traditional and modern contexts enabling them to define, in discussion and on paper, their personal positions regarding the quality and nature of existence. Students will also complete a literary criticism research paper in MLA format.

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author's point of view or purpose shapes the content and style of a text. Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F).

Integration of Knowledge and Ideas: Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. Students will analyze seminal texts based upon reasoning, premises, purposes, and arguments. Students will analyze foundational U.S. and world

documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. (SAS Standards CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I).

Key Ideas and Details: Students will determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and assumptions and beliefs. Students will analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. (SAS Standards CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standards CC.1.2.11-12.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.11-12.J, CC.1.2.11-12.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author's point of view or purpose shapes the content and style of a text. Students will evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F).

Integration of Knowledge: Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text, including at least one play by Shakespeare and one play by an American

dramatist. Students will demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. (SAS Standards CC.1.3.11-12.G, CC.1.3.11-12.H).

Key Ideas and Details: Students will determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author's implicit and explicit assumptions and beliefs on the subject. Students will analyze the impact of the author's choice regarding how to develop and relate elements of a story or drama. (SAS Standards CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC.1.3.11-12.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SAS Standards CC.1.3.11-12.I, CC.1.3.11-12.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Students will introduce the precise, knowledgeable claim. Narrative: Students will engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.11-12.B, CC.1.4.11-12.H, CC.1.4.11-12.N).

Content for Writing: Informational: Students will develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and

multimedia when useful to aiding comprehension. **Argumentative:** Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **Narrative:** Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.11-12.C, CC.1.4.11-12.I, CC.1.4.11-12.O).

Organization for Writing: **Informational:** Students will organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. **Argumentative:** Students will create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. **Narrative:** Students will create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.11-12.D, CC.1.4.11-12.J, CC.1.4.11-12.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.11-12.E, CC.1.4.11-12.K, CC.1.4.11-12.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.11-12.F, CC.1.4.11-12.J, CC.1.4.11-12.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.11-12.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standard CC.1.4.11-12.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (SAS Standard CC.1.4.11-12.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.11-12.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (SAS Standard CC.1.4.11-12.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.11-12.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. Students will integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SAS Standards CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard English when speaking based on 11th grade level and content. (SAS Standard CC.1.5.11-12.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.11-12.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standard CC.1.5.11-12.D, CC.1.5.11-12E).

This course will be comprised of the following units:

Short Stories and Plays:

Lessons will focus on analysis and interpretation of various brief works of literature. Students will demonstrate understanding of the formal elements of writing.

Novels:

Lessons will focus on analysis and interpretation of complex works of literature throughout the world and throughout the ages. Students will read texts, record reactions and insights, conduct research, create projects, and discuss modern equivalents to major elements of plot and theme.

Research Paper:

Lessons will assist students in conducting research and writing a formal literary critical analysis paper. Students will utilize technology, the 6 Write Traits, and MLA format to complete the paper.

Vocabulary/SAT Prep:

Students will study and memorize spelling the definitions of 250 vocabulary words as preparation for the SAT test. Students will also practice specific exercises from the test having to do with short readings and vocabulary. A supplementary list of 500 SAT words will also be made available. Vocabulary in the context of literature will also be studied.

Required Reading/Research Materials

Shakespeare, William. *Hamlet*. New York: Washington Square Press New Folger Edition, 1992.

Stoppard, Tom. *Rosencrantz and Guildenstern are Dead*. New York: Grove Press, 1967.

Coelho, Paulo. *The Alchemist*. New York: HarperCollins, 2006.

Sophocles. The Three Theban Plays. Translated by Robert Fagles. New York: Penguin 1982.

Hosseini, Khaled. The Kite Runner. New York: Riverhead Books. 2003.

Weisel, Elie. Night. Translated by Marion Weisel. New York: Hill and Wang. 1958/2006.

Camus, Albert. The Stranger. Translated by Matthew Ward. New York: Random House. 1988.

Hersey, John. Hiroshima. New York; NY: Vintage Books,

Honors English 12

Course Description:

The Honors English 12 course is a study of British literature spanning its emergence through the twentieth century. Students will explore works in a variety of genres including poetry, drama, and novels, as well as supplementary readings to enhance depth of understanding. Students will extensively read and critically respond to literature through discussion, writing, and projects that require the demonstration of higher-order thinking skills. Writing skills will be addressed, with an emphasis on preparing students for college-level writing. Assignments in this course will also include a college application essay at the start of the fall semester.

Standard 1.1: Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students will comprehend and evaluate complex texts across a range of types and disciplines; be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives and cultures; produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message; communicate effectively for varied purposes and audiences; and listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author's point of view or purpose shapes the content and style of a text. Students will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F).

Integration of Knowledge and Ideas: Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. Students will analyze seminal texts based upon reasoning, premises, purposes, and arguments. Students will analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. (SAS Standards CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I).

Key Ideas and Details: Students will determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Students will

cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and assumptions and beliefs. Students will analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. (SAS Standards CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C).

Range of Reading: Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (SAS Standards CC.1.2.11-12.L).

Vocabulary Acquisition and Use: Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (SAS Standards CC.1.2.11-12.J, CC.1.2.11-12.K).

Standard 1.3: Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure: Students will evaluate how an author's point of view or purpose shapes the content and style of a text. Students will evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. Students will evaluate how words and phrases shape meaning and tone in texts. (SAS Standards CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F).

Integration of Knowledge: Students will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text, including at least one play by Shakespeare and one play by an American dramatist. Students will demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. (SAS Standards CC.1.3.11-12.G, CC.1.3.11-12.H).

Key Ideas and Details: Students will determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author's implicit and explicit assumptions and beliefs on the subject. Students will analyze the impact of the author's choice regarding how to develop and relate elements of a story or drama. (SAS Standards CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C).

Range of Reading: Students will read and comprehend literary fiction on grade level, reading independently and proficiently. (SAS Standard CC.1.3.11-12.K).

Vocabulary Acquisition and Use: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (SAS Standards CC.1.3.11-12.I, CC.1.3.11-12.J).

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Focus for Writing: Informational: Students will write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Students will introduce the precise, knowledgeable claim. Narrative: Students will engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. (SAS Standards CC.1.4.11-12.B, CC.1.4.11-12.H, CC.1.4.11-12.N).

Content for Writing: Informational: Students will develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Students will distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Narrative: Students will use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. (SAS Standards CC.1.4.11-12.C, CC.1.4.11-12.I, CC.1.4.11-12.O).

Organization for Writing: Informational: Students will organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. Argumentative: Students will create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Students will create a

smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (SAS Standards CC.1.4.11-12.D, CC.1.4.11-12.J, CC.1.4.11-12.P).

Writing Style: Students will write with an awareness of the stylistic aspects of composition. (SAS Standards CC.1.4.11-12.E, CC.1.4.11-12.K, CC.1.4.11-12.Q).

Writing Conventions: Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (SAS Standards CC.1.4.11-12.F, CC.1.4.11-12.J, CC.1.4.11-12.R).

Response to Literature: Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (SAS Standard CC.1.4.11-12.S).

Production and Distribution of Writing: Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (SAS Standard CC.1.4.11-12.T).

Technology and Publication: Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (SAS Standard CC.1.4.11-12.U).

Conducting Research: Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (SAS Standard CC.1.4.11-12.V).

Credibility, Reliability, and Validity of Sources: Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (SAS Standard CC.1.4.11-12.W).

Range of Writing: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. (SAS Standard CC.1.4.11-12.X).

Standard 1.5: Speaking and Listening:

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration: Students will initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students will evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. Students will integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SAS Standards CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C).

Conventions of Standard English: Students will demonstrate command of the conventions of standard English when speaking based on 12th grade level and content. (SAS Standard CC.1.5.11-12.G).

Integration of Knowledge: Students will make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. (SAS Standard CC.1.5.11-12.F).

Presentation of Knowledge and Ideas: Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. Students will adapt speech to a variety of contexts and tasks. (SAS Standard CC.1.5.11-12.D, CC.1.5.11-12E).

Course Content:

College Application Essay
Formal Essay Writing and Literary Criticism (ongoing)
Emergent Literature
Medieval Literature
Renaissance Literature
Metaphysical Poetry
Gothic/Romantic Literature
Victorian Literature
Modern/Postmodern Literature

Required Reading/Research Materials

The following major works will be explored throughout the year, along with a variety of supplementary readings where appropriate. Original publication dates are listed, and most titles have been published numerous times under different publishers. In most cases, any edition is acceptable, but specific editions are indicated for older titles requiring translation. Texts will be made available, but students are welcome to bring their own copies or download electronic ereader versions, which are often free. Most titles are also available free on the Internet.

Beowulf by Anonymous (circa 725 AD), translated by Burton Raffel. Signet Classics, 2008.

Sir Gawain and the Green Knight by Anonymous (1300s), translated by J.R.R. Tolkien. Del Rey, 1979.

The Canterbury Tales by Geoffrey Chaucer (1300s), translated by Nevin Coghill. Penguin Classics, 1966, 1977, 2005.

Othello by William Shakespeare. 1604.

Much Ado About Nothing by William Shakespeare. 1606.

Frankenstein by Mary Shelley. 1818.

Jane Eyre by Charlotte Bronte. 1847.

Pygmalion by George Bernard Shaw. 1912.

Brave New World by Aldous Huxley. 1932.

Honors ALGEBRA 1

Course Description

An advanced course that offers instruction of basic operations with real numbers, polynomials, fractions, and irrational numbers focusing on solving linear and quadratics equations, systems of equations and inequalities. Students will apply these concepts to solve many real world problems and incorporate the use of technology. They will learn written and oral communication using mathematical terms.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies.

Competencies:

Properties of Rational and Irrational Numbers: Students will apply and extend the properties of exponents to solve the problems with rational exponents. Students will represent and/or use numbers in equivalent forms (integers, fractions, decimals, percent's, square roots, exponents). Students will apply properties of rational and irrational numbers to solve real world or mathematical problems. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.F.2).

The Real Number System: Students will apply and extend the properties of exponents to solve problems with rational exponents. Students will apply number theory concepts to show relationships between real numbers in problem-solving settings. Students will use exponents, roots, and/or absolute values to solve problems. Students will use estimation strategies in problem-solving situations. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.F.2, CC.2.1.HS.F.3).

Equations and Inequalities: Students will interpret solutions to linear equations and inequalities. Students will interpret solutions to linear systems of equations and inequalities. Students will evaluate reasonability of solutions. Students will write, solve, and/or graph linear equations and inequalities using various methods. Students will write, solve, and/or graph systems of linear equations and inequalities using various methods. Students will use and/or identify algebraic properties. Students will understand and apply the Pythagorean Theorem. Students will write, solve, and/or graph compound inequalities. Students will write and/or identify linear equations in various forms (slope-intercept, point-slope, standard, etc.). Students will describe, compute, and/or use linear rate of change (slope). (SAS Standards CC.2.1.HS.F.3, CC.2.1.HS.F.4, CC.2.1.HS.F.5, CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.5, CC.2.2.HS.C.9, CC.2.2.HS.D.7, CC.2.2.HS.D.9, CC.2.2.HS.D.10).

Polynomial and Rational Expressions: Students will simplify/factor expressions involving polynomials. Students will use polynomial identities. Students will perform arithmetic operations on polynomials. Students will apply and extend previous understandings of arithmetic to algebraic expressions. (SAS Standards CC.2.2.HS.D.1, CC.2.2.HS.D.2, CC.2.2.HS.D.3, CC.2.2.HS.D.4, CC.2.2.HS.D.5, CC.2.2.HS.D.6).

Patterns, Relations, and Functions: Students will define, evaluate, and compare functions. Students will use the concept and notation of function to interpret and apply them in terms of their context. Students will construct and compare linear, quadratic, and exponential models and solve problems. Students will create a function and/or sequence that model relationships between two quantities. Students will create and/or analyze functions using multiple representations (graph, table, and equation). Students will create new functions from existing functions (transformations of graphs). (SAS Standards CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.4, CC.2.2.HS.C.6).

Categorical and Quantitative Data: Students will analyze a set of data for a pattern, and represent the pattern with an algebraic rule and/or a graph. Students will summarize, represent, and interpret single-variable data and two-variable data. Students will use measures of dispersion to describe a set of data (range, quartiles, interquartile range). Students will analyze and/or interpret data displays and/or use them to make predictions (circle graph, line graph, bar graph, box-and-whisker plot, stem-and-leaf plot, scatter plot). Students will make inferences and justify conclusions based on sample surveys, experiments, and observational studies. (SAS Standards CC.2.4.HS.B.1, CC.2.4.HS.B.2, CC.2.4.HS.B.3, CC.2.4.HS.B.5).

Probability: Students will calculate and/or make predictions based upon measures of central tendency. Students will apply probability to practical situations, including compound events. Students will recognize and evaluate random processes underlying statistical experiments. Students will apply the rules of probability to compute probabilities of compound events in a uniform probability model. (SAS Standards CC.2.4.HS.B.4, CC.2.4.HS.B.7).

Course Content:

Connections to Algebra:

Variables

Exponents and Powers

Order of Operations

Equations and Inequalities

Tables and Graphs

Introduction to Functions

Properties of Real Numbers:

The Real Number Line

Add/Subtr/Mult/Div Real numbers

Adding and Subtracting Matrices

Scalar Multiplication

The Distributive Property

Probability and Odds

Solving Linear Equations:

Solving One/Multi-Step Linear Equations

Solving Eqtns Variables on Both Sides

Problem Solving

Formulas and Functions

Rates, Ratios and Percents

Inductive and Deductive Reasoning

Graphing Linear Equations and Functions:

- Coordinates and Scatter Plots
- Graphing Linear Equations
- The Slope of a Line
- Direct Variation
- Slope-Intercept Form
- Solving Linear Equations using Graphs
- Functions and Relations

Writing Linear Equations:

- Slope-Intercept Form
- Line of Best Fit
- Point Slope-Form
- Standard Form
- Predicting with Linear Models

Solving and Graphing Linear Inequalities:

- One/Multi-Step Linear Inequalities
- Compound Inequalities
- Absolute-Value Equations and Inequalities
- Graph Linear Inequalities in Two Variables
- Stem-and-Leaf Plots
- Mean, Median and Mode
- Box-and-Whisker Plots

Systems of Linear Equations and Inequalities:

- Solving Linear Systems by Graphing,
- Substitution and Linear Combinations
- Applications of Linear Systems
- Special Types of Linear Systems
- Solving Systems of Linear Inequalities

Discrete Mathematics:

- Vertex-Edge Graphs
- Algorithms

Data Analysis and Statistics

Probability

Exponents and Exponential Functions:

- Multiplication Properties of Exponents
- Zero and Negative Exponents
- Division Properties of Exponents
- Scientific Notation
- Exponential Growth and Decay Functions

Quadratic Equations and Functions:

- Solving Quadratic Equations by Finding Square Roots
- Simplifying Radicals
- Graphing Quadratic Functions
- Solving Quadratic Equations by Graphing
- Solving Quadratic Equations by the Quadratic Formula
- Applications of the Discriminant
- Graphing Quadratic Inequalities
- Comparing Linear, Exponential, and Quadratic Functions

Polynomials and Factoring:

- Adding and Subtracting Polynomials
- Multiplying Polynomials
- Special Products
- Solving Polynomials in Factored Form
- Factoring $x^2 + bx + c$ and $ax^2 + bx + c$
- Factoring Special Products
- Factoring Using the Distributive Property

Rational Equations and Functions:

- Ratio and Proportion
- Percents
- Direct and Inverse Variation
- Simplifying Rational Expressions
- Adding and Subtracting Rational Expressions
- Multiplying and Dividing Rational Expressions
- Dividing Polynomials
- Rational Equations and Functions

Radicals and Connections with Geometry:

- Functions Involving Square Roots
- Operations with Radical Expressions
- Solving Radical Equations
- Completing the Square
- The Pythagorean Theorem and Its Converse
- The Distance and Midpoint Formulas

HONORS ALGEBRA II

Course Description

Honors Algebra II is a continuation of Algebra I, which is also a prerequisite. Since this an Honors Course students are expected have a large workload and do all homework and projects and seek extra help if they are having difficulty. The Honors Algebra II course reflects the belief that the community fosters academic excellence and responsible citizenship in a positive, safe and respectful environment in order to develop productive contributors to society.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies

Competencies:

Complex Number System: Students will represent and/or use imaginary numbers in equivalent forms. Students will simplify/evaluate expressions involving imaginary numbers. Students will perform arithmetic operations and apply to complex numbers. Students will apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. (SAS Standards CC.2.1.HS.F.6, CC.2.1.HS.F.7).

Polynomial and Rational Expressions: Students will perform arithmetic operations on polynomials. Students will solve equations involving rational expressions. Students will understand the relationship between zeros and factors of polynomials. Students will rewrite rational expressions. Students will use polynomial identities to solve problems. Students will simplify/factor expressions involving polynomials. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.D.1, CC.2.1.HS.D.2, CC.2.1.HS.D.3, CC.2.1.HS.D.4, CC.2.1.HS.D.5, CC.2.1.HS.D.6).

Equations and Inequalities: Students will create and/or solve equations (including literal, polynomial, rational, radical, exponential, and logarithmic) both algebraically and graphically. Students will use and/or explain reasoning while solving equations, and justify the solution method. Students will determine how a change in one variable relates to a change in a second variable. Students will use exponents, roots, and/or absolute values to represent equivalent forms or to solve problems. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.D.1, CC.2.1.HS.D.2, CC.2.2.HS.D.7, CC.2.2.HS.D.8, CC.2.2.HS.D.9, CC.2.2.HS.D.10).

Functions: Students will use the concept and notation of function to interpret and apply them in terms of their context. Using the unit circle, students will extend the domain of trigonometric functions to all real numbers. Students will interpret functions in terms of the situations they model. Students will use trigonometric functions to model periodic phenomena. Students will prove the Pythagorean identity and use it to calculate trigonometric ratios. Students will create and/or analyze functions using multiple representations (graph, table, and equation). Students will create a function and/or sequence that model a relationship between two quantities. Students will create new functions from existing functions (transformations and/or inverses of functions). Students will construct and compare linear, quadratic, exponential, and logarithmic models to solve problems. (SAS Standards CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.4, CC.2.2.HS.C.5, CC.2.2.HS.C.6, CC.2.2.HS.C.7, CC.2.2.HS.C.8, CC.2.2.HS.C.9).

Data: Students will analyze a set of data for a pattern, and represent the pattern with an algebraic rule and/or a graph. Students will summarize, represent, and interpret single-variable data (including standard deviation) and two-variable data. Students will analyze and/or interpret data on a scatter plot and/or use it to make predictions (e.g., regression). Students will recognize and evaluate random processes underlying statistical experiments. Students will make inferences and justify conclusions based on sample surveys, experiments, and observational studies. Students will use the concepts of independence and conditional probability to interpret data. (SAS Standards CC.2.3.HS.B.1, CC.2.4.HS.B.2, CC.2.4.HS.B.3, CC.2.4.HS.B.4, CC.2.4.HS.B.5, CC.2.4.HS.B.6, CC.2.4.HS.B.7).

Probability: Students will apply the rules of probability to compute probabilities of compound events. Students will calculate probability and/or odds. Students will use combinations, permutations, and the fundamental counting principle to solve problems involving probability. (SAS Standards CC.2.4.HS.F.3, CC.2.4.HS.F.5).

Honors Algebra II students are expected to:

- Read mathematical problems actively and critically.
- Write effective solutions to problems and projects
- Present solutions to problems effectively
- Use a variety of appropriate resources including the computer and calculator to solve mathematical problems
- Employ multiple critical and creative thinking strategies in reasoning and problem solving
- Demonstrate a knowledge and appreciation of how mathematics can be used outside the mathematics classroom
- And meet all of the course objectives listed below

Topics Include:

- Understanding Algebra Basics
- Equations and Inequalities
- Functions and Graphs
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Systems of Equations
- Discrete Algebra and Probability
- Trigonometric Functions
- Trigonometric Identities and Equations
- Applications of Trigonometry

Course Objectives

The student will be able to:

- Apply and demonstrate essential facts about real and complex numbers that are needed for Algebra II and Pre-Calculus
- Apply and demonstrate essential operations about algebra and algebraic expressions that are needed for Algebra II and Pre-Calculus
- Graph and find equations of lines and circles in the coordinate plane

- Use graphical representations of equations to solve linear and quadratic equations and real-world problems
- Demonstrate how relations and functions can be represented numerically, graphically, algebraically, and/or verbally
- Explain how the properties of functions and function operations are used to model and analyze real-world applications and quantitative relationships
- Solve quadratic, polynomial and rational functions by using algebra, graphs and models
- Solve applications using quadratic, polynomial and rational functions by using algebra graphs and models
- List the properties of logarithms and show how they can be used to solve algebraic equations
- Explain the characteristics of exponential functions and show how they are useful in solving real-world applications
- Explain the characteristics of logarithmic functions and show how they are useful in solving real-world applications
- Solve systems of linear equations and associated applications with two or three variables using algebraic and matrix methods
- Solve systems of non-linear equations and associated applications using algebraic and technological methods
- Solve systems of non-linear inequalities and associated applications including linear programming using algebraic and technological methods
- Demonstrate the ability to identify and evaluate arithmetic and geometric sequences and series
- (optional)
- Use the binomial expansion to find terms and expand binomials in the form $(x+y)^n$
- Use combinations and permutations to solve problems
- Find probability of various single, compound, dependent and independent events
- Explain how trigonometric and circular functions model real-world problems and their solutions
- Solve applications and triangles using right triangle trigonometry
- Describe characteristics of trigonometric and circular functions
- Use trigonometric identities to simplify, rewrite and prove algebraic expressions and equations
- Solve trigonometric equations and applications
- Solve triangles using the laws of cosines and the law of sines
- Solve applications problems that require the laws of cosines and the law of sines

- Use parametric equations and trigonometry to model and solve projectile motion problems
- Solve linear, quadratic, some polynomial, rational, radical and absolute value equations
- Solve real-world problems that use linear, quadratic, polynomial, rational, radical or absolute value equations
- Solve linear, polynomial and rational inequalities
- Solve real-world problems that use linear, polynomial and rational inequalities

HONORS GEOMETRY

Course Description:

This course is designed to encourage students to proceed on their own and to develop confidence in their ability to read and interpret mathematical texts. Inductive and deductive reasoning are emphasized in both mathematical and non-mathematical situations. While developing the method and meaning of mathematical proof, the major principles of logic are emphasized. Both direct and indirect proofs are used to provide an understanding of two- and three-dimensional relationships. Compass and straightedge constructions also are discussed. A scientific calculator is required for this course.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies

Competencies:

Congruence and Similarity: Students will use properties of congruence, correspondence, and similarity involving 2- and 3-dimensional figures. Students will apply rigid transformations to determine and explain congruence. Students will apply non-rigid transformations to determine and explain similarity. Using various methods, students will write formal proofs and/or use logic statements to construct or validate arguments. Students will make geometric constructions. Students will prove geometric theorems about lines, angles, triangles, and parallelograms while focusing on validity of underlying reasoning. (SAS Standards CC.2.3.HS.A.1, CC.2.3.HS.A.2, CC.2.3.HS.A.3, CC.2.3.HS.A.4, CC.2.3.HS.A.5, CC.2.3.HS.A.6, CC.2.3.HS.A.11).

Trigonometry: Students will define and/or apply trigonometric ratios. Students will solve problems involving right triangles (Pythagorean Theorem, right triangle trigonometry). Students will apply trigonometry to general triangles (areas, law of sines, law of cosines). (SAS Standards CC.2.3.HS.A.7, CC.2.2.HS.C.9).

Circles: Students will identify, determine, and/or use parts of circles and segments, lines, and angles associated with circles. Students will extend the concept of similarity to determine arc lengths and areas of sectors. Students will understand and apply theorems about circles. (SAS Standards CC.2.3.HS.A.3, CC.2.3.HS.A.8, CC.2.3.HS.A.9).

Analytic Geometry: Students will use coordinate geometry to prove theorems algebraically. Students will use coordinate geometry to establish properties of 2-dimensional shapes. Students will apply coordinate geometry to calculate distance and/or midpoint between two points. Students will apply coordinate geometry to relate slope to parallel and perpendicular lines. Students will translate between the geometric description and the equation for a circle and/or a parabola. (SAS Standards CC.2.3.HS.A.10, CC.2.3.HS.A.11).

Measurement and Dimension: Students will use and/or compare measurements of angles. Students will use and/or develop procedures to determine, describe, or estimate measures of perimeter, circumference, area, surface area, and/or volume. Students will describe how a change in the linear dimension can affect perimeter, circumference, area, surface area, and/or volume. Students will visualize the relation between two-and three-dimensional objects. Students will apply geometric concepts in modeling situations. (SAS Standards CC.2.3.HS.A.3, CC.2.3.HS.A.8, CC.2.3.HS.A.9, CC.2.3.HS.A.12, CC.2.3.HS.A.13, CC.2.3.HS.A.14).

Probability: Students will apply probability to practical situations. Students will use area models to find probabilities. Students will use probability to evaluate outcomes of events. Students will understand independence and conditional probability and use them to interpret data. Students will compute probabilities of compound events. (SAS Standards CC.2.3.HS.A.14, CC.2.4.HS.B.4, CC.2.4.HS.B.5, CC.2.4.HS.B.6, CC.2.4.HS.B.7).

Course Content:

1. Points, Lines, Planes and Angles: Understanding and Working with Basic Geometric Figures, Distance and Midpoint, Postulates and Theorems Relating Points, Lines and Planes
2. Deductive Reasoning: If -Then Statements, Converses, Inverses, Contrapositives, Types of Reasoning
3. Properties from Algebra: Planning and developing a Proof
4. Proving Theorems
5. Special Pairs of Angles with Perpendicular Lines
6. Parallel Lines and Planes: Types of Lines and Planes, Properties of Parallel Lines, Proving Lines Parallel, Slope
7. Triangles: Angles of a Triangle, Angles of a Polygon, Congruent Triangles, Congruent Figures, Ways to Prove Triangles Congruent, Using Congruent Triangles, Isosceles Triangle Theorems, Using More than One Pair of Congruent Triangles, Angle Bisectors, Medians and Altitudes of Triangles, Perpendicular Bisectors
8. Basic Constructions, Constructions with Straightedge and Compass, Proofs, Applications, Geometer Sketchpad Usage
9. Quadrilaterals: Properties of Parallelograms, Ways to Prove Quadrilaterals are Parallelograms, Theorems Involving Parallel Lines, Special Parallelograms, Trapezoids
10. Inequalities in Geometry: Inequality Properties, Corollaries and Theorems of Inequality, Inequalities in One Triangle, Inequalities in Two Triangles
11. Similar Polygons: Ratios and Proportions, Properties of Proportion, Similar Polygons, Proportional Lengths
12. Right and Oblique Triangles: Similarity and Right Triangles, Pythagorean Theorem, Converse Pythagorean Theorem, Special Right Triangles, Trigonometric Ratios of an Acute Angle in a Right Triangle, Law of Sines, Law of Cosines, The Unit Circle in degrees and radians, Area of a Triangle, Angles of Elevation and Depression
13. Circles: Basic Circle and Sphere Terminology, Tangents, Arcs, Angles of a Circle, Chords, Secant Segments, Tangent Segments, Circumference of Circles
14. Areas of Plane Figures and Polygons
15. Surface Areas and Volume of Solids
16. Arc Lengths
17. Ratios of Areas
18. Geometric Probability

Algebra and Trig

Prerequisite: Algebra 2

Course Description:

Algebra and Trigonometry is a preparatory course for students interested in placing into Pre-Calculus at the college level. This course extends Algebra topics with the study of trigonometry. A graphing calculator will be used throughout the course. Emphasis will be placed on functions and problem solving strategies.

Students will make sense of and persevere in solving complex and novel mathematical problems. Students will use effective mathematical reasoning to construct viable arguments and critique the reasoning of others. Students will communicate precisely when making mathematical statements and express answers with a degree of precision appropriate for the context of the problem/situation. Students will apply mathematical knowledge to analyze and model situations/relationships using multiple representations and appropriate tools in order to make decisions, solve problems, and draw conclusions. Students will make use of structure and repeated reasoning to gain a mathematical perspective and formulate generalized problem solving strategies

Competencies:

Complex Number System: Students will represent and/or use imaginary numbers in equivalent forms. Students will simplify/evaluate expressions involving imaginary numbers. Students will perform arithmetic operations and apply to complex numbers. Students will apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. (SAS Standards CC.2.1.HS.F.6, CC.2.1.HS.F.7).

Polynomial and Rational Expressions: Students will perform arithmetic operations on polynomials. Students will solve equations involving rational expressions. Students will understand the relationship between zeros and factors of polynomials. Students will rewrite rational expressions. Students will use polynomial identities to solve problems. Students will simplify/factor expressions involving polynomials. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.D.1, CC.2.1.HS.D.2, CC.2.1.HS.D.3, CC.2.1.HS.D.4, CC.2.1.HS.D.5, CC.2.1.HS.D.6).

Equations and Inequalities: Students will create and/or solve equations (including literal, polynomial, rational, radical, exponential, and logarithmic) both algebraically and graphically. Students will use and/or explain reasoning while solving equations, and justify the solution method. Students will determine how a change in one variable relates to a change in a second variable. Students will use exponents, roots, and/or absolute values to represent equivalent forms or to solve problems. (SAS Standards CC.2.1.HS.F.1, CC.2.1.HS.D.1, CC.2.1.HS.D.2, CC.2.2.HS.D.7, CC.2.2.HS.D.8, CC.2.2.HS.D.9, CC.2.2.HS.D.10).

Functions: Students will use the concept and notation of function to interpret and apply them in terms of their context. Using the unit circle, students will extend the domain of trigonometric functions to all real numbers. Students will interpret functions in terms of the situations they model. Students will use trigonometric functions to model periodic phenomena. Students will prove the Pythagorean identity and use it to calculate trigonometric ratios. Students will create and/or analyze functions using multiple representations (graph, table, and equation). Students will create a function and/or sequence that model a relationship between two quantities. Students will create new functions from existing functions (transformations and/or inverses of functions). Students will construct and compare linear, quadratic, exponential, and logarithmic models to solve problems. (SAS Standards CC.2.2.HS.C.1, CC.2.2.HS.C.2, CC.2.2.HS.C.3, CC.2.2.HS.C.4, CC.2.2.HS.C.5, CC.2.2.HS.C.6, CC.2.2.HS.C.7, CC.2.2.HS.C.8, CC.2.2.HS.C.9).

Data: Students will analyze a set of data for a pattern, and represent the pattern with an algebraic rule and/or a graph. Students will summarize, represent, and interpret single-variable data (including standard deviation) and two-variable data. Students will analyze and/or interpret data on a scatter plot and/or use it to make predictions (e.g., regression). Students will recognize and evaluate random processes underlying statistical experiments. Students will make inferences and justify conclusions based on sample surveys, experiments, and observational studies. Students will use the concepts of independence and conditional probability to interpret data. (SAS Standards CC.2.3.HS.B.1, CC.2.4.HS.B.2, CC.2.4.HS.B.3, CC.2.4.HS.B.4, CC.2.4.HS.B.5, CC.2.4.HS.B.6, CC.2.4.HS.B.7).

Probability: Students will apply the rules of probability to compute probabilities of compound events. Students will calculate probability and/or odds. Students will use combinations, permutations, and the fundamental counting principle to solve problems involving probability. (SAS Standards CC.2.4.HS.F.3, CC.2.4.HS.F.5).

Course Goals:

The goal of this course is to enhance the learning process through the use of technology. The approach is interactive and visual. Students will observe and interpret the mathematics that appears daily in the world around them by using applied problems connecting mathematics concepts in this course with everyday life.

<p>I. Basic Concepts of Algebra</p> <ol style="list-style-type: none"> 1. The Real number system 2. Integer Exponents, Scientific notation, and Order of operations 3. Polynomial operations 4. Factoring 5. Equation solving: linear; quadratic 6. Rational expressions 7. Radical notation and Rational exponents 	<p>III. Systems of Equations</p> <ul style="list-style-type: none"> System of Equations in Two Variables System of equations in Three Variables Matrices Operations Inverses of Matrices Determinants and Cramer's rule Systems of Inequalities
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<p>II. Graphs, Functions, and Models</p> <p>Introduction to graphs:</p> <p>Distance formula, midpoint, circles</p> <p>Functions and graphs</p> <p>Linear functions, slope, and applications</p> <p>Equations of lines and models</p> <p>Linear equations, functions, zeros, and applications</p> <p>Solving linear Inequalities</p>	<p>IV. More on Functions</p> <ol style="list-style-type: none"> 1. Increasing, Decreasing and Piecewise functions 2. Operations on functions 3. The composition of Functions 4. Symmetry and Transformations 5. Variation and Applications
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<p>V. Quadratic Functions and Equations</p> <p>The Complex Numbers</p> <p>Quadratic Equations, Functions, Zeros and Models</p> <p>Analyzing Graphs of Quadratic Functions</p> <p>Solving Rational Equations and Radical Equations</p> <p>Solving Equations and Inequalities with Absolute Value</p>	<p>VIII. The Trigonometric Functions</p> <ol style="list-style-type: none"> 1. Trigonometric Functions of Acute Angles 2. Trigonometric Functions of special right triangles 3. Applications of Right Triangles 4. Trigonometric Functions of any Angle; reference angles 5. Radians and Arc Length 6. Circular Functions: Graphs and Properties; Unit Circle
<p>VI. Polynomial and Rational Functions</p> <p>Polynomial Functions and Modeling</p> <p>Graphing Polynomial Functions</p> <p>Polynomial Division: Remainder Theorem, Factor Theorem</p> <p>Zero's of Polynomial Functions</p> <p>Rational Functions</p> <p>Polynomial and Rational Inequalities</p>	<p>IX. Trigonometric identities, Inverse functions and Equations</p> <ol style="list-style-type: none"> 1. Inverses of the Trigonometric Functions 2. Pythagorean Identities 3. Solving Trigonometric Equations
<p>Exponential and Logarithmic Functions</p> <ol style="list-style-type: none"> 1. Inverse Functions 2. Exponential Functions and Graphs 3. Logarithmic Functions and Graphs 4. Properties of Logarithms 5. Solving Exponential and Logarithmic Equations 6. Applications and Models: Growth and Decay; Compound interest 	<p>IX. Applications in Trigonometry</p> <ol style="list-style-type: none"> 1. Law of Sines 2. Law of Cosines

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Major Student Activities

Students will be involved in a variety of activities throughout the course, which will engage them both intellectually as well as physically. This will be achieved through various means, including, but not limited to: manipulative, graphing calculators, white boards, computers, and appropriate web sites. Individual work, small groups and whole group instruction will offer the students an array of learning opportunities to exchange ideas and develop the ability to communicate and reason mathematically. Mathematics will be extended into, and integrated with, other subjects.

Honors Earth Science

Course Description

Students begin their study of Earth Science with erosion; they learn about the processes associated with the sea, about glaciers. They progress through the geological periods, learning about weather and climate. Students gain an understanding of the importance of biodiversity. Lessons include knowledge and understanding questions, research assignments, essays, biographical research and many creative activities.

Students will approach science as a reliable and tentative way of knowing and explaining the natural world. Students will weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions. Students will make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions. Students will evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system. Students will explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

Competencies:

- Students will use models to describe the sun's place in space in relation to the Milky Way Galaxy and the distribution of galaxy clusters in the universe. (SAS Standard 3.3.10.B1).
- Students will compare time periods in history, the technology available at that time and the resulting model of the organization of our solar system. (e.g. – Early Greeks used purely observational data resulting in a geocentric model). (SAS Standards 3.4.10.B, 3.4.10.D3).
- Students will use data about the expansion, scale and age of the universe to explain the Big Bang theory as a model for the origin of the Universe. (SAS Standards 3.3.10.B1, 3.3.12.B2).
- Students will construct explanations based on observable astronomical data as empirical evidence for the Big Bang theory. (SAS Standards 3.3.10.B1, 3.3.12.B2).
- Students will compare and contrast the life cycles of stars of different masses and compositions, including our sun. (SAS Standard 3.3.12.B1).
- Students will develop a model of how the competing forces of gravity and thermal expansion effect a star's density throughout its life cycle. (SAS Standard 3.3.12.B1).
- Students will use observational data to construct an explanation of a star's apparent (relative) magnitude based on its distance from the observer and its mass. (SAS Standard 3.3.12.B1).
- Students will describe the mechanism by which heavier and heavier elements are produced within a star's core throughout its life cycle. (SAS Standard 3.3.12.B1).
- Students will use observational data to describe the composition of stars. (SAS Standards 3.3.10.B2, 3.3.12.B1).

- Students will use mathematical and computational representations of human-made and solar system objects in order to describe their motions and predict their trajectories and/or collisions. (SAS Standards 3.3.10.B1, 3.3.12.A1).
- Students will analyze actual or simulated isotope ratios within earth materials to make valid and reliable scientific claims about the planet's age; the ages of earth events and rocks; and the overall time scale of earth's history. (Consider the incomplete nature of the Earth's rock record when analyzing and interpreting the events of Earth's distant past.) (SAS Standards 3.3.12.A1, 3.3.10.A1, 3.3.12.A3).
- Students will develop a three dimensional model to illustrate how Earth's internal and surface processes operate to form continental and ocean floor features. (SAS Standard 3.3.10.A1).
- Students will incorporate a variety of data including geological evidence from maps and representations of current plate motions to predict future plate motions. (SAS Standards 3.3.12.A1, 3.3.10.A1, 3.3.12.A3).
- Students will use a model for Earth's interior including the mechanisms of thermal convection to support the explanation for the cycling of matter within the Earth. (SAS Standards 3.3.12.A1, 3.3.12.A3).
- Students will construct an account of Earth's formation and early history (e.g. – origin of oceanic and atmospheric components) from evidence acquired from the study of ancient Earth materials and objects in our solar system. (SAS Standard 3.3.12.A3).
- Students will construct explanations using the theory of plate tectonics for patterns in the general trends of the ages of both continental and oceanic crust. (SAS Standards 3.3.12.A1, 3.3.10.A1, 3.3.12.A3).
- Students will integrate evidence from seismic waves, reconstructions of Earth's magnetic field and states of matter to map the boundaries of the internal structure of the Earth. (SAS Standards 3.3.12.A1, 3.3.10.A1, 3.3.12.A3).
- Students will construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on earth. (SAS Standard 3.3.10.A3).
- Students will develop qualitative models to describe biogeochemical cycles among the hydrosphere, atmosphere, geosphere, and biosphere. (SAS Standards 3.3.10.A2, 3.3.10.A3, 3.3.10.A4, 3.3.10.A5, 3.3.12.A5).
- Students will use models of the flow of energy between the sun and Earth's atmosphere, ocean and land to support explanations of how Earth's radiative energy balance is affected by the absorption and retention of heat in Earth's atmosphere. (SAS Standard 3.3.12.A6).
- Students will use data to graphically represent and draw conclusions about the causes and effects of climate change over 10-100s years; 1,000s-10,000s years; and 100,000s-1,000,000s. (SAS Standard 3.3.12.A6).
- Students will use geoscience data and the results from global climate models to make evidence-based forecasts of climate change. (SAS Standard 3.3.12.A.6).
- Students will evaluate the impact of the availability of renewable and nonrenewable resources on the development of a civilization. (SAS Standard 3.3.12.A2).

- Students will evaluate the impact on Earth's systems of using renewable and nonrenewable resources. (SAS Standards 3.3.12.A2, 3.3.10.A7, 3.3.12.A7, 4.1.10.B, 4.1.12.B, 4.1.10.C, 4.1.12.C, 4.3.10.A, 4.3.12.A, 4.3.10.B, 4.3.12.B, 4.5.10.A).
- Students will investigate human environmental impacts, comparing the kinds of solutions that are feasible, and designing and analyzing solutions that could reduce that impact (e.g. examples of human impacts can include water usage, such as the withdrawal of water from streams and aquifers or the construction of dams and levees; land usage such as urban development, agriculture or the removal of wetlands; and pollution such as of the air, water or land. (SAS Standards 4.1.10.A, 4.1.12.A, 4.5.10.D, 4.1.10.E, 4.2.10.B, 4.2.12.B, 4.5.12.A).
- Students will construct an argument from evidence for how increases in human population and consumption of natural resources impact Earth's systems. (Examples of evidence include appropriate databases on human populations and the rates of consumption of food and natural resources such as fresh water, minerals and energy. Examples of impacts may include changes to the appearance, composition and structure of Earth's systems as well as the rates at which they change.) NOTE: The consequences of increases in human populations and consumption of natural resources are described by science. Even though science does not decide upon the actions societies take, science can help predict the consequences of those actions. (SAS Standards 3.3.10.A7, 3.3.12.A7, 4.1.10.A, 4.5.10.C, 4.5.12.C).
- Students will evaluate or refine a technological solution that reduces impacts of human activities on natural systems. (SAS Standards 3.4.10.A3, 3.4.12.A3, 4.5.12.D, 4.1.12.E, 4.3.10.D, 4.3.12.D).

Course Content:

Introduction

- A) Course overview
- B) Environmental issues
- C) Solutions
- D) Grassroots campaigns

Erosion

- A) Physical & chemical erosion
- B) Weathering & erosion - Bryce Canyon
- C) Laboratory experiment
- D) River erosion
- E) Canyonlands National Park - Grand Canyon - Arches National Park
- F) River research assignment

The Work of the Sea

- A) Coral reefs
- B) Coastal erosion
- C) Hurricanes & Tsunamis

D) The deep ocean floor

Glaciers

- A) Overview of glaciers
- B) Continental glaciers
- C) Expedition journal entry assignment

The Last 600 Million Years

- A) A walk through geologic time
- B) Phanerozoic Eon
- C) Fossils, rocks, & time
- D) The Great Lakes during the Ice Age
- E) Independent research travel brochure assignment
- F) Mini term paper assignment & schedule

Return to Jurassic Park

- A) The Mesozoic Era
- B) Plants & animals of the period
- C) Dinosaurs
- D) Travel brochure assignment
- E) Research paper progress report due

Finishing Up the Last 65 Million Years

- A) Cenozoic Era
- B) Travel brochure assignment
- C) Finish research paper

Introduction to Weather and Climate

- A) Weather systems
- B) Weather maps
- C) Elements
- D) Weather phenomena
- E) El Nino
- F) Forces & winds
- G) Independent climate and weather investigation assignments
- H) Forecasting methods

Biodiversity

- A) Diversity of life overview
- B) Evolution & biodiversity in California
- C) Importance of biodiversity
- D) Endangered Species Act - Audubon Society
- E) Biodiversity in Canada

Honors Biology

Course Description:

Honors Biology has been developed to meet the state standards for Science & Technology and Ecology & Environment.

Honors Biology is for the college bound student who wants to be challenged and is dedicated to working hard. Throughout the course, students will perform experiments that will enhance and supplement concepts covered. Students will then have to display mastery of these concepts in lab reports and other assessments.

Students will approach science as a reliable and tentative way of knowing and explaining the natural world. Students will weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions. Students will make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions. Students will evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system. Students will explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

The following topics are discussed and studied throughout the Honors Biology course: Scientific Method, Scientific tools, Metric System, Chemistry of Macromolecules, Cells, Cell Cycle, Meiosis, Genetics, DNA and RNA, Evolution, and Ecology.

Competencies:

- Students will use models to demonstrate how DNA sequences determine the structure and function of proteins. (SAS Standards 3.1.B.A1, 3.1.B.A5, 3.1.B.B1, 3.1.B.B3, 3.1.B.B5, 3.1.C.B3, 3.1.C.C2).
- Students will create a model to explain, compare and contrast the structure and function of prokaryote and eukaryote cells. (SAS Standard 3.1.B.A1).
- Students will formulate scientific explanations through models to explain the hierarchical organization of interacting systems working together to provide specific functions within multicellular organisms. (SAS Standards 3.1.B.A1, 3.1.B.A5, 3.1.B.A6, 3.1.B.C2, 4.1.3.A, 4.1.4.A).
- Students will plan and conduct an investigation to provide evidence and explain the function of positive and negative feedback mechanisms in maintaining homeostasis that is essential for organisms. (SAS Standards 3.1.B.A2, 3.1.B.A4, 3.1.B.A5, 3.1.B.A7, 3.1.B.A8, 3.2.B.B6, 3.2.C.A1).
- Students will use a model to explain how mitotic cell division results in daughter cells with identical patterns of genetic materials essential for growth and repair of multicellular organisms. (SAS Standards 3.1.B.A4, 3.1.B.A5, 3.1.B.B2, 3.1.B.B3, 3.1.B.B5, 3.1.B.C2, 3.1.C.C2).
- Students will construct a model to illustrate the similarities and differences between active and passive transport processes. (SAS Standards 3.1.B.A5, 3.1.B.A2, 3.1.B.A4, 3.1.B.A7, 3.2.C.A1, 3.2.P.B6).
- Students will use a model to describe the role of cellular division and differentiation to produce and maintain complex organisms composed of organ systems and tissue

subsystems that work together to meet the needs of the entire organism. (SAS Standards 3.1.B.A1, 3.1.B.A5, 3.1.B.A6).

- Students will use a model to explain the role of cellular division and the mechanisms in meiosis for transmitting genetic information from parents to offspring. (SAS Standards 3.1.B.A1, 3.1.B.A4, 3.1.B.A5, 3.1.B.B1, 3.1.B.B2, 3.1.B.B3, 3.1.B.B, 3.1.B.C2, 3.1.C.C2).
- Students will construct a model to support explanations of the process of photosynthesis by which light energy is converted to stored energy. (SAS Standards 3.1.B.A2, 3.1.B.A5, 3.1.C.A1, 3.1.C.A2, 4.1.10.C).
- Students will construct a model that illustrates the biosynthesis of certain amino acids from metabolic products produced during aerobic respiration. (SAS Standards 3.1.B.A2, 3.1.B.A5, 3.1.B.A7, 3.1.C.A1, 3.1.C.A2, 3.1.C.A7, 4.1.10.C).
- Students will use a model to illustrate how cells use Carbon, Hydrogen, Oxygen, Nitrogen and Sulfur to synthesize biological macromolecules. (SAS Standards 3.1.B.A2, 3.1.B.A7, 3.1.B.A8, 3.1.C.A2, 3.1.C.A7, 3.2.C.A2).
- Students will use a model to explain cellular respiration as a chemical process whereby the bonds of food molecules and oxygen molecules are broken and bonds in new compounds are formed that result in a net transfer of energy. (SAS Standards 3.1.B.A2, 3.1.B.A5, 3.1.B.A7, 3.1.C.A1, 4.1.10.C).
- Students will evaluate data to compare the energy efficiency of aerobic and anaerobic respiration within organisms. (SAS Standards 3.1.B.A2, 3.1.B.A5, 3.1.C.A1, 4.1.10.C).
- Students will evaluate data to explain resource availability and other environmental factors that affect carrying capacity of ecosystems. (SAS Standards 4.1.10.A, 4.1.10.E, 4.2.10.C, 4.2.10.A, 4.2.10.B, 4.5.10.D, 4.1.12.A).
- Students will plan and carry out investigations to make mathematical comparisons of the populations and biodiversity of two similar ecosystems at different scales. (SAS Standards 4.1.10.A, 4.1.10.E, 4.2.10.C, 4.2.10.A, 4.2.10.B, 4.5.10.D, 4.1.12.A).
- Students will use data to develop mathematical models to describe the flow of matter and energy between organisms and the ecosystem. Examples include trophic levels and feeding relationships (food webs/food chains) and the Ten percent law. (SAS Standards 4.1.5.C, 4.1.10.C, 4.1.12.C).
- Students will use models to explain the roles of photosynthesis and cellular respiration in the carbon cycle specific to the carbon exchanges among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (SAS Standards 4.1.10.A, 4.2.10.A, 4.1.10.C, 4.1.12.C).
- Students will provide evidence to support explanations of how elements and energy are conserved as they cycle through ecosystems and how organisms compete for matter and energy. (SAS Standards 4.1.10.A, 4.1.10.C, 4.1.12.C, 4.2.10.A).
- Students will investigate and explain the evidence of competition on individual and species' chances to survive and reproduce. (SAS Standards 4.1.10.A, 4.1.10.C, 4.1.12.C, 4.2.10.A).
- Students will construct and use a model to communicate how complex sets of interactions in ecosystems maintain relatively consistent numbers and types of organisms for long periods of time when conditions are stable. (SAS Standards 4.1.10.A, 4.1.10.E, 4.1.12.A, 4.2.10.A, 4.2.10.B, 4.2.10.C, 4.5.10.D).
- Students will construct arguments from evidence about the effects of natural and human disturbances and biological or physical disturbances in terms of the time needed to reestablish a stable ecosystem and how the new system differs from the original system. (SAS Standards 4.1.10.A, 4.1.10.B, 4.1.10.E, 4.2.10.A, 4.2.10.B, 4.2.10.C, 4.3.10.B, 4.5.10.D, 4.5.10.B, 4.1.12.A, 4.1.12.C, 4.2.12.A, 4.2.12.B, 4.2.12.C, 4.3.12.A, 4.5.12.B).
- Students will ask questions and obtain information about the role of patterns of gene sequences in DNA molecules and subsequent inheritance of traits. (SAS Standards 3.1.B.B3, 3.1.C.B3).

- Students will construct an explanation for how cell differentiation is the result of activation or inactivation of specific genes as well as small differences in the immediate environment of the cells. (SAS Standards 3.1.B.B1, 3.1.B.B3, 3.1.B.B5, 3.1.C.B3, 3.1.C.C2).
- Using a model, students will explain information that inheritable genetic variations may result from (1) genetic combinations in haploid sex cells, (2) errors occurring during replication, (3) crossover between homologous chromosomes during meiosis, and (4) environmental factors. (SAS Standards 3.1.B.B1, 3.1.B.B2, 3.1.B.B3, 3.1.B.B4, 3.1.C.C2, 4.4.10.A, 4.4.12.A, 4.4.10.B, 4.4.12.B).
- Students will use probability to explain the variation and distribution of expressed traits in a population. (SAS Standard 3.1.B.B5).
- Students will use evidence obtained from technologies to compare similarity in DNA sequences, anatomical structures, and embryological appearance as evidence to support multiple lines of descent in evolution. (SAS Standards 3.1.B.A9, 3.1.B.B3, 3.1.B.C1, 3.1.B.C3).
- Students will plan and carry out investigations to gather evidence of patterns in the relationship between natural selection and changes in the environment. (SAS Standard 3.1.B.C1).
- Students will apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (SAS Standard 3.1.B.C1).
- Students will use models to explain how the process of natural selection is the result of four factors. (SAS Standard 3.1.B.C1).
- Students will use evidence to explain the process by which adaptation drives natural selection that result in populations dominated by organisms that are anatomically, behaviorally, and physiologically able to survive and/or reproduce in a specific environment. (SAS Standards 3.1.B.C1, 3.1.B.C2).
- Students will develop an argument to support the convergent or divergent changes among life on earth in response to earth's dynamic changes. (SAS Standards 3.1.B.C1, 3.1.B.C2).
- Students will investigate and communicate data describing how changes in environmental conditions can affect the distribution of traits in a population and cause increases in the numbers of some species, the emergence of new species, and the extinction of other species. (SAS Standards 3.1.B.C1, 3.1.B.C2).
- Students will utilize a variety of data to provide evidence and construct explanations and design solutions for the impact of human activities on the environment including ways to sustain biodiversity and maintain the flow of the planet's future natural resources. (SAS Standards 4.1.10.A, 4.1.10.B, 4.1.10.E, 4.1.12.A, 4.1.12.C, 4.2.10.A, 4.2.10.B, 4.2.10.C, 4.2.12.A, 4.2.12.B, 4.2.12.C, 4.3.10.B, 4.3.12.A, 4.5.10.B, 4.5.10.D, 4.5.12.B).
- Students will design solutions for creating or maintaining the sustainability of local ecosystems. (SAS Standards 4.1.10.A, 4.1.10.E, 4.1.12.A, 4.2.10.A, 4.2.10.B, 4.2.10.C, 4.5.10.D).

Course Content:

Science of Biology:

What is science

How scientists work & the scientific method

Characteristics of life

Scientific tools and measurement

Chemistry of macromolecules

Cell Structure & Function:

Cell theory & types

Cell structures form & function
Photosynthesis
Cellular Respiration
Movement into/out of cells
Levels of cellular organization
Cell Growth & Division:
Limits to cell growth
Cell division (Mitosis)
Virus Cycles
Regulating the cell cycle
Genetics:
Several patterns of inheritance
Probability & punnett squares
Meiosis
Genetic technologies & their impact
DNA/RNA:
DNA Discovery
DNA/RNA Structure
DNA Replication
RNA transcription/translation
Mutations
Evolution:
Contributing scientists
Natural selection
History of Life
How populations evolve
Ecology
Ecosystems
Population Dynamics
Relationships
Biogeochemical Cycles
Human Impact
Succession
IPM
Threatened, Endangered, and Invasive Species
Natural resources (technology, policies, management, conservation)

Course Requirements:

Students are expected to take an active role in their education by consistently completing independent reading and note taking assignments both in class and at home, conducting laboratory investigations and reporting results and analysis through lab reports, and being responsible for their own appropriate classroom and laboratory behavior. Failure to complete assignments and submit them on time will adversely affect the student's grade.

Honors Chemistry

Course Description: Honors Chemistry is intended to meet the needs of college-bound students seeking a possible career in a science field. Students should attain understanding of chemistry fundamentals and a reasonable competence in dealing with chemical problems.

Students will approach science as a reliable and tentative way of knowing and explaining the natural world. Students will weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions. Students will make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions. Students will evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system. Students will explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

Competencies:

- Students will construct models showing that stable forms of matter are those with minimum electrical field energy. (SAS Standards 3.2.C.A1, 3.2.C.A5, 3.2.12.A2)
- Students will construct models showing that energy is needed to break bonds and overcome intermolecular forces and that energy is released when bonds form (Enthalpy, Lattice energy are beyond the Eligible Content). (SAS Standards 3.2.1.C.A2, 3.2.C.A1, 3.2.10.A4, 3.4.10.A)
- Students will use the atomic model and the periodic table to predict and explain trends in properties of elements. (SAS Standards 3.2.10.A1, 3.2.C.A1, 3.2.C.A2).
- Students will develop a model showing the likely position of electrons as determined by the quantized energy levels of atoms. (SAS Standards 3.2.10.A1, 3.2.C.A1, 3.2.C.A2, 3.2.10.A5, 3.2.12.A2).
- Students will develop explanations and/or mathematical expressions comparing solutions made from ionic and covalent solutes and how various factors affect the solubility of these solutions. (SAS Standards 3.2.C.A1, 3.2.C.A2, 3.2.C.A4, 3.2.10.A2, 3.2.10.A4, 3.2.10.A5, 3.2.12.A1).
- Students will analyze and interpret data sets, using the mole concept, to mathematically determine amounts of representative particles in macroscopic, measurable quantities. (SAS Standards 3.2.C.A2, 3.2.C.A4, 3.2.10.A5).
- Students will analyze and interpret data to apply the laws of definite proportions and multiple proportions, to determine empirical and molecular formulas of compounds, percent composition and mass of elements in a compound. (SAS Standards 3.2.C.A1, 3.2.C.A2, 3.2.C.A4, 3.2.10.A5).

- Students will utilize mathematical relationships to predict changes in the number of particles (moles), the temperature, the pressure, and the volume in a gaseous system (i.e., Boyle's Law, Charles' Law, Avogadro's Law, Dalton's Law of partial pressures, the combined gas law, and the ideal gas law). (SAS Standards 3.2.10.A3, 3.2.C.A3).
- Students will use Lewis Structures and VSEPR to predict and explain charge distribution across a particle (atom, ion, molecule or formula unit). (SAS Standards 3.2.10.A1, 3.2.C.A5).
- Students will analyze and interpret data obtained from measuring the bulk properties of various substances to explain the relative strength of the interactions among particles in the substance. (SAS Standards 3.2.C.A1, 3.2.C.A2, 3.2.C.A4, 3.2.10.A, 3.2.10.A1, 3.2.10.A4, 3.2.10.A5, 3.2.12.A1).
- Students will use models to understand the effect of concentration, temperature, and surface area on frequency of collisions and subsequently rate. Students will describe the function of catalysts. (SAS Standards S11.C.1.1, 3.2.C.A4).
- Students will develop and use models to explain that atoms (and therefore mass) are conserved during a chemical reaction. Models can include computer models, ball and stick models, and drawings. (SAS Standards 3.2.10.A2, 3.2.C.A2, 3.2.10.A4, 3.2.C.A4, 3.2.C.B3).
- Students will develop a model for chemical systems to support/predict changes in reaction conditions limited to simple equilibrium reactions. (SAS Standards 3.2.10.A4, 3.2.C.A2, 3.2.C.A4).
- Students will use system models (computers or drawings) to construct molecular-level explanations to predict the behavior of systems where a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (SAS Standards 3.2.10.A4, 3.2.C.A4, 3.2.12.A5).
- Students will construct models to explain changes in nuclei during the processes of fission, fusion, and radioactive decay and the subatomic interactions that determine nuclear stability. (SAS Standards 3.2.12.A2, 3.2.C.A3).
- Students will analyze and interpret data sets to determine the maximum age of samples (rocks, organic material) using the mathematical model of radioactive decay. (SAS Standard 3.2.12.A2).
- Using models, students will differentiate between acid and bases and acid-base systems. Students will determine neutralization point of a reaction. Students will determine pH of a solution. Students will show understanding of log scale. (SAS Standard 3.2.12.A).
- Students will apply a systematic set of rules (IUPAC) for naming compounds and writing chemical formulas (e.g., binary covalent, binary ionic, ionic compounds containing polyatomic ions).
- Students will utilize significant figures to communicate the precision in a quantitative observation. Accuracy discussion: Students will calculate error and percent error given experimental data and the accepted value.

Course Content: The following topics will be covered in this course:

1. Introduction to Chemistry

- The scientific method
- Measurement
- Problem solving

2. Atoms, Molecules, and Ions

- Atomic theory
- The periodic table
- Chemical formulas
- Naming compounds

3. Mass Relationships in Chemical Reactions

- Molar mass
- Avogadro's number
- Percent composition
- Chemical equations

4. Reactions in Aqueous Solutions

- Precipitation, acid-base, and redox reactions
- Arrhenius and Bronsted acids and bases
- The pH scale
- Concentration
- Titrations

5. *Gases*

- The gas laws

6. Quantum Theory and the Electronic Structure of Atoms

- Electromagnetic Radiation and Spectra

- The Bohr Model
- Quantum mechanics
- Atomic orbitals

7. Periodic Relationships Among the Elements

- Organization of the periodic table
- Periodicity

8. Chemical Bonding I: Basic Concepts

- Lewis structures
- Covalent vs. ionic bonds
- Electronegativity
- Resonance

9. Chemical Bonding II: Molecular Geometry and Hybridization of Atomic Orbitals

- Molecular geometry and dipole moments

10. Chemical Equilibrium

- Factors that affect chemical equilibrium

Lab Experiments: Labs are an integral part of chemistry. Students will be given the lab assignment and a rubric usually at least a day before performing it. They will read and understand the objectives and procedures involved and come to lab fully prepared.

HONORS PHYSICS

Course Description:

Honors Physics is a laboratory science course which focuses on several different areas of Physics. The first and main consideration is the branch of physics known as mechanics, which includes the sub-branches of kinematics (the study of motion) and dynamics (the study of forces). Other areas are thermodynamics (heat) and waves and their properties. The honors section will also have an introductory study in electricity (static electricity and simple, direct current circuits). The course requires rigorous mathematical capability as well as the ability to solve problems and use critical thinking skills. The lab component compliments the area of study and involves hands-on skills and the practical application of learned material.

Students will approach science as a reliable and tentative way of knowing and explaining the natural world. Students will weigh evidence and use scientific approaches to ask questions, investigate, and make informed decisions. Students will make and use observations to analyze relationships and patterns in order to explain phenomena, develop models, and make predictions. Students will evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system. Students will explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

Competencies:

- Students will construct an explanation for the motion of an object based on the interactions that occur between the object and other objects in the system. (SAS Standards 3.2.P.B1, 3.2.P.B6, 3.2.12.B6).
- Students will plan and carry out investigations to show how the mathematical relationship of Newton's Second Law of motion accurately predicts the relationship between the net force on objects, their mass, and the resulting change in motion. (SAS Standards 3.2.P.B1, 3.2.P.B6, 3.2.12.B6).
- Students will use mathematical representations of Newton's Law of Gravitation to describe and predict the gravitational forces between objects. (SAS Standards 3.2.P.B1, 3.2.P.B6, 3.2.12.B6).
- Students will use mathematical representations of Coulomb's Law to describe and predict the electrostatic forces between objects. (SAS Standards 3.2.12.B4).
- Students will construct an explanation for the energy of an object has in a system based on the object's motion and the object's interaction with other objects in the system. (SAS Standard 3.2.P.B2).
- Students will develop and use a model to explain how an object's energy is transferred or transformed as objects interact within a system. (SAS Standards 3.2.P.B2, 3.2.12.B6).
- Students will identify problems and suggest design solutions to optimize the energy transfer between objects or systems of objects. (SAS Standards 3.2.P.B2, 3.2.12.B6).
- Students will construct mathematical models to show how energy is transformed and transferred within a system. (SAS Standards 3.2.P.B2, 3.2.12.B6).
- Students will plan and carry out an investigation to provide evidence that energy is conserved in a system. (SAS Standards 3.2.P.B2, 3.2.12.B6).
- Students will generate and analyze data to support the claim that the total momentum of a closed system of objects is conserved. (SAS Standard 3.2.P.B2).

- Students will use mathematical representations to support the claim that the total momentum of a system of objects is conserved through the transfer of momentum between objects when there is no net force on the system. (SAS Systems 3.2.P.B2, 3.2.12B2, 3.2.12.B6).
- Students will apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. (SAS Systems 3.2.P.B2, 3.2.12B2, 3.2.12.B6).
- Students will analyze and interpret data to support the claim that the speed of a wave in a medium is the product of the wave's frequency and the wave's wavelength. (SAS Standard 3.2.P.B5).
- Students will construct explanations for the transmission, reflection, refraction and/or absorption of waves as they pass from one medium to another medium. (SAS Standard 3.2.P.B5).
- Students will develop a claim and reasoning supported by evidence that describes the behavior of a wave as it passes from one medium to another medium. (SAS Standard 3.2.P.B5).
- Students will construct an explanation for the application of resonance in everyday phenomena (e.g., waves in a stretched string, speech, the design of all musical instruments).
- Students will investigate the patterns created when waves of different frequencies combine, and explain how these patterns are used to encode and transmit information.
- Students will evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. (SAS Standard 3.2.P.B5).
- Students will generate and analyze data to support the claim that the energy of an electromagnetic wave is directly proportional to the frequency of the wave. (SAS Standard 3.2.P.B5).
- Students will construct explanations for why the wavelength of an electromagnetic waves determines its use for certain applications. (SAS Standards 3.2.P.B5, 3.2.12.B5).
- Students will obtain, evaluate, and communicate information regarding the advantages of using a digital transmission and storage of information. (SAS Standards 3.2.P.B5, 3.2.12.B5).
- Students will communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. (SAS Standards 3.2.P.B5, 3.2.12.B5).

Course Content:

I. Introduction

- Math tool kit, metric system, significant figures
- Algebra skills
- Precision: commonly used instruments in labs
- Lab: measurement and precision

II. Motion

- Acceleration, velocity
- Kinematic equations
- Gravity
- Labs: accelerated motion, motion at a constant velocity, acceleration due to gravity

III. Forces

- Newton's three laws of motion
- Frictional forces
- Labs: force of friction, force board

IV. Vectors

- Vector addition
- Vector resolution
- Forces on an incline
- Labs: vector components, vector addition, forces on an incline

V. Motion in Two Dimensions

- Projectile Motion
- Circular Motion
- Simple harmonic motion
- Labs: projectile motion, circular motion, pendulum, spring

VI. Universal Gravitation

- Astronomical history
- Kepler's laws
- Newton's Law of Universal Gravitation

VII. Momentum

- Impulse and change of momentum
- Conservation of momentum
- Labs: impulse/change of momentum and conservation of momentum

VIII. Work and Power

- Introduction to the work-energy theorem
- Lab: horsepower

IX. Energy

- Potential and kinetic energy
- Reinforcement of the work-energy theorem
- Labs: conservation of energy labs

X. Thermodynamics

- Laws of thermodynamics
- Heat energy and changes state
- Labs: specific heat, heat of fusion

XI. Waves

- Properties
- Sound
- Light

XII. Optics

- Mirrors
- Lenses
- Labs: focal points with mirrors and lenses

XIII. Electricity

- Static electricity, electric fields
- Direct current electricity
- 1. Series circuits
- 2. Parallel circuits
- 3. Compound circuits
- 4. Labs: DC circuitry, electric field

Honors Civics & Government

Course Description:

This course is an in-depth examination of American Government in which students will be required to develop higher level skills in reading comprehension, analysis and writing to understand the operations of government at the federal and state level. The course will focus on the principles that provide the basis for our governmental system, the functions of the various branches, the rights and responsibilities of citizens along with a comparative study of governments in other nations. There will be an emphasis on the use of primary source documents, analytical reasoning and research.

Competencies:

Principles and Documents of Government:

Rule of Law: Students will analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. (SAS Standard 5.1.C.A.)

Law and Government: Students will employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. (SAS Standard 5.1.C.B.)

Principles and Ideals that Shape Government: Students will Evaluate the application of the principles and ideals in contemporary civic life. (Liberty / Freedom, Democracy, Justice, Equality). (SAS Standard 5.1.C.C.)

Documents and Ideals that Shape Pennsylvania and US Government: Students will evaluate state and federal powers based on significant documents and other critical sources (Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution). (SAS Standard 5.1.C.D.)

Individual Rights: Students will analyze and assess the rights of people as written in the PA Constitution and the US Constitution. (SAS Standard 5.1.C.E.)

Symbols: Students will analyze the role political symbols play in civil disobedience and patriotic activities. (SAS Standard 5.1.C.F.)

Rights and Responsibilities of Citizenship:

Civics Rights and Responsibilities: Students will contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. (SAS Standard 5.2.C.A.)

Conflict and Resolution: Students will analyze strategies used to resolve conflicts in society and government. (SAS Standard 5.2.C.B.)

Leadership and Public Service: Students will evaluate political leadership and public service in a republican form of government. (SAS Standard 5.2.C.C.)

Competent and Responsible Citizens: Students will evaluate and demonstrate what makes competent and responsible citizens. (SAS Standard 5.2.C.D.)

How Government Works:

Branches of Government: Students will examine the process of checks and balances among the three branches of government, including the creation of law. (SAS Standard 5.3.C.A.)

Structure, Organization, and Operation of Governments: Students will analyze the roles of local, state, and national governments in policy-making. (SAS Standard 5.3.C.B.)

Government Services: Students will explain how government agencies create, amend, and enforce policies in local, state, and national governments. (SAS Standard 5.3.C.C.)

Leadership and Political Elections: Students will evaluate the roles of political parties, interest groups, and mass media in politics and public policy. (SAS Standard 5.3.C.D.)

Elements of the Election Process: Students will compare and contrast the different election processes for local, state, and national offices. (SAS Standard 5.3.C.E.)

Conflict and the Court System: Students will explain the Supreme Court's role in interpreting the U.S. Constitution (Individual rights, States' rights, Civil rights. (SAS Standard 5.3.C.F.)

Interest Groups: Students will analyze the influence of interest groups in the political process. (SAS Standard 5.3.C.G.)

Media Influences: Students will evaluate the role of mass media in setting public agenda and influencing political life. (SAS Standard 5.3.C.H.)

Taxes: Students will explain various types of taxes and their purposes. (SAS Standard 5.3.C.I.)

Systems of Government: (SAS Standard 5.3.C.J.)

How International Relationships Function:

Countries and Conflicts: Students will explain how United States foreign policy is developed. (SAS Standard 5.4.C.A.)

Tools of Foreign Policy: Students will explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties). (SAS Standard 5.4.C.B.)

International Organizations: (SAS Standard 5.4.C.C.)

Media and its Influence: (SAS Standard 5.4.C.D.)

How Foreign Policy is Influenced: (SAS Standard 5.4.C.E.)

Course Content:

- The Constitution
- Federalism

- The Federal Judiciary
- Public Opinion & Political Action
- Mass Media
- Political Parties
- Nominations & Campaigns
- Elections and Voting Behavior
- Interest Groups
- Congress
- The Presidency
- The Budget Battle & Economic Policy
- The Federal Bureaucracy
- Social Welfare, Healthcare Policymaking
- The Federal Judiciary
- Civil Liberties & Public Policy
- Civil Rights & Public Policy

Honors Global History and Geography

Course Description

Global History and Geography 9 Honors is the first year of a two-year sequence. A chronological approach is used in Global History and Geography. The ninth grade studies the political, economic, religious, social and cultural systems of the peoples of Europe, Africa, Asia and Latin America from prehistory to the Age of Absolutism.

The Global History and Geography Honors course involves a higher level of work. More in depth writing assignments will be given; reading will be critically oriented and a greater degree of analysis and synthesis is expected.

The five social studies standards: History of the United States and Pennsylvania; World History; Geography; Economics; Civics, citizenship and government are incorporated into the discussions and analyses of the course as they appear in the chronology.

Competencies—World History

Historical Analysis and Skills Development:

Continuity and Change over Time: Students will evaluate patterns of continuity and change over time, applying context of events. (SAS Standard 8.1.W.A.)

Fact/Opinion and Points of View: Students will evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (SAS Standard 8.1.W.B.)

Research: Students will construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research). (SAS Standard 8.1.W.C.)

World History:

Contributions of Individuals and Groups: Students will evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (SAS Standard 8.4.W.A.)

Historical Documents, Artifacts, and Sites: Students will evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (SAS Standard 8.4.W.B.)

Impact of Continuity and Change: Students will evaluate how continuity and change have impacted the world today (Belief systems and religions, Commerce and industry, Technology,

Politics and government, Physical and human geography, Social organization. (SAS Standard 8.4.W.C.)

Conflict and Cooperation: Students will evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. (SAS Standard 8.4.W.D.).

Competencies—Geography 9th grade

Basic Geographic Literacy:

Geographic Tools: Students will explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments. (SAS Standard 7.1.9.A.)

Location of Places and Regions: Students will explain and locate regions and their shared connections as defined by physical and human features. (SAS Standard 7.1.9.B.)

Physical Characteristics of Places and Regions:

Physical Characteristics: Students will explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems. (SAS Standard 7.2.9.A.)

Physical Processes: Students will explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems. (SAS Standard 7.2.9.B.)

Human Characteristics of Places and Regions:

Human Characteristics: Students will explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities. (SAS Standard 7.3.9.A.)

Interactions Between People and the Environment:

Impact of Physical Systems on People: Students will compare and contrast the effect of the physical systems on people across regions of the United States. (SAS Standard 7.4.9.A.)

Impact of People on Physical Systems: Students will compare and contrast the effect of people on the physical region across regions of the United States. (SAS Standard 7.4.9.B.)

Course Content

9th Grade:

I. Beginning of the world and the creation of civilizations

a. Importance of geography, economics, and political science in the development of civilizations

b. How these civilizations grew into greatness, interacted with one another, and declined into decay.

II. Major religions of the world

a. Their connections, their differences, and their impacts on individuals, nations, and the world

III. Scientific and philosophical roots of revolution that pushed the world into modernity

IV. Fertile Crescent of Mesopotamia to the Yellow River of China.

V. Feudal society of Japan

VI. Caste system of India.

VII. Decline of the Roman Empire and the rise of the Mali Empire.

VIII. Influence of polytheism and the consequences of Protestantism

a. Gothic Architecture of the Middle Ages

b. Pyramids of Egypt

VIII. Democracies of ancient Greece

IX. Absolute monarchies of seventeenth century Europe.

Grade 10

I. Age of Absolutism

a. Leaders who ruled alone

b. The Enlightenment

i. Intelligent thinkers introduce new ideas about government by using "classical examples"

II. The Age of Revolution

a. French Revolution

b. Latin America

III. The Industrial Revolution

a. How technology changed society

b. The search for new resources

i. The Scramble for Africa

IV. Imperialism

a. Giving "Empires" a new name

- b. Methods of control beyond creating laws
- V. Who had the largest Empires
 - a. Great Britain in India, China, Ireland
 - b. France in Latin America, South East Asia
 - c. The Dutch in South Africa
- VI. Nationalism in the rest of Europe
 - a. Unification of Germany
 - b. Unification of Italy
 - c. Russia
- VII. Japan Modernizes
 - a. Europe attempts to Imperialize
 - b. Responding with the Meiji Restoration
- VIII. World War I
 - a. Competition for resources, Nationalism, Assassination=reasons for war
 - b. How the Treaty of Versailles ends the war but helps start the Second World War
- IX. The Colonies see a chance for revolution
 - a. European Imperialists are weak from war
 - b. Latin America, Africa, Middle East, India, China see an opportunity to have their freedom, b/c they realize they have nationalism
- X. Totalitarianism on the Rise
 - a. Fascism in Italy, Mussolini
 - b. Nazism in Germany, Hitler
 - c. Communism in the Soviet Union, Stalin
- XI. World War II
 - a. Nazi aggression and the Treaty of Versailles
 - b. Allies vs Axis
 - c. The United Nations after the War
- XII. The Cold War
 - a. Those who accept US help take on Democratic ideals
 - b. Those who accept Soviet help take on Communist ideals
 - c. The world is divided again, fighting takes place in only certain regions
 - i. Berlin Airlift
 - ii. Korea
 - iii. Vietnam
 - iv. Arab-Israeli War
 - v. Cuban
 - d. NATO
 - e. The Fall of Communism

- f. The start of the European Union
- XIII. Social, Political and Economic consequences of the 19th and 20th Century
 - a. Famine and AIDS in Africa
 - b. Overpopulation in China and India
 - c. Outdated technology in Africa, Southeast Asia, Latin America
 - d. Old Tribal rivalries show up again in Africa
 - e. Poverty in Africa, S.E.Asia, India, China
 - f. Build up of Nuclear Weapons through out the world
 - g. Islamic Fundamentalism in the Middle East
 - i. Rise of Terrorism

Honors US History I

Course Description

The curriculum is comprehensive in that it requires the student to examine the history of the United States as a complex phenomenon with economic, political and socio-cultural dimensions. There is a conscious attempt to use history as a vehicle for an understanding of the United States unique identity as well as its diversity. The examination of the past as an interdisciplinary endeavor is also evident in the curriculum, in its integration of economic, environmental, and value issues in a global context. Students are to become proficient in the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The techniques required for the assessment of historical materials to determine their evidential value, is central to this curriculum's intent. Persuasive writing both as a crucial skill in test taking as well as for constructive cultural participation is emphasized and developed in all of the units. This curriculum reflects the skills and knowledge necessary for academic success as well as providing the student with the ability to meet the demands of 21st century citizenship.

Competencies:

Historical Analysis and Skills Development:

Continuity and Change over Time: Students will evaluate patterns of continuity and change over time, applying context of events. (SAS Standard 8.1.U.A.)

Fact/Opinion and Points of View: Students will evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (SAS Standard 8.1.U.B.)

Research: Students will analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research). (SAS Standard 8.1.U.C.)

Pennsylvania History:

Contributions of Individuals and Groups: Students will evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S. (SAS Standard 8.2.U.A.)

Historical Documents, Artifacts, and Places: Students will evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S. (SAS Standard 8.2.U.B.)

Impact of Continuity and Change on PA History: Students will evaluate continuity and change in Pennsylvania are interrelated to the U.S (Belief systems and religions, Commerce and industry,

Technology, Politics and government, Physical and human geography, Social organizations). (SAS Standard 8.2.U.C.)

Conflict and Cooperation: Students will evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. (Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability). (SAS Standard 8.2.U.D.)

United States History:

Contributions of Individuals and Groups: Students will compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (SAS Standard 8.3.U.A.)

Historical Documents and Artifacts: Students will compare the impact of historical documents, artifacts, and places which are critical to the U.S. (SAS Standard 8.3.U.B.)

Impact of Continuity and Change on US History: Students will evaluate how continuity and change have impacted the United States (Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations). (SAS Standard 8.3.U.C.)

Conflict and Cooperation: Students will evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. (Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability). (SAS Standard 8.3.U.D.)

Course Content:

Unit 1: People of the Old and Pre-Columbian Worlds (before 1492)

Beginning with prehistoric peoples and continuing through to the Renaissance and the Protestant Reformation, this interactive study guide provides students an easy-to-use, comprehensive, chronological coverage of pre-American history. Included are related primary documents, maps, charts and graphs, and art.

Unit 2: 1492–1763

Beginning with European exploration and discovery, and continuing through to the settling of North America, this interactive study guide provides students an easy-to-use, comprehensive, chronological coverage of United States history. Included are related primary documents, maps, charts and graphs, and art.

Unit 3: 1763–1783

Beginning with the French and Indian War, and continuing through to the end of the Revolutionary War and the creation of the Articles of the Confederation, this interactive study guide provides students an easy-to-use, comprehensive, chronological coverage of United States history. Included are related primary documents, maps, charts and graphs, and art.

Unit 4: 1783–1789

Beginning with the Constitutional Convention of 1787, and continuing through to a discussion about the meaning of the Constitution, this interactive study guide provides students an easy-to-use, comprehensive, chronological coverage of United States history. Included are related primary documents, maps, charts and graphs, and art.

Honors American History II

Unit 1: Emergence as a World Power (mid 1800s–1918)

U.S. Involvement in the Pacific/Latin America (mid 1800s–1914)

The First American Overseas Ventures; China; Japan; Other Pacific Areas; Spanish-American War; Significance of the Spanish-American War; Supporters of U.S. Expansion; Opponents of U.S. Expansion; U.S. Pursues an Expansionist Policy; Effects of the Treaty: Puerto Rico, Cuba, and Guam; Effects of the Treaty: the Philippines; The Panama Canal; The Roosevelt Corollary to the Monroe Doctrine; Events in Asia; Japan; China; Anti-Asian Sentiment in the U.S.; The Mexican Revolution; An Imperial Power

America Becomes Involved in World War I (1914–1918)

The Roots of World War I; War Erupts; The U.S. Tries to Remain Neutral; America's Neutrality Is Difficult; Wilson Is Re-Elected; World War I; Stalemate on the Western Front; The U.S. Enters the War; Problems on the Eastern Front; The Allies Intervene in Russia; American Troops in Europe; The Home Front; The Fourteen Points; The Armistice; The Treaty of Versailles; Negotiations; Terms; The Fate of the Treaty in the U.S. Senate; The Consequences of World War I

Unit 2: Boom, Bust, and Recovery (1920–1941)

America Changes during the Roaring 20s (1920–1929)

Unrest in 1919; Racial Conflict; Labor Strikes; Red Scare; Politics of the 1920s; Civil Rights are Expanded; Labor, Industry, and Agriculture in the 1920s; Recession and Followed by Economic Boom; Industrial Expansion; Favorable Government Policies; Labor, Welfare Capitalism, and the American Plan; Farming in the 1920s; America Changed in the 1920s; Mass Culture; Consumerism; The New Morality; The Lost Generation and the Harlem Renaissance; Reactions to the Changes; The Scopes Trial; Prohibition; Intolerant America; Immigration Restrictions; The New Ku Klux Klan; The "Whispering Campaign" of 1928; Sacco-Vanzetti Trial

Great Depression and New Deal (1929–1941)

The Impact of the Great Crash; The Impact on the U.S. Economy; The Impact on Personal Life; Herbert Hoover's Actions; The New Deal; The Three "R"s; Relief; Recovery; Reform; Native Americans and African-Americans under the New Deal; Reviving Global Trade; Roosevelt and His Critics; The Economy Turns Sour Again; The Effects and Heritage of the New Deal

Unit 3: Response to World Threats: 1919–1945

U.S. Foreign Policy between the Two World Wars (1919–1941) – Introduction; The Debt Problem; U.S. Economic Expansion; U.S. Tariff Policy; The Washington Naval Conference and the Kellogg-Briand Pact; Beyond the "Big Stick": U.S.-Latin American Relations; Germany and

Italy: The Quest for Control of Europe; The U.S. Response to Hitler: Isolationism and Neutrality; Japan: The Greater East Asia Co-Prosperity Sphere; The Sleeping Giant: Awakens
World War II and the Post-War Peace (1939–1945)
The Fighting in Europe Begins; Bombing of Great Britain; U.S. Lend-Lease Act; Invasion of the Soviet Union; Pearl Harbor; The United States Enters World War II; The American Economy; Rationing; Revenue Act and War Bonds; End of the Great Depression; Labor Management Issues; New Patterns of Employment; Mexican Workers; Women in the Workforce; Population Movements; African-Americans Move from South to North; Defeating Germany; Fighting in the Soviet Union; Invasion of North Africa and Italy; A Second Front in Western Europe, D-Day; Germany Surrenders; The Holocaust; Midway: The Tide of War Turns in the Pacific; Island Hopping; The War in China; The War in Asia Comes to an End; The Japanese Islands Are Bombed; U.S. Demands Unconditional Surrender; The Potsdam Declaration; Dropping of the Atomic Bombs; The Japanese Surrender; Planning for the Post-War World; The Atlantic Charter; Bretton Woods and Dumbarton Oaks Conferences; Yalta Conference; Costs of the War

Unit 4: The Postwar Era: 1945–1961

Cold War and the Truman Years (1945–1953)

Transition to a Peacetime Economy; Fair Deal; Taft-Hartley Act; Changing Lifestyles; Truman and the 1948 Election; Cold War Politics; Cold War Economics; Containment and the Truman Doctrine; The Berlin Blockade and the Formation of NATO; The “Loss” of China; Occupation of Japan; The Korean War; Implications of the Korean War; Fighting Communism at Home

The Eisenhower Years (1953–1961)

American Voters Seek Change; Modern Republicanism and Eisenhower’s Economic Policies; American Culture in the 1950s; The Civil Rights Movement; Eisenhower’s Foreign Policy and the Cold War; U.S. Concerns about the Soviet Union; The Election of 1960

Unit 5: Turbulent Times: 1961–1981

Vietnam and the Great Society in the Kennedy-Johnson Years (1961–1969)

Kennedy and Domestic Liberalism; Kennedy’s Economic Policies; Kennedy and Civil Rights; Kennedy and “Flexible Response”; Kennedy and Cuba; Kennedy and the Berlin Crisis; Kennedy and South Vietnam; Kennedy and the Space Program; Lyndon Johnson and Civil Rights; The Election of 1964; Lyndon Johnson and the Great Society; Cultural Upheaval in the 1960s; A Divided America; Lyndon Johnson and Vietnam; The Election of 1968

The Nixon, Ford, and Carter Years (1969–1981)

Richard Nixon and the Search for Peace Abroad and at Home; The War Abroad and Chaos at Home Both Continue; Richard Nixon Seeks to Reshape U.S. Global Strategies; Domestic Policies in the Nixon Years; Nixon and Civil Rights; Nixon and the Economy; Nixon and the Election of 1972; Nixon and the Watergate Scandal; The White House Horrors; Nixon Is Forced from Office; Gerald Ford Assumes the Presidency; Ford and the Economy; Ford and Foreign Affairs; The Election of 1976; Jimmy Carter Assumes the Presidency; Carter, the Energy Crisis, and the Economy; Carter and Human Rights; Carter and the Middle East; Carter, the Soviet Union, and China; Carter and Latin America; Carter and Iran; The Election of 1980

Unit 6: New Challenges in a New World Order: 1981–Present

Cold War Ends, Conservatives Rise in the Reagan-Bush Years (1981–1993

Reagan Takes Office; Reagan's Economic Policies; Results of "Reaganomics"; Continuing Economic Problems; Reagan's Domestic Policies; Reagan's Foreign Policy; The Strategic Defense Initiative (SDI); Overtures to the Soviet Union; Reagan, Latin America, and the Middle East; The Election of 1984; Reagan and the Iran-Contra Scandal; The Election of 1988; Bush and Domestic Policy; Bush and Latin America; The End of the Cold War; George Bush and the Gulf War; The Election of 1992

Prosperity, then Terrorism in the Clinton-Bush Years (1993–Present

The 1992 Election; William J. Clinton Becomes the 42nd President; Clinton's Domestic Policy; Republicans Gain Control of Congress in the 1994 Elections; Clinton and the Republican Congress; Clinton's Foreign Policy; The Election of 1996; Clinton's Second Term; Scandals, Impeachment, and the Congressional Elections of 1998; Foreign Policy in Clinton's Second Term; The 2000 Election; George W. Bush Becomes the 43rd President; Bush's Initial Policies; Terrorism in America; America's Military Response to September 11th; Domestic Reactions to Terrorism; Reassessing American Foreign Policy; Bush's Remaining First Term; Foreign Policy and Events; The Iraqi War and Its Aftermath; Constructing a New Iraqi Government; Other Foreign Policy Developments; Domestic Policy and Events; Congressional Actions; The 2004 Election



High School Artistic Standards

Dance

Music

Theatre

Visual Arts

Figure Skating

Creative Writing/Journalism

Visual and Design Art

Dance

High school students need to continue to dance and create dances in order to develop more highly their ability to communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. They also need to respect their bodies and to understand that dance is the product of intentional and intelligent physical actions. Continued development of movement skills and creative and critical thinking skills in dance is important regardless of whether students intend a dance career.

Technical expertise and artistic expression are enhanced through reflective practice, study, and evaluation of their own work and that of others. Because dance involves abstract images, students can develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. Education in dance, which has been an integral part of human history, is also important if students are to gain a broad cultural and historical perspective. Students examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Experience with dance of many cultures helps students to understand the cultural lives of others.

Dance

Grade 9-12 Dance Standard 1

Content Standard

Identifying and demonstrating movement elements and skills in performing dance

Achievement Standard

Grade 9-12 Dance Standard 1	9	10	11	12
PROFICIENT				

1. Students demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movements	I	R	R	M
2. Students identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions		I	R	R
3. Students demonstrate rhythmic acuity	I	R	R	M
4. Students create and perform combinations and variations in a broad dynamic range		I	R	R
5. Students demonstrate projection while performing dance skills	I	R	R	M
6. Students demonstrate the ability to remember extended movement sequences	I	R	R	M
ADVANCED				
7. Students demonstrate a high level of consistency and reliability in performing technical skills	R	R	R	M
8. Students perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance	R	R	R	M
9. Students refine technique through self-evaluation and correction	R	R	R	M

Dance

Grade 9-12 Dance Standard 2

Content Standard

Understanding choreographic principles, processes, and structures

Achievement Standard

Grade 9-12 Dance Standard 2	9	10	11	12
PROFICIENT				
1. Students use improvisation to generate movement for choreography	I	R	R	M
2. Students demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies		I	R	M

3. Students choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures	I	R	R	M
ADVANCED				
1. Students demonstrate further development and refinement of the proficient skills to create a small group dance with coherence and aesthetic unity	R	R	R	M
2. Students accurately describe how a choreographer manipulated and developed the basic movement content in a dance	R	R	R	M

Dance

Grade 9-12 Dance Standard 3

Content Standard

Understanding dance as a way to create and communicate meaning

Achievement Standard

Grade 9-12 Dance Standard 3	9	10	11	12
PROFICIENT				
1. Students formulate and answer questions about how movement choices communicate abstract ideas in dance	I	R	R	M
2. Students demonstrate understanding of how personal experience influences the interpretation of a dance	I	R	R	M
3. Students create a dance that effectively communicates a contemporary social theme	I	R	R	M
ADVANCED				
1. Students examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives	I	R	R	M
2. Students compare and contrast how meaning is communicated in two of their own choreographic works	I	R	R	M

Dance

Grade 9-12 Dance Standard 4

Content Standard

Applying and demonstrating critical and creative thinking skills in dance

Achievement Standard

Grade 9-12 Dance Standard 4	9	10	11	12
PROFICIENT				
1. Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions	I	R	R	M
2. Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others		I	R	R
3. Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?)		I	R	R
ADVANCED				
1. Students discuss how skills developed in dance are applicable to a variety of careers	I	R	M	M
2. Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet)	I	R	R	M
3. Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance	I	R	R	M

Dance

Grade 9-12 Dance Standard 5

Content Standard

Demonstrating and understanding dance in various cultures and historical periods

Achievement Standard

Grade 9-12 Dance Standard 5	9	10	11	12
PROFICIENT				
1. Students perform and describe similarities and differences between two contemporary theatrical forms of dance	I	R	R	M
2. Students perform or discuss the traditions and technique of a classical dance form (e.g., Balinese, ballet)	I	R	R	M
3. Students create and answer twenty-five questions about dance and dancers prior to the twentieth century	M	M	M	M
4. Students analyze how dance and dancers are portrayed in contemporary media	M	M	M	M
ADVANCED				
1. Students create a time line illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts	M	M	M	M
2. Students compare and contrast the role and significance of dance in two different social/historical/ cultural/political contexts	I	R	R	M

Dance

Grade 9-12 Dance Standard 6

Content Standard

Making connections between dance and healthful living

Achievement Standard

Grade 9-12 Dance Standard 6	9	10	11	12
PROFICIENT				
1. Students reflect upon their own progress and personal growth during their study of dance	R	R	R	M
2. Students effectively communicate how lifestyle choices affect the dancer	R	R	R	M
3. Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media	R	R	R	M
ADVANCED				
1. Students discuss challenges facing professional performers in maintaining healthy lifestyles	R	R	M	M

Dance

Grade 9-12 Dance Standard 7

Content Standard

Making connections between dance and other disciplines

Achievement Standard

Grade 9-12 Dance Standard 7	9	10	11	12
PROFICIENT				
1. Students create an interdisciplinary project based on a theme identified by the student, including dance and two other			I	M

disciplines				
2. Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning		I	R	M
3. Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project	I	R	R	M
ADVANCED				
1. Students compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context		I	R	M
2. Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation)			I	M

Music

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while a knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

Music

Grade 9-12 Music Standard 1

Content Standard

Singing, alone and with others, a varied repertoire of music

Achievement Standard

Grade 9-12 MUSIC Standard 1	9	10	11	12
PROFICIENT				
1. Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory	I	R	R	M
2. Students sing music written in four parts, with and without accompaniment	I	R	R	M
3. Students demonstrate well-developed ensemble skills	R	R	R	M
ADVANCED				
Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6	R	R	R	M
Students sing music written in more than four parts				
Students sing in small ensembles with one student on a part	I	R	R	M

Music

Grade 9-12 Music Standard 2

Content Standard

Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard

Grade 9-12 MUSIC Standard 2	9	10	11	12
PROFICIENT				
1. Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6	I	R	R	M
2. Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills	R	R	R	M
3. Students perform in small ensembles with one student on a part	R	R	R	M
ADVANCED				

1. Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

R	R	R	M
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Music

Grade 9-12 Music Standard 3

Content Standard

Improvising melodies, variations, and accompaniments

Achievement Standard

Grade 9-12 MUSIC Standard 3	9	10	11	12
PROFICIENT				
1. Students improvise stylistically appropriate harmonizing parts	I	R	R	M
2. Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys		I	R	R
3. Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality		I	R	R
ADVANCED				
1. Students improvise stylistically appropriate harmonizing parts in a variety of styles	I	R	R	M
2. Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality	I	R	R	M

Music

Grade 9-12 Music Standard 4

Content Standard

Composing and arranging music within specified guidelines

Achievement Standard

Grade 9-12 MUSIC Standard 4	9	10	11	12
PROFICIENT				
1. Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect				
2. Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music				
3. Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources				
ADVANCED				
1. Students compose music, demonstrating imagination and technical skill in applying the principles of composition				

Music

Grade 9-12 Music Standard 5

Content Standard

Reading and notating music

Achievement Standard

Grade 9-12 MUSIC Standard 5	9	10	11	12
PROFICIENT				
1. Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the		I	R	R

elements of music are used				
M2. Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6	I	R	R	M
ADVANCED				
1. Students demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs	I	R	R	M
2. Students interpret nonstandard notation symbols used by some 20th-century composers		I	R	M
3. Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6		I	R	M

Music

Grade 9-12 Music Standard 6

Content Standard

Listening to, analyzing, and describing music

Achievement Standard

Grade 9-12 MUSIC Standard 6	9	10	11	12
PROFICIENT				
1. Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices	I	R	R	M
2. Students demonstrate extensive knowledge of the technical vocabulary of music	I	R	R	M
3. Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and		I	R	M

techniques				
ADVANCED				
1. Students demonstrate the ability to perceive and remember music events by describing in detail significant events (e.g., fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example	I	R	R	M
2. Students compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style	I	R	R	M
3. Students analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	I	R	R	M

Music

Grade 9-12 Music Standard 7

Content Standard

Evaluating music and music performances

Achievement Standard

Grade 9-12 MUSIC Standard 7	9	10	11	12
PROFICIENT				
1. Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music		I	R	M
2. Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models		I	R	M
ADVANCED				
1. Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions	I	R	R	M

Music

Grade 9-12 Music Standard 8

Content Standard

Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard

Grade 9-12 MUSIC Standard 8	9	10	11	12
PROFICIENT				
1. Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples		I	R	M
2. Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures		I	R	M
3. Students explain ways in which the principles and subject matter of various disciplines outside the arts are Interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human Voice and of the transformation and perception of sound)	I	R	R	M
ADVANCED				
1. Students compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures	I	R	R	M
2. Students explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts (e.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers)	I	R	R	P

Music

Grade 9-12 Music Standard 9

Content Standard

Understanding music in relation to history and culture

Achievement Standard

Grade 9-12 MUSIC Standard 9	9	10	11	12
PROFICIENT				
1. Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications	I	R	R	M
2. Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them	I	R	R	M
3. Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements	I	R	R	M
ADVANCED				
1. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context	I	R	R	M
2. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences	I	R	R	M

Visual Arts

In grades 9-12, students extend their study of the visual arts. They continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions. They grow more sophisticated in their employment of the visual arts to reflect their feelings emotions and continue to expand their abilities to evaluate the merits of their efforts. These standards provide a framework for that study in a way that promotes the maturing students' thinking, working, communicating, reasoning, and investigating skills. The standards also provide for their growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain this knowledge and these skills, they gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds.

The visual arts range from the folk arts, drawing, and painting, to sculpture and design, from architecture to film and video -- and any of these can be used to help students meet the educational goals embodied in these standards. For example, graphic design (or any other field within the visual arts) can be used as the basis for creative activity, historical and cultural investigations, or analysis throughout the standards. The visual arts involve varied tools, techniques, and processes all of which also provide opportunities for working toward the standards. It is the responsibility of practitioners to choose from among the array of possibilities offered by the visual arts to accomplish specific educational objectives in specific circumstances.

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts. As they develop greater fluency in communicating in visual, oral, and written form, they must exhibit greater artistic competence through all of these avenues.

In grades 9-12, students develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills. Students understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work.

Students develop increasing abilities to pose insightful questions about contexts,

processes, and criteria for evaluation. They use these questions to examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology. They can evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments. They can reflect on the nature of human involvement in art as a viewer, creator, and participant.

Students understand the relationships among art forms and between their own work and that of others. They are able to relate understandings about the historical and cultural contexts of art to situations in contemporary life. They have a broad and in-depth understanding of the meaning and import of the visual world in which they live.

Visual Arts

Grade 9-12 Visual Arts Standard 1

Content Standard

Understanding and applying media, techniques, and processes

Achievement Standard

Grade 9-12 Visual Art Standard 1	9	10	11	12
PROFICIENT				
Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks	I	R	R	M
Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use	I	R	R	M
ADVANCED				
Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium	I	R	R	M

Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

I R M

Visual Arts

Grade 9-12 Visual Arts Standard 2

Content Standard

Using knowledge of structures and functions

Achievement Standard

Grade 9-12 Visual Art Standard 2	9	10	11	12
PROFICIENT				
1. Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art		I	R	M
2. Students evaluate the effectiveness of artworks in terms of organizational structures and functions	I	R	R	M
3. Students create artworks that use organizational principles and functions to solve specific visual arts problems	I	R	R	M
ADVANCED				
1. Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives		I	R	M
2. Students create multiple solutions to specific visual arts		I	R	M

problems that demonstrate competence in producing effective relationships between structural choices and artistic functions

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Visual Arts

Grade 9-12 Visual Arts Standard 3

Content Standard

Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard

Grade 9-12 Visual Art Standard 3	9	10	11	12
PROFICIENT				
1. Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture		I	R	M
2. Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life	I	R	R	M
ADVANCED				
1. Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others	I	R	R	M
2. Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others	I	R	R	M

Visual Arts

Grade 9-12 Visual Arts Standard 4

Content Standard

Understanding the visual arts in relation to history and cultures

Achievement Standard

Grade 9-12 Visual Art Standard 4	9	10	11	12
PROFICIENT				
1. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art	I	R	R	M
2. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places		I	R	M
3. Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making		I	R	M
ADVANCED				
1. Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists	I	R	R	M
2. Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning	I	R	R	M

Visual Arts

Grade 9-12 Visual Arts Standard 5

Content Standard

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard

Grade 9-12 Visual Art Standard 5	9	10	11	12
PROFICIENT				
1. Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works		I	R	M
2. Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts	I	R	R	M
3. Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art		I	R	M
ADVANCED				
1. Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions		I	R	M

Visual Arts

Grade 9-12 Visual Arts Standard 6

Content Standard

Achievement Standard

Grade 9-12 Visual Art Standard 5	9	10	11	12
PROFICIENT				
1. Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis		I	R	M
2. Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences	I	R	R	M
ADVANCED				
1. Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences	I	R	R	M

Figure Skating Curriculum

Introduction: **Curriculum** stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. Good curriculum, therefore, is prescriptive, and is based on a more general syllabus, which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

Figure Skating presents a unique and highly individualistic perspective to curriculum mapping. Each member of this department is continually assessed based on their point of entry into the program. Individual progress and assessment is a critical element in each of the three major course strands. Measurement skills in this department are based, primarily, on rules and guidelines published by the United States Figure Skating Association through their testing and competition standards.

This is our model designed to explain the goals, outcomes, and scope of sequence for each of the three curriculum strands (Skating Techniques, Performance Techniques, Integration of the Arts) over a four-year course sequence. Sub-topics, provided throughout the year, support and enrich each of the major strands.

Achievement of figure skating skills is designed through a highly developed rubric provided by the United States Figure Skating Association. This allows the teachers in the department to maintain a careful and relatively exact assessment of each student throughout their career at Berks Arts Academy.

Students enter the program as a wide range of proficiency and are evaluated not only against the national rubrics, but components of a) initiative and effort, b) performance skills, c) skating skills, and d) skate academics (i.e. rules, history, etc.).

A. Skating Techniques

Grade 9: In this course, students will be introduced to the concepts of “Moves in the field”; power, extension, edge quality and quickness. The course will focus on athleticism; the ability to perform skating elements which are identified by USFSA (i.e. lutz, camel spin, stroking) In addition, the course will include physical training; warm-up off the ice and on the ice, encouraging strength and flexibility and differentiation of proper execution of elements based on judging criteria.

Grade 10

In this course, students will extend to more advanced concepts of “Moves in the field”; power, extension, edge quality and quickness. The course will focus on athleticism; the ability to perform skating elements which are identified by USFSA (i.e. lutz, camel spin, stroking) In addition, the course will include physical training; warm-up off the ice and on the ice, encouraging strength and flexibility and differentiation of proper execution of elements based on judging criteria.

Sophomores will additionally be introduced to basics in judging and assessment techniques.

Grade 11

In this course, students will learn the concepts of “Moves in the field”; power, extension, edge quality and quickness. The course will focus on athleticism; the ability to perform skating elements which are identified by USFSA (i.e. lutz, camel spin, stroking) In addition, the course will include physical training; warm-up off the ice and on the ice, encouraging strength and flexibility and differentiation of proper execution of elements based on judging criteria.

Juniors will refine advanced judging and assessment techniques.

Grade 12

In this course, students will learn the concepts of “Moves in the field”; power, extension, edge quality and quickness. The course will focus on athleticism; the ability to perform skating elements which are identified by USFSA (i.e. lutz, camel spin, stroking) In addition, the course will include physical training; warm-up off the ice and on the ice, encouraging strength and flexibility and differentiation of proper execution of elements based on judging criteria.

Seniors will become deeply involved in self-analysis and the development of coaching skills as well as an in-depth examination of the standards of the Professional Skaters of America.

B. Performance Skills:

Grade 9: This course will serve as an introduction to the basics of choreography and to the elements of a musical routine. The use of body language, creating a mood, telling a story, and drawing in the audience will all be included. Students will utilize music, timing of movements to music, expression body and facial. Students will learn to attain proper power and extension, positive, body expression to interpret music appropriately.

Grade 10: This course will be introduced to more advanced concepts of choreography and to elements of routine music. The use of body language, analysis of creative choreography, creating a mood, telling a story, and drawing in the audience will all be included. Students will utilize music, timing of movements to music, expression body and facial. Students will further develop the ability to attain proper power and extension, positive, body expression to interpret music appropriately.

Grade 11: This course will examine advanced concepts of choreography and elements of routine correctly to phrasing of music. The use of body language, analysis of creative choreography, creating a mood, telling a story, and drawing in the audience will all be included. Students will utilize music, timing of movements to music, expression body and facial.

Juniors will be expected to assist in leadership roles for individual and group performance numbers.

Grade 12: This course will require students to choreograph at least one advanced individual or group performance number. Students will demonstrate advanced use of body language, analysis of creative choreography, creating a mood, telling a story, and drawing in the audience.

Integration of the Arts: Grade 9 Course Meets Day 1, 2, 3, and 4

Grade 9: This course is focused on introducing students to the basic components of the arts and academics that impact on the development of the skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also includes a four-year study of the history of figure skating and its implications on our society.

Grade 10: This course is focused on introducing students to the more advanced components of the arts and academics that impact on the development of the skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also includes a four-year study of the history of figure skating and its implications on our society.

Grade 11: This course is focused on introducing students to advanced components of the arts and academics that impact the development of the "complete" skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also includes a four-year study of the history of figure skating and its implications on our society.

Grade 12: This course is focused on requiring students to demonstrate advanced components of the arts and academics that impact on the development of the "complete" skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students

utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also culminates a four-year study of the history of figure skating.

In addition, seniors will be involved in the examination and study of career options available to Figure Skaters. STRESS DIFFERENCES IN THE LEVELS

Class Schedule:

- I. What follows is a sample weekly schedule of classes, indication strand focus, specific topic, and assigned staff. The specifics vary weekly based on teacher planning.

Class Schedule

Courses taught will refer to above. See codes below for Names of Staff (I) and Period Times

Grade	C	I	Monday	C	I	Tuesday	C	I	Wednesday	C	I	Thursday	C	I	Friday
9 & 10															
P5	S	No.	Off-Ice (Stretching, Warm-ups, Theatre)	S	Al.	Off-Ice (Physical Fitness)	I	No.	Off-Ice (Theatre)	S	F & Sh.	Off-Ice (History and Rules)	I	Sw.	Off-Ice (Dance for Skaters)
P6	S	No. & F.	On-Ice (USFSA- Edge Skating) (Individual Skills & Program Preparation) (4 Focused Assessment Skills)	S	Na & F	On-Ice (USFSA- Edge Skating) (Individual Skills & Program Preparation) (4 Focused Assessment Skills)	S	Na & No	On-Ice (USFSA- Edge Skating) (Individual Skills & Program Preparation) (4 Focused Assessment Skills)	F	F & Sh	On-Ice (USFSA- Edge Skating) (Individual Skills & Program Preparation) (4 Focused Assessment Skills)		Na. & F.	On-Ice (USFSA- Edge Skating) (Individual Skills & Program Preparation) (4 Focused Assessment Skills)
P7	S	No. & F.	On-Ice (Individual Program Completion concluding with Power Skating)	S	Na. & F.	On-Ice (Individual Program Completion concluding with Power Skating)	S	Na & No	On-Ice (Individual Program Completion concluding with Power Skating)	S	F & Sh	On-Ice (Individual Program Completion concluding with Power Skating)	S	F & Sh.	On-Ice (Individual Program Completion concluding with Power Skating)
Grade 11 & 12															
11-P1	S	No. & F.	Off-Ice (Stretching, Warm-ups, Theatre)	S	Al.	Off-Ice (Stretching, Warm-ups, Theatre)	S	Na &	Off-Ice (Stretching, Warm-ups, Theatre)	S	F & Sh	Off-Ice (Stretching, Warm-ups, Theatre)	S	F & Sh.	Off-Ice (Stretching, Warm-ups, Theatre)

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Grade 10

In this course, students will extend to more advanced concepts of “Moves in the field”; power, extension, edge quality and quickness. The course will focus on athleticism; the ability to perform skating elements which are identified by USFSA (i.e. lutz, camel spin, stroking) In addition, the course will include physical training; warm-up off the ice and on the ice, encouraging strength and flexibility and differentiation of proper execution of elements based on judging criteria.

Sophomores will be able to master the jumping techniques of all Single jumps and will be able to execute at least two Double jumps from the following list: Salchow, Toe Loop, Loop. Basic Jump Combinations and Sequences will be introduced. In addition, Sophomores will be able to perform Spin Combinations in which at least two different spin positions (Sit, Camel, Upright) are combined. An introduction to Change of Foot Spins will also be accomplished. Sophomores will be able to execute a complete Footwork Sequence using either Straight Line, or Circular patterns.

An introduction to the Rules and Standards governing judging and assessment of elements and programs will be completed in which United States Figure Skating Association Proficiency Tests will be used as the tutorial.

Grade 11

In this course, students will learn the concepts of “Moves in the field”; power, extension, edge quality and quickness. The course will focus on athleticism; the ability to perform skating elements which are identified by USFSA (i.e. lutz, camel spin, stroking) In addition, the course will include physical training; warm-up off the ice and on the ice, encouraging strength and flexibility and differentiation of proper execution of elements based on judging criteria.

Juniors will be able to perform all Double Jumps (Salchow, Loop, Toe Loop, Flip, Lutz) Axel jumping technique will be extended to increase the arc and distance of this particular jump. All Spin positions will be mastered, and Juniors will be able to execute complex Spin Combinations using multiple positions as well as Change of Foot. Flying Spin entries will be introduced.

Complex Footwork using all three Patterns (Straight Line, Circular and Serpentine) will be mastered.

Assessment of all elements in terms of the International Judging System will be accomplished in classroom and On-Ice activities.

Grade 12

In this course, students will learn the concepts of “Moves in the field”; power, extension, edge quality and quickness. The course will focus on athleticism; the ability to perform skating elements which are identified by USFSA (i.e. lutz, camel spin, stroking) In addition, the course will include physical training; warm-up off the ice and on the ice, encouraging strength and flexibility and differentiation of proper execution of elements based on judging criteria.

Seniors will analyze the correctness (cleanliness) of their individual skating program elements. Jump analysis will include that of take-off, air position, complete rotation, landing and exit. Spins will be analyzed in terms of Centering, number of rotations, correctness and complexity of position and speed of rotation. Footwork at Levels 3 and 4 as defined by the International Judging System will be explored.

Seniors will become deeply involved in self-analysis and the development of coaching skills as well as an in-depth examination of the standards of the Professional Skaters of America.

II. Skating Techniques – Scope and Sequence

(I= Introduce P= Continued Progress M= Mastery)

Standard	Grade 9	Grade 10	Grade 11	Grade 12
Forward Stroking	I	P	M	
4 Basic Edges	I	P	M	
4 Forward 3 Turns	I	P	M	
Forward Spirals on outside and inside edge	I	P	M	
Forward and Backward Crossovers	I	P	M	
Combining elements together to form patterns	I	P	M	
Add Power to forward and backward crossovers		I	P	M
Change of Edge Forward and Backward		I	P	M
Mohawk Sequences		I	P	M
Double 3 Turns		I	P	M
Spirals in more difficult sequences			I	P
All 8 Brackets			I	P
Forward and Backward Twizzles			I	P
Forward Loops			I	P
Choctaws			I	P
All Counter turns			I	P
All Rocker Turns			I	P
Backward Loops				I
Intricate Step Sequences built upon all edges and turns.				I

IV. Skating Techniques Goals and Objectives

Skating Techniques Goals and Objectives

Gr. 9	Obj. #	Upon completion of Skating Techniques 9, students will be able to....
	1	Master the basic four edges used in all figure skating elements as defined by the USFSA Pre Juvenile level for Moves in the Field
	2	Complete all Single Jumps except Axel as defined by the USFSA Pre Juvenile level
	3	Master and understand all three basic Spin positions as defined by the USFSA Pre Juvenile level
	4	Using all basic edges, incorporate connecting moves and footwork in their respective figure skating programs
Gr. 10	Obj. #	Upon completion of Skating Techniques 10, students will be able to....
	1	Refine and strengthen all edgework, master all basic three turns, mohawks and Choctaws as defined by the USFSA Intermediate level for Moves in the Field
	2	Master all Single jumps including combination jumps, be able to accomplish at least two Double jumps and Single Axel as defined by the USFSA Intermediate level for Free skating proficiency tests
	3	Master all Spin and Combination Spin requirements as defined by the USFSA Intermediate level of proficiency tests
	4	Perform and incorporate into each student's skating program either a Straight Line or Circular Step Sequence as defined by the Intermediate level of USFSA proficiency tests.
Gr. 11	Obj. #	Upon completion of Skating Techniques 11, students will be able to....
	1	Master strong, flow, quickness and extension in all basic skating, footwork, and connecting moves as defined by the Junior level of USFSA proficiency tests
	2	Master all Double Jumps through the Junior level of USFSA proficiency tests. Begin work on the Double Axel jump and Double/Double jump combinations.
	3	Master all Spins including the required number of revolutions as defined by the USFSA Junior level of proficiency tests.

	4	Perform complex and intricate footwork sequences in either Straight line, Circular or Serpentine patterns as defined by the USFSA Junior level of proficiency tests.
Gr. 12	Obj. #	Upon completion of Skating Techniques 12, students will be able to....
	1	Will perform intricate and strong edges and turns including Counters and Rockers in accordance with the USFSA Senior level of Proficiency tests
	2	Master and incorporate into each skater's individual skating program all Double jumps including Lutz. Double Axel should be included, or in its absence, a strong Delayed Single or One Foot Axel jump
	3	Through use of all spin positions; each skater will be able to perform complex combination spins including variations as defined by the International Judging system. Positions such as A frame, Pancake, Hair Cutter and Beilmann will be mastered and included.
	4	Perform strong, fast and seamless footwork fully utilizing the ice surface. The Level for this Footwork Sequence should be 1 or 2 as defined by the International Judging System.

Performance Skills:

- I. Performance Skills Curricula: This course will serve as an introduction to the basics of choreography and to the elements of a musical routine. The use of body language, creating a mood, telling a story, and drawing in the audience will all be included. Students will utilize music, timing of movements to music, expression body and facial.

B. Performance Skills:

Grade 9: This course will serve as an introduction to the basics of choreography and to the elements of a musical routine. The use of body language, creating a mood, telling a story, and drawing in the audience will all be included. Students will utilize music, timing of movements to music, expression body and facial. Students will learn to attain proper power and extension, positive, body expression to interpret music appropriately.

In this course, Ninth grade students will be exposed to a variety of music genres and Dance techniques. Students will have a general knowledge of how these elements come together to form the basis for Performance and Interpretation marks in the United States Figure Skating Association judging system.

Ninth grade students will also focus on the pathos created by contact with an audience or judging panel through techniques such as eye contact, confident entry/exit on to ice surface and posture.

Grade 10: This course will be introduced to more advanced concepts of choreography and to elements of routine music. The use of body language, analysis of creative choreography, creating a mood, telling a story, and drawing in the audience will all be included. Students will utilize music, timing of movements to music, expression body and facial. Students will further develop the ability to attain proper power and extension, positive, body expression to interpret music appropriately.

At the conclusion of this course, Sophomores will have learned basic expression techniques including facial expression, arm movements, posture and body line as those techniques relate to at least four different styles of music such as Broadway, Classical, Movie theme, Ballet and Opera.

Sophomores will use classroom and on ice time to fully explore the International Judging System of Interpretation, Choreography and Performance as they apply to judging standards.

Grade 11: This course will examine advanced concepts of choreography and elements of routine correctly to phrasing of music. The use of body language, analysis of creative choreography, creating a mood, telling a story, and drawing in the audience will all be included. Students will utilize music, timing of movements to music, expression body and facial.

Juniors will be expected to assist in leadership roles for individual and group performance numbers.

Juniors will begin assuming a leadership role in ice show rehearsals and assist the Show Choreographer as "Captains" during these rehearsals. Each Junior will also be required to choreograph his/her own individual skating number either for show, test or competition.

Grade 12: This course will require students to choreograph at least one advanced individual or group performance number. Students will demonstrate advanced use of body language, analysis of creative choreography, creating a mood, telling a story, and drawing in the audience.

Objectives: Seniors will be active assistants in the choreography of group and Theater on Ice numbers. They will serve as teaching assistants to the designated On Ice instructor. The assistance will include an analysis of ice coverage, relation to audience and selection of music.

IV. Performance Skills Goals and Objectives

Goals and Objectives

Gr. 9	Obj. #	Upon completion of Performance Skills 9, students will be able to....
	1	demonstrate a basic understanding of the relationship between core strength and control of the upper and lower body, leading to improved posture and power, as well as minimizing injury.
	2	with consistent prompting, show progress on creating equal extension, edge quality, and power on the two pushes that make up a crossover, with little or no sign of "kicking up" the free foot after each push. Some progress will be seen in both directions, and most notably on the stroke under (second stroke) of each crossover.
	3	with occasional prompting, begin to demonstrate improved extension of the free leg on jump landings and spin exits, along with some flow. The skater will understand the link between these landings/exits and skating elements, like lunges, to help them accomplish this objective.
	4	begin to understand the importance of using facial expressions, beginning with making a connection between eyes and hand, eyes and foot, and eyes and audience in performance, with implementation at least 50% of the time. The skater will be introduced to the importance of music selection, good choreography, and program planning.
Gr. 10	Obj. #	Upon completion of Performance Skills 10, students will be able to....
	1	independently demonstrate an understanding of the relationship between core strength and control of the upper and lower body, showing consistently good posture and power and minimizing injury.
	2	with occasional prompting, exhibit equal extension, edge quality, and power on the two pushes that make up a crossover, with no "kicking up" the free foot after each push. Progress will be seen in both directions, using equal power and extension. The skater will independently apply this strategy to both pushes of the crossover, most notably on the stroke under (second stroke) of the crossover.
	3	independently demonstrate strong extension of the free leg on jump landings and spin exits, with good flow. The skater will, the majority of the time, accomplish this skill even in the face of faulty execution of a jump or spin (barring a fall).
	4	understand the importance of using facial expressions, beginning with making a connection between eyes and hand, eyes and foot, and eyes and audience in performance. The skater will be able to implement this the majority of the time. The skater will begin to understand the importance music selection, good choreography, and program planning; this will in part be accomplished by having the student choreograph and map out at least part of a skating program. The skater will be introduced to the use of arm movements and "highs and lows" (use of space around himself/herself).

Gr. 11	Obj. #	Upon completion of Performance Skills 11, students will be able to
	1	demonstrate a complete understanding of the relationship between core strength and control of the upper and lower body by showing consistently good posture, power, and control on jumps, spins, and other skating elements, while minimizing injury.
	2	without prompting, exhibit excellent extension, edge quality, and power on the two pushes that make up a crossover, with no "kicking up" the free foot after each push. Ability will be equal in both directions regarding power and extension. The skater will, 90% of the time, apply this strategy to both pushes of the crossover, most notably on the stroke under (second stroke) of the crossover.
	3	demonstrate, at least 90% of the time, strong extension of the free leg on jump landings and spin exits, with strong flow. The skater will accomplish this skill even in the face of faulty execution of a jump or spin (barring a fall). The skater at this point will experiment with variations in arm positions on landings and possibly during jumps, with the goal to maintain the strong and extended landing position.
	4	consistently apply appropriate facial expressions in performance. The skater will implement this at least 90% of the time. The skater has a strong understanding of the importance of music selection, good choreography, and program planning. The student will take a greater role in choosing music and choreographing and mapping out a skating program. The skater will independently use, and feel comfortable using, the entire body and all space around him/her during a performance.
Gr. 12	Obj. #	Upon completion of Performance Skills 12, students will be able to
	1	maintain and exhibit a core strength that lends itself to excellent control of the upper and lower body during jumps, spins, and other skating elements while minimizing injury. Due to accomplishing this, the skater will be able to show increased speed and height, and also experiment with more innovative movements throughout a skating program.
	2	demonstrate superb and consistent extension and power on all pushes, edges, steps, and turns when appropriate. Ability will be equal and excellent in both directions regarding power and extension. The skater by now will be able to demonstrate changes in timing and pace during crossovers, edges, and other skating maneuvers.
	3	independently demonstrate superb extension of the free leg on jump landings and spin exits, with excellent flow. The skater will accomplish this skill even in the face of faulty execution of a jump or spin (barring a fall). The skater will be comfortable using variations in arm positions on landings and possibly during jumps, while

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		maintaining the strong and extended landing position.
	4	use appropriate facial and other expressions in performance. The skater has an excellent understanding of the importance of music selection, choreography, and program planning. The student understands the relationship between him/her, the music, and the choreography. The skater feels confident, with continued guidance, choreographing a skating program and feels comfortable using the entire body and all space around him/her during a performance

Integration of the Arts:

I. Integration of the Arts Curricula: This course is focused on introducing students to the basic components of the arts and academics that impact on the development of the skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also includes a four year study of the history of figure skating and its implications on our society.

Integration of the Arts: Grade 9 Course Meets Day 1, 2, 3, and 4

Grade 9: This course is focused on introducing students to the basic components of the arts and academics that impact on the development of the skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also commences a four year study of the history of figure skating and its implications on our society. Pre World War II skaters, skating events and key innovators in the sport of figure skating will be examined.

Grade 10: This course is focused on introducing students to the more advanced components of the arts and academics that impact on the development of the skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also continues the four year study of the history of figure skating and its implications on our society. Post World War II through the 1968 Olympic Winter Games will be the time period examined with special emphasis on the tragic loss of the entire U. S. Figure Skating team in a plane crash in 1961. The role of Triple jumps in competition will include emphasis on figure such as Dick Button and Donald Jackson.

Grade 11: This course is focused on introducing students to advanced components of the arts and academics that impact the development of the “complete” skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also continues the four year study of the history of figure skating and its implications on our society.

1970 through Present National, World and Olympic competitions will be studied with heavy emphasis on the charismatic champions and influences in sport of figure skating. The demise of school figures will be analyzed in both classroom and on ice activities.

Grade 12: This course is focused on requiring students to demonstrate advanced components of the arts and academics that impact on the development of the “complete” skater. Dance, Music, and Theatre are incorporated into this course on a regular basis. When applicable, students utilize other academics such as Math, Science, and Language Skills to complete this process of integration. This course also culminates a four-year study of the history of figure skating.

In addition, seniors will be involved in the examination and study of career options available to Figure Skaters. Heavy emphasis on the rules and standards of the United States Figure Skating Association, the Professional Skaters of America and the International Skating Union will provide each Senior with a comprehensive understanding of the Governing Bodies involved in the sport of figure skating and their impacts on skating as a Performing Art. Seniors will focus on one or two skaters or teams of their choosing as examples of correct technique and performance.

Seniors will be encouraged, through Community Service/Internship Hours, to teach Learn-to-Skate classes and prepare lesson plans and follow up data in that regard.

Communication: Journalism and Broadcasting

MISSION STATEMENT

It is the mission of the department to provide all students in the broadcasting and journalism specialty the opportunity to understand the purpose for communication and the elements involved in preparation, and the methods of production in broadcasting and communication. Research and writing, listening and speaking, use of communication media

Purpose of communication includes historic and cultural uses of communication and ethical concerns. Preparation includes: questioning, research, writing content, public speaking skills, and accuracy. Production involves experience using the students' work products with equipment from different media: video and television, print sources, and electronic methods and social media.

The ultimate goal is to foster in these students the skills to pursue further education in Journalism and Broadcasting as thoughtful, ethical, effective and capable participants.

Recommendation to parents

Listen to students read aloud at home

Have students listen to public figures speaking on TV, computer, radio, and in person.

Encourage discussion of current events and news

Allow students to practice their interview questions with family and friends

Encourage students to write in journals daily

Unique Experiences

1. Internships begin in grade 11 using in-house equipment at the school's TV and radio broadcasting facilities
2. English faculty, provide consultation about basic public speaking skills as students apply their knowledge to presentations in journalism, and broadcasting class.
3. Students record each other's individual presentations at school media stations, critique the presentations, then revise and improve them.
4. The theater faculty will consult with journalism and media faculty to analyze and critique student work.
5. Students in grade 12 complete internships in nearby community facilities: TV station, radio stations, or newspaper

General Goals

1. Combine different media for a design purpose
2. Solve design tasks and problems using text and images
3. Create original graphic design works
4. Work collaboratively with Journalism and Broadcast students
5. Select fonts and layouts for the grade 10 collaborative publication
6. Analyze characteristics of design
7. Demonstrate knowledge of layout and design
8. Understand the requirements to pursue various careers in graphic art and design

Grade 9- Journalism and Print Media 1

Careers in journalism and print media depend on the ability to research information and ideas and to communicate information or ideas effectively through written language. Grade 9 students continue to expand and refine their use of written language for professional communication and to present their written work for peer and faculty critiques as well as evaluating the effectiveness of their own written work.

Learning Standards

A. Students build on writing skills from previous classes

1. Students identify biased language in given examples
2. Focus on a clear research question and gather and select information, to write about the question
3. Evaluate information from selected sources for accuracy, validity, and appropriateness
4. Students write in different formats using different criteria for specific audiences
5. Students write brief reflections based on a structure of ideas.
6. Students use a systematic process as they edit their written work
7. Students read their written work aloud as part of the editing process

B. Compile and present their written work together

1. Plan a central focus or theme for a class publication
2. Create written work focused on the central focus of the class publication
3. Collaborate in small groups to select and edit and compile a publication from individual work.
4. Individuals select and provide their own written work to use in grade 9 broadcasting and communications class
5. Work in an open and ethical manner to prepare the class publication
6. Plan a variety of stories and articles:

Assessment

1. Multiple writing assignments grades show
2. Evidence of specific editing strategies in written work
3. Contributions of work to class publications
4. Participation in the production of class publications
5. Portfolio contents

General Goals

1. Analyze key ideas and structure of examples of writing
2. Read information text aloud
3. Identify credible sources of information
4. Use standard English appropriately for print media
5. Write for different purposes and audiences
6. Identify and replace language of bias
7. Edit written work for organization of ideas and for writing

General Topics

1. Functions of written communication

Uses of different types of writing for publication in print or electronic media

2. Characteristics of written communication for different purposes.

Language, organization, length, content, and focus

3. Design and production experience

How to collaborate to organize and plan a quality publication

4. Sources of research for writing

Evaluate and utilize research sources to write about a specific topic

5. Creating a group publication

Organization and procedures for the school

6. Structure and organization of written work

Write and show evidence of organization and interest level of content.

Grade 9 -Broadcasting and Communication 1

Careers in broadcasting depend on the ability to research information and ideas and to communicate information or ideas effectively through film and electronic media. Students will continue their study of language for multiples purposes. Grade 9 students continue to refine and select their use of language for professional communication. Students present filmed/recorded examples of their work for peer and faculty critiques, and each student evaluates the effectiveness of their own communication through broadcast technology.

Learning Standards

A. Prepare written materials as the basis for broadcasting

1. Evaluate information from selected sources for accuracy, validity, and appropriateness
2. Use information to create oral presentations free from bias, stereotyping, slander or harassment
3. Compare the roles of standard American English and informal language for speech, writing, and public speaking
4. Analyze and select details of written content for the purpose of broadcast
5. Prepare and focus presentations for specific audiences
6. Choose words appropriately when preparing a spoken or written material to advance the theme or purpose of a work.

B. Apply skills and content from the *Introduction to Communication* class.

1. Compose interview questions for a specific person, schedule interview time, ask the questions, and arrange for a classmate to record the event.
2. Critique each other's interviews in an appropriate manner.
3. Read a script aloud to an audience with clarity, appropriate volume and voice tone
4. Record each other's presentations and listen to class critiques of the technical choices for each recording.
5. Analyze the strengths and weaknesses of their own work.

Assessment

1. Write critiques of their own work according to class standards
2. Written interview questions with specific focus or purpose.
3. Evaluation of portfolio contents
4. Evaluate specific assignments for language free from bias
5. Proof read one's own work for grammar, organization, and use of language

General goals

1. Critique each other's work constructively and courteously
2. Write for different purposes in broadcasting
3. Improve their abilities to read aloud to an audience
4. Critique their own work
5. Work with appropriate language for different situations
6. Plan and record each other's presentations

Curriculum Topics

Editing

Evaluate the strengths and weaknesses of their own written work and how to make improvements.

Interview for different purposes

Different purposes of interviews and about the characteristics of different audiences and situations

Reading aloud to an audience or to cameras

Appropriate voice quality, expression, emphasis and appropriate volume for broadcast situations

Technology for broadcasting

Advantages and limitations of different types of communication technology

Use of language

Appropriate language for different situations practice identifying bias and hurtful language

Types of broadcast presentations

Different situations require different approaches for the situation

Grade 9 -History of Journalism

History of written communication around the world includes journalism, the written reporting of news. People around the world spread information through written forms in different languages. Students learn about the history of printed information and how the different forms of written communications influence modern journalism and communication.

Learning Standards

A. Students learn about ancient written languages

1. Analyze the purposes of messages in different cultures
 2. Compare and contrast news and messages from ancient cultures with modern news.
 3. Study examples of different writing
 4. Analyze similarities in examples of news from different ancient cultures
- Forms of written communication in different cultures and places and eras

B. Study printed language and messages

1. Learn the history of news and printed type
2. Early versions of printed news
3. Identify the purposes of examples of early printed news
4. Students collaborate to create their own written new stories

C. Study the history and development of a free, independent press in the U.S.

1. Describe the function of an independent press/media
2. Compare the functions of press and media in restricted societies.
3. Learn the content of the first amendment of the Bill of Rights
4. Study examples of events influenced by freedoms in the Bill of Rights
5. Evaluate the contributions of American writers to American journalism
6. Collect examples of broadcasts for a class database.
7. Find examples of historic methods currently in use

D. Critique current news from print and electronic media

1. Compare and contrast different coverage of the same news stories.
2. Evaluate what makes a source credible
3. Learn distinctive features of different types of written journalism

General goals

1. Understand the concept of journalism
2. Investigate how written communication affects events
3. Create mini timelines of major developments in journalism
4. Recognize differences between reliable and unreliable sources
5. Compare and contrast different types of news

Assessment

1. Written news assignments
2. Comparisons
3. Participation in class discussions
4. Contributions to group work
5. Reading assignments
6. Research assignments

Curriculum topics

Ancient history

News and messages from ancient times, view examples

Modern journalism

How news changed after the invention of the printing press

Functions of the press

How press differs in open and closed societies

Influences on events

How reporting of information was used in significant events

Grade 10 -Journalism & Print Media

Students continue to write increasingly complex work with an awareness of how to use text effectively and how to use research as the basis for written work. Students learn how visual design can enhance the overall effect of their written communications.

Learning standards

A. Analyze how authors and speakers use information

1. Read and respond to informational text
2. Determine central idea of a text, and analyze its development over the course of the text, including and provide an objective summary of the text
3. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portion of a text.
4. Compare the use of standard American English and informal language for writing for publication.
5. Learn how authors incorporate source citations for journalism.

B. Expand the use research as the basis for ideas and writing

1. Find evidence in informational texts to support analysis, reflection and research, at appropriate grade level standards
2. Develop and strengthen writing, as needed, by planning, revising, and editing,
3. Prepare clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- 4 Continue to edit and proofread their own work
5. Include a reference list with each assignment

C. Plan the appearance of text for effective printing

1. Compare the functions and uses of printing with type and printing with technology
2. Learn fonts preferred in different aspects of print industries.
3. Collaborate with Grade 10 *Design Arts* students to select layouts, fonts, and techniques for printing

Assessment

1. Written articles and feature stories
2. Show evidence of proofreading and editing their own work effectively
3. Collaborate professionally with Design Arts students
4. Written contributions to the school publication

5. Reference list of sources for each written work

General Goals

1. Write for multiple purposes
2. Understand the importance of researching sources
3. Organize the content of written work
4. Understand the uses of different forms of English for publications
5. Edit written work for clarity, as well as for correct expression
6. Collaborate with students from the Design program to produce school publications.

Curriculum Topics

Writing for different purposes

Adapting all aspects of written work to fit the stated purpose

Editing and proofreading

Learn the habit of checking all of their written work and making improvements

List of references

Locate background information and list the sources correctly

Planning the content of a publication

Focus on a theme or topic and plan text, images, and appearance

Planning the appearance of publications

Use layout and fonts to improve the impact of a publication

Collaborating professionally

Standards and behaviors for cooperation and contributions to a common production

Grade 10 -Broadcasting and Communication 2

Students continue to plan increasingly complex work with an awareness of how to use text effectively and how to use research as the basis for communicating ideas professionally and ethically. Students learn to listen to language samples for bias and inaccuracy, and establish high standards for themselves.

Learning Standards

A. Use research as the basis for ideas and planning

1. Find evidence from informational texts to support research, applying standards for appropriate grade level
2. Compose and use a set of interview questions for an in-person interview.
3. Research and compose a detailed set of interview questions to use with multiple respondents about an assigned topic
4. Select communications equipment to record/ film the interviews.
5. Include a list of references for background information

B. Develop and strengthen writing for broadcast

1. Use research to compose interview questions about a topic
2. Plan, revise, and edit, or find a new approach to address what is most significant for a specific purpose and audience
3. Prepare clear and coherent presentations with appropriate development, organization and style for the task, purpose and audience
4. Find a new approach to address what is most significant for a specific purpose and audience

C. Understand rules and ethics of communication

1. Compare the difference between paraphrasing and copying exact words
2. Use exact quotations and correctly cite references for exact quotations
3. Listen to examples of professional broadcasts and analyze the use or lack of honesty and accuracy
4. Listen to language samples to practice identifying bias and hurtful language

General Goals

1. Learn rules for ethical communication
2. Improve listening skills for language
3. Revise writing for broadcasting purposes
4. Learn characteristics of equipment
5. Critique work constructively

Assessment

1. Evaluate interview texts
2. Show revisions of text
3. Reference lists for each interview
4. Response from interviews
5. Evaluate recorded interviews and presentations

Curriculum Topics

Ethics of broadcasting

Understanding ethical behavior as defined by professional organizations

Writing for broadcast

Write and revise text of interviews and articles and outlines

Research for presentations

Use valid and reliable resources

Responses to interviews

Reporting and documenting interview responses

Listen to language content

Analyze spoken language for honesty, accuracy and bias

Types of equipment

Differences in equipment used for broadcasting

Grade 10 -History of Broadcasting

Broadcasting affects how people get news, other information, and entertainment by listening. Radio and then television changed how people get news. News broadcasters report news via televisions, radio, or electronic methods. Studying the history of television and radio can show how broadcasting has become so important

A. Timeline of radio history

1. Learn the early inventors of sound transmission and what their inventions did.
2. Learn how early voice transmissions were used.
3. Discover the purposes of mass broadcasts
4. Examine sound quality and content of early radio shows
5. Understand the use of equipment of early radio shows

B. Pioneers in radio broadcasting

1. Learn about significant broadcasters and their contributions
2. Learn how broadcasts were focused on specific populations
3. Changes in technology and equipment
4. Cultural issues in radio broadcasting

C. Timeline of television history

1. Learn early inventors and their use of technology
2. Changes in equipment
3. Multiple purposes of television broadcasting
4. Different types of television series
5. Cultural issues in television broadcasting

D. Contemporary approaches to broadcasting

1. Compare and contrast TV, radio, podcasting, and emerging technologies
2. Examine laws and regulations that govern broadcasting

General goals

1. Learn about early inventions that lead to tv and radio broadcasts
2. Examine cultural issues in broadcasting
3. Examine broadcasts for different purposes
4. Understand the changes and possibilities in technology
5. Understand American broadcast laws and regulations

Assessment

1. Group presentations
2. Written reports
3. Comparisons of media
4. Simple broadcasts
5. Collected examples

Curriculum topics

History of radio

Inventors, significant events, and changes in technology

History of television

Inventors and significant events and changes

Significant inventions

Original equipment and changes over time

American broadcasting laws

Obligations governing both television and radio

Different types of broadcasts

Comparisons of different broadcasts in the same era

Grade 11- Broadcasting and Media

Students pay attention to all aspects of composing and delivering as they practice responsible and professional use of media. Working together students examine and use different methods and media, as students collaborate to produce their best materials together before their year of internships.

Learning standards

A. Analyze the advantages and limits of electronic media

1. Compare advantages and disadvantages of different communication media.
2. Compare uses of electronic media for personal communication, for information, and for commercial purposes.
3. Apply vocabulary terms of electronic media, production, publications, and ethics,
4. Establish a list of sources for updates and communication technology development.

B. Analyze and evaluate written work using formal and informal criteria

1. Write with a focus on purpose, function, and accuracy of content
2. Use different forms of writing for different audiences in the school and the community.
3. Analyze the needs of the audience to adjust their language and other communications strategies for the needs of their audience.
4. Select language that is respectful of others' feelings and rights (e. g. free from stereotyping, bias, slander or harassment)
5. Revise text including changing words, sentences, paragraphs and ideas.
6. Use multiple resources to improve text.

C. Apply skills and strategies to contribute responsibly in a group setting

1. Contribute relevant ideas with support/evidence to clarify or expand topics
2. Monitor and adjust one's own communication style to connect with others
3. Discuss workplace hierarchies and relationships
4. Apply the given vocabulary of publication and ethics
5. Use non-hurtful language to suggest changes to a group project.

D. Collaborate with grade 11 *Graphic Arts and Design* students in to create a publication to share with the local community

1. Determine the purpose and focus of a group publication
2. Select from a variety of publishing options for the purpose and audience
3. Publish using a range of graphics and illustrative material (e.g.

4. Use a variety of available technology resources to create a professional-looking product.
5. Identify parts of the publication process and delegate different parts to participants
6. Collaborate on drafting, revising, and final layout
7. Adapt the tasks to available time frame
8. *Journalism and Print Media* students manage distribution of the publication

General goals

1. Collaborate with students from the *Design Arts* program
2. Responsibilities for parts of the publication and distribution process
3. Writing and editing for a specific purpose
4. Editing the work of other people
5. Write and edit with partners
6. Maintain and update individual portfolios

Assessment

1. Work collaboratively and professionally in groups
2. Written articles and feature stories
3. Show evidence of proofreading and editing their own work effectively
4. Written contributions to the school publication
5. Reference lists of sources
6. Portfolio evaluation

Topics

Professional collaboration for communication

How to participate and work in groups for a common communication purpose

Production and distribution of student work

The steps of the process of publication and how to organize and complete the process

Editing

Continue to correct and improve written work at all stages of publication.
Revise and improve the portfolio to show it for potential internships

Vocabulary

Use industry terminology during discussions, critiques, and collaboration

Use of communications media

Consider advantages and limits of different media and maintain and use the equipment safely

Grade 11 -Issues and Ethics in Communication

Ethical guidelines are important for anyone in the communications industries. Students examine issues of honesty, accuracy and bias in communication media and learn to identify elements of concern in spoken and written broadcast language. When students write their own work, they apply these skills to work at school and beyond.

A. Understand and follow guidelines for ethical communication

1. Research and study professional organizations' guidelines for ethical communication
2. Listen to examples of professional broadcasts and analyze the use or lack of honesty and accuracy.
3. Listen to language samples to practice identifying bias and hurtful language and suggest alternatives.
4. Critique examples of inaccurate language and suggest alternatives.
5. Evaluate their own work for adherence to professional ethics.

B. Analyze how authors and speakers use information

1. Determine central idea of a text, and analyze its development over the course of the text, and provide an objective summary of the text
2. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portion of a text.
3. Analyze language and techniques of persuasion.
4. Research a question or topic and compose speeches with a clear viewpoint
5. Use the language of persuasion to write detailed scripts and articles with references.

C. Evaluate the effect of bias and persuasive techniques in mass media

1. Critique the effectiveness of persuasive techniques on target audiences (eg. ethos, fallacies, and propaganda)
2. Determine points of view or bias represented in media presentations in the study of political cartoons
3. Critique portrayals of cultures, gender, religion, class and race in mass media and assess their effect on society and its subcultures
4. Write persuasive articles
5. Analyze inferences and draw conclusions, citing support from references. Include a reference list.

Assessment

1. Provide examples of persuasive speech and analyze the elements

2. Use of persuasive language in specific assignments
3. Critiques of language samples
4. Written articles for specific purposes

General goals

1. Understand and follow ethical guidelines for communication
2. Listening to the agendas of spoken language
3. Identify points of view in communications
4. Identify evidence of bias in mass media
5. Use research to support conclusions

Curriculum topics

Ethics

Follow standards for accuracy

Use of language

Analyze different types of language for different broadcasts

Language of persuasion

Understand the use of persuasion in writing and broadcasts

Detecting inaccuracy and bias

Identify and use reliable, valid sources

Citing references

Identify when citations are necessary and use correct

Grade 11 -Broadcast Production Lab

Students use lab time to focus on using in-school equipment in media stations and research career options in their area of interest. During lab time Students seeking careers in journalism or broadcasting write about a variety of questions and ideas in different formats. They use planning processes to produce and distribute multimedia communications through modern media.

A. Critique and revise individual work

1. Examine and analyze assigned presentations from electronic resources according to class criteria
2. Use written work as the basis for in-house broadcasts or in-house publications
4. Learn different techniques to film/ record each other's presentations.
5. Choose appropriate techniques to record each other's presentations.
6. Add their individual work and group work to their individual portfolios.
7. Use and maintain technology and broadcasting equipment properly and safely

B. Work with clients

1. Identify non- profit community organizations in need of broadcast material specific to their purpose
2. Interview clients about the needs and scope of the project
3. Write content of broadcasts to fit the needs of non- profit community organizations and record broadcasts for these clients
4. Select communication technology to fit different situations.
5. Use and maintain technology and broadcasting equipment properly and safely
6. Use settings of equipment to improve the quality of broadcasts

C. Collaborate with design students

1. Collaborate on revisions and final edition of the student publication
2. Check for flow of information and ideas
3. Distribute the publication to the community

D. Analyze career options

1. Recognize how the study of Journalism or Broadcasting affects career choices
2. Learn about careers in journalism or broadcasting by interviewing community media personnel
3. Research possibilities for journalism or broadcasting careers
4. Write individual resumes to support the contents of individual portfolios

Assessment

1. Portfolio evaluation
2. Written materials
3. Professional interviewing
4. Project evaluation
5. Participation in collaborative publication efforts

General Goals

1. Prepare written materials as the basis for broadcasting
2. Use equipment settings to maximize the effects of broadcasts
3. Plan and record broadcasts for different purposes
4. Record individuals' presentations
5. Research and discuss career options
6. Critique individual and group work constructively
7. Collaborate professionally with design students
8. Prepare portfolio for viewing by people at community sites

Curriculum Topics

Collaboration

Work with students from another program

Revisions and checking for accuracy

Examine sources and verify accuracy

Careers

Possibilities in journalism or broadcasting

Editing portfolios

Revise and improve the portfolio to show it for potential internships

How to work with clients

Personal qualities, ethics, and client meetings

Equipment

Advanced use of settings for recording broadcasts

Grade 12 Internships

Students attend assigned community sites for real life experience to develop their special area of design interest.

Assignments will be at community sites, such as local radio stations, television station, or newspapers. Students demonstrate employability skills for career readiness at internship sites.

Goals

Shadow different employees at different communication businesses

Observe how a communications business works

Use professional behavior

Gather information about professional procedures

Add to portfolio

Practical experience in community settings, to practice professional behaviors,

Standards

A. Work under the direction of supervisors at field sites

1. Write and research assigned material
2. Accept feedback from supervisors and make revisions or change behaviors
3. Broadcast students also assist with equipment

B. Demonstrate pre-employment behaviors

1. On time arrival, follow a work schedule
2. Use professional language and manners
3. Ask appropriate questions, as needed for work details
4. Focus on work and professional interactions
5. Follow rules of the workplace about outside communication during work time.
6. Accept feedback constructively
7. Meet deadlines

C. Attend weekly meetings at school

1. Discuss questions and concerns
2. Get feedback from faculty supervisors
3. Show examples of their internship work
4. Describe professional procedures used at the sites
5. Discuss further education or employment possibilities

Design Arts

Mission Statement

It is the mission of the *Department of Design Arts* to provide all students in the design specialty the opportunity to understand the purpose for design and the elements involved in design thinking, problem-solving, and methods of communication through arts and design. Graphic Arts and Fashion Design are specialties of Design Arts. Students must understand structure and purpose of objects and materials, in order to solve design problems for all types of design.

Design is the basis of using art for communication, providing solutions to problems in industry, community, and personal situations. Students examine historic and cultural uses of communication, as they learn to prepare and produce original designs. Many assignments will be hands-on projects.

Preparation includes: questioning, focus of research, drawing, creating designs, critiques, revisions, and ethical concerns.

Production involves hands-on experience using the students' prototypes with equipment from different visual media: video and television, print sources, and electronic methods and social media.

The ultimate goal is to foster in these students the thinking and skills and esthetics to pursue further education in design arts as thoughtful, ethical, effective, and capable participants.

Recommendations to parents

Encourage students to find patterns and colors in nature and sketch them or photograph them.

Follow origami plans to create three-dimensional forms

Draw a neighborhood map with labels and landmarks

Visit art museums together

Visit art galleries together

Examine books of photos and designs.

Visit artists' studios together during an open studio tour.

Ask the student to solve a design problem in the home

Unique Experiences

1. Students use media labs in the school building to create their design work and to complete their first internships.

2. Students complete internships in nearby community facilities.

3. Math faculty and Design Arts faculty consult to prepare interdisciplinary activities to teach technical measurement and budgeting to Design Arts students.
4. Design arts students create design campaigns for local non-profit organizations
5. Study *Universal Access Standards for Accessible Design* (Disability access to technology)

Grade 8 -Introduction to Design

Students learn how to communicate ideas using elements of art and principles of design. They learn how to think about problems and to solve them with 2-D and 3-D solutions. Students also explore the use of materials and techniques, and examine examples from professional designers, and create their own examples. In the process students learn about requirements for careers in design

Learning Standards

A. Compare multiple purposes for creating works of art

1. Compare characteristics of design examples in two or more forms that share similar subject matter, historical periods or cultural context
2. Make connections between visual arts and other disciplines
3. Describe effective examples of different media and techniques.

B. Understand and apply media techniques and processes

1. Select different media, techniques and processes to communicate ideas, experiences and stories
2. Solve a visual problem in a variety of ways
3. Use art materials and tools in a safe and responsible manner.
4. Use visual structures and functions of art to communicate ideas
5. Create visual artworks that demonstrate an understanding of communication through media, techniques, and processes
6. Understand how the appearance of printed words contributes to design

General goals

1. Create original designs
2. Analyze the influence of design at home and in the community
3. Assemble a portfolio
4. Use different media and techniques
5. Follow safety procedures
6. Solve visual problems

Assessment

1. Start and maintain an image file for individual use
2. Research reports
4. Comparisons of designs
5. Glossary of art and design terms
6. Portfolio evaluation

General Topics

1. Safety in design creation and production

How to use equipment for different design projects

2. Concepts of design

Understand what design is and is not

3. Design and familiar objects-

Differences and similarities of objects with similar purpose

4. Functions of design

The types of problems that design can solve

5. Materials and methods of design construction

Work on hands-on design projects.

Grade 9 -Fundamentals of Design

Students learn the elements of design in order to plan and create visual works that demonstrate the communication of their ideas. As they work individually students identify the intentions and purposes of their artworks. As a group they critique their analyses of particular examples of design work. They complete a variety of assigned design projects for different purposes.

Learning standards

A. Understand and apply elements of design

1. Learn vocabulary of design principles and elements
2. Learn and demonstrate elements of design
3. Demonstrate principles of design in individual work
4. Examine existing designs for differences and similarities
5. Explore the use of 2D and 3D techniques

B. Awareness of functions of design

1. Analyze and use different media for specific purposes
2. Compare characteristics of different techniques and materials
3. Examine designs from different industries and compare their structures, appearance and functions
3. Examine designs with solutions that include both two-dimensional and three-dimensional work
4. Develop and maintain a collection of images for reference for the class
5. Use sketchbooks to work on individual design ideas
6. Understand and apply environmental and esthetic issues to concepts related to the design of packaging and industrial products

General Goals

1. Understand the uses of different media
2. Compare and critique different design work
3. Learn elements of design
4. Learn principles
5. Learn vocabulary of design
6. Maintain a sketchbook for practicing skills and for design information resources

Assessment

1. Sketchbook contents

2. Portfolio evaluation
3. Hands-on assignments
4. Written assignments
5. Collected images
6. Participation in class discussions and demonstrations

Curriculum Topics

1. Principles of design

Learn all of the terms and what they mean

2. Elements of design

Learn all of the terms and what they mean

3. Characteristics of media and materials

Choose media and materials based on their strengths and limitations for a project

4. Design solutions to common problems

Study examples of design solutions to problems in industry and the community

5. Design and industry

The range of industries that incorporate design in their products or operations

Grade 9 -Introduction to Computer Graphics

Students apply elements and principles of design to create original work in computer-based media, as well as illustration, printing, and photography as the basis for graphic arts.

Standards for learning

A. Use computer as a tool for art and design

1. Develop presentations from software and programs
2. Create design using computer technology
3. Explore the relationship between digital technology and traditional drawing
4. Create designs using digital technology and traditional media
5. Solve design problems with 2 dimensional media

B. Use design techniques to create improve and or change designs

1. Develop drafting and drawing skills to produce quality design.
2. Use sketching to develop one's own ideas for design
3. Reflect on one's own work during the creative process
4. Contribute to class critiques of other students' designs with professional design vocabulary and non- hurtful language

C. Photography and design

1. Use various features of camera to have creative control of your photographs
2. Use camera and photographic processes for artistic expression
3. Plan communications that include photography to communicate ideas
4. Investigate and adjust lighting conditions for optimum results
5. Use photo-editing software to improve the overall appearance of images
6. Learn care and handling of equipment

D. Understand the meaning and usage of typography in design

1. Learn typography terminology
2. Understand the use of color, size, and type style
3. Create original design work that incorporates images and text and explain how the elements work together.

Assessment

1. Multimedia assignments
2. Photography assignments
3. Editing assignments
4. Critiques of individual work

5. Portfolio evaluation
6. Individual analyses of specific examples of graphic design works
7. Sketchbook contents

General Goals

1. Using multiple media for design solutions to problems
2. Edit with computer- assisted tools
3. Use a digital camera and all of its features
4. Uses of typography and fonts
5. Draw and sketch designs as the first step in production
6. Use photography

Topics

Multiple media for design

Combine images and text to communicate meaning

Editing

Improve visual images with computer software and programs

Digital photography

Learning how to use digital photography

Using photography for images

Select and edit digital photographs for specific purposes

Digital portfolio contents

Select individual works to include in the portfolio and digitize the works that were hard copies

Grade 9 History of Design

Design products and decorative arts have been part of world history. Students learn the effects of design in different time periods and locations, a global perspective. Students explore changes in techniques and materials over time, as well as purpose of design in different eras. Many issues in design are directly connected to history.

A. Understand the visual arts in relations to history and cultures

1. Compare characteristics of artwork from different cultures
2. Demonstrate how history, culture and environment influence works of art and design
3. Compare two designs that are different in materials and concepts, style
4. Examine a selection of works by a minority group artist and explain why the artist is important.

B. Learn history of design techniques and methods

1. Media for drawing
2. Media for painting
3. Media for three-dimensional work
4. Learn history of the developments in photography
5. Identify and describe examples of design in the community
6. Create individual collections of designs for reference.
7. Create and maintain an image file for everyone's use.

C. Explore how design is influenced by culture, events, and environment

1. Seek solutions to aesthetic and design problems, such as noise barriers along highways, electrical power structures. . . .
2. Create design examples using each type of medium
3. Describe the influences that each media product shows
4. Identify the work of specific designers from different cultures and explain the effectiveness of their designs.

Assessment

1. Collected examples
2. Research
3. Designs
4. Comparisons
5. Critiques

General Goals

1. Use observation skills in their environment as a source of ideas
2. Learn to critique the work of others in constructive and non-hurtful ways
3. Learn history and cultural expression of art and design,
4. Explain influences of different eras in design
5. Identify influences of different cultures

Curriculum topics

Influence of culture and history on design

Ancient and modern influences

Examples of design in the community

Examples of design that each student likes for class resource collection

Different media

Produce examples of each type.

Cultural context

Effects of history, culture and climate

Different eras

Understand what influenced design at different times

Grade 10 - Introduction to Graphic Arts

Graphic art is a type of design that combines words and imagery for a specific communication job. Students solve design problems with combinations of text and images, and use these problem-solving skills to collaborate. Graphic art involves a broad range of drawing media, techniques and processes, and work in both black and white, and color

Learning standards

A. Apply elements and principles of design to communicate visually

1. Identify and apply the elements of design and the principles of design
2. Identify and apply the principles of typography
3. Apply principles and elements of design to layout
4. Compare and contrast examples of works of known graphic designers
5. Create a design to solve a problem related to a social issue in the community
6. Collaborate with Grade 10 *Journalism and Broadcast* students to select layouts, fonts, and techniques for printing

B. Use research to plan designs

1. Research important themes
2. Research important symbols and how they are used
3. Research type, fonts and printing techniques
4. Identify different kinds of symbols (e.g. math, science, alphabets) and locate them in works of art
5. Identify and use comprehensive art and design vocabulary
6. Study and follow basic rules of copyright to keep design work original

C. Create works of art and design that communicate original ideas using a variety of media, techniques, and processes

1. Create individual design works based on the same theme
2. Create an iconic symbol or individual logo that represents an idea or that has personal meaning and incorporate that symbol into a design
3. Integrate the use of new technology into individual works of design and understand how technology affects design
4. Understand how technologies, media and processes of visual art relate to other subject areas
5. Differentiate among techniques and unique properties of media to determine the expressive potential of each

6. Use and maintain print technology, materials, and equipment properly and safely

Assessment

1. Original designs
2. Written explanations
3. Participate in critiques and discussions
4. Explain how principles are used in a student's own work
5. Explain how elements of design are features in a student's own work
6. Portfolio evaluation
7. Contributions to the school publication

General Goals

1. Combine different media for a design purpose
2. Solve design tasks and problems using text and images
3. Create original graphic design works
4. Work collaboratively with Journalism and Broadcast students
5. Select fonts and layouts for the grade 10 collaborative publication
6. Analyze characteristics of design
7. Demonstrate knowledge of layout and design
8. Understand the requirements to pursue various careers in graphic art and design

Curriculum topics

Planning the appearance of publications

Use layout and fonts to improve the impact of a publication

Editing and proofreading

Learn the habit of checking all of their written work and making improvements

Collaborating professionally

Standards and behaviors for cooperation and contributions to a common production

Using elements and principals of design in original work

Work demonstrates understanding of elements and principles of design

Care and use of equipment

Maintain equipment and use it safely

Using text and images

Create original design works

Graphic design concepts



Design that combines words and imagery for a specific communication job.

Grade 10 -Three-Dimensional Design

Three-dimensional design is creating functional objects. Students expand their understanding of design theory through hands-on experiences, changing abstract ideas and sketches to physical outcomes. Students solve design problems within the limitations of materials, and develop critical thinking skills as they apply them to create three-dimensional visual art.

Learning Standards

A. Describe processes of Three Dimensional Design

1. Describe and demonstrate the elements of design e.g. Line, texture, shape color, focus, space, value in 3 - d design
2. Describe and demonstrate principals of design e.g. Unity, harmony, balance, rhythm, contrast, dominance, gradation in 3-d design
3. Understand the complex functions of design
4. Describe the connections between 2-D and 3-D design processes
5. Introduce technologies that assist with 3D design and production

B. Analyze characteristics of three dimensional design works

1. Examine unusual objects and try to determine the purpose for which the item was created.
2. Compare design characteristics of objects and ideas in one's environment
3. Apply geometric methods to solve design problems
4. Critique different design solutions for the same physical problem

C. Create three-dimensional design works as solutions to specific issues

1. Students create individual design works based on the same theme
2. Students create a series of drawings of an original item and reproduce it in 3 D
3. Incorporate the safe use of materials, equipment and tools in the production of design works
4. Understand how the selection of media, technique, or process communicates the overall idea in original works and works of others
5. Create a design to solve a problem related to a social issue or need.
6. Design an object or solution to satisfy physical constraints or to minimize cost
7. Understand and apply environmental and esthetic issues to concepts related to the design of packaging and industrial products

Assessment

1. Sketchbook evaluation
2. Original three dimensional designs
3. Evaluate models of designs
4. Critiques
5. Portfolio evaluation

General Goals

1. Plan design solutions to problems
2. Select materials to fit the situation
3. Identify common characteristics of 3D designs
4. Safety and maintenance of equipment and materials

Curriculum topics

Solving complex design problems

Apply techniques for 3D design, as needed

Common characteristics of three dimensional designs

Compare and contrast different design solutions to the same question

Materials, techniques, and structure

Consider characteristics of various materials and techniques for three dimensional design

Construction techniques

Use materials and equipment safely

Grade 10 Fashion Design (Need sewing machines, measuring tools, ironing boards, Irons and steamers)

Fashion design is the art of applying creative skills to create clothing and accessories. Designers plan how to produce a new product or style.

In this hand-on class, students learn the basic elements of fashion design and clothing: construction, drawing, fabric selection, and drafting skills.

A. Analyze factors that influence choices in fashion design

1. Learn history of needs for clothing in different climates
2. Learn needs for clothing for different purposes
3. Explain how cultures influence design
4. Identify how anthropometrics (measurements of the human body) influence design
5. Compare different designs for the same purpose
6. Maintain a sketch book with original ideas, as well as examples of good professional design.

B. Evaluate textiles, fibers and fabrics

1. Learn history of fibers and fabrics around the world
2. Compare types of fabric and their uses for construction
3. Explain and use fabric care labeling
4. Discuss changes in fashion

C. Preparing a fashion design

1. Consider concepts of fashion and function
2. Draw a fashion figure with a design
3. Create a flat that shows features and construction details of the design and how pieces fit together
4. Use principles and elements of design in the "flat"
5. Identify and use computer applications for computer-assisted fashion design (CAD)
6. Select appropriate measurement for the task
7. Demonstrate knowledge of units of measurement in both English and metric
8. Calculate quantities of material needed

D. Construct a garment by applying principles of quality construction

1. Compare different construction techniques
2. Use a pattern to construct a garment
3. Determine yardage, cost of fabric and other needs for selected pattern.
4. Perform pattern layout and cutting for constructions

5. Evaluate construction and proper fit
6. Use equipment and materials safely
7. Practice effective pressing techniques.

General goals

1. Learn history of fibers and clothing
2. Learn construction and sewing techniques
3. Apply principles of design and elements of design
4. Learn and apply measurement techniques
5. Understand influences on fashion
6. Calculate costs of materials
7. Create and construct clothing
8. Add to individual portfolio

Assessment

1. Critiques of design
2. Evaluation of garments
3. Sketchbook
4. Portfolio evaluation
5. Reports and comparisons
6. Demonstrations

Curriculum topics

History of fibers and clothing

How clothing developed in different climates, cultures, and from different materials

Creating fashion design

Drawing, measurement

Calculations for design

Measurement and costs

Construction techniques for fabrics and fibers

Planning materials and operating equipment

Using principles and elements of design

Evaluate and describe the features of designs

Grade 11- Design and Business

Students continue to work on their individual design as they must learn and consider business practices that affect design and production. They make decisions that involve both business and design about their work.

Learning standards

A. Learn the costs and financial procedures for design

1. Compare costs and benefits of different approaches to solve a design problem
2. Calculate a project budget within the limits of a given amount of money.
3. Create financial reports using spreadsheets
4. Calculate an individual's rate of prospective earnings
5. Plan the expenses and budget for an original design project

B. Examine financial and issues in design and communications

1. Analyze ethical responsibility and privacy issues when using technology in a business environment
2. Summarize situations in which social networking applications are used as an effective business tool.
3. Discuss factors contributing to the demand for a product
4. Compare and contrast method of presenting information and choose the best format for a given situation.
5. Complete forms for employment application
6. Critique the impact of environmental responsibility on a business and its effects on society

C. Follow procedures used in design and communications industries

1. Develop a solutions to a problem and identify the opportunity cost
2. Communicate ideas using appropriate industry terminology
3. Demonstrate knowledge of concept development
4. Design a project budget
5. Critique work during the design process constructively and make improvements
6. Demonstrate knowledge of key aspects of production, using industry standard software for communication

Assessment

1. Solutions to design problems
2. Critiques
3. Budget plans
4. Financial reports

5. Analyses of business possibilities

General goals

1. Learn budgeting
2. Make product decision that consider business factors
3. Think conceptually
4. Critique and revise work
5. Learn about job applications and procedures

Curriculum Topics

Budgets

How to plan for the costs of a project

Business and design decisions

Using business procedures to make production possible

Business documents

Keeping proper records of costs

Design thinking

Concepts for planning projects

Industrial software applications

learn how to make simple designs using the software

Grade 11- Ethics and Careers in Design

Students examine social issues, both in the content of communication and the use of multimedia technologies and social media. The class includes information about careers in design industries.

Learning standards

A. Awareness of social consequences of communications

1. Computer-based multimedia technologies
2. Knowledge of ethical and legal issues related to communication
3. Basic process of applying for copyrights
4. Understand ethical use of information in social media
5. Examine issues of freedom of speech and limits of speech
6. Interpret visual message in advertisements, news, and entertainment programs
7. Understand copyright and plagiarism rules

B. Analyze issues in design and production

1. Understand ethical use of information
2. How to work professionally with community clients: interviewing skills for design work
3. Work directly with design clients from non-profit organizations in the community
4. Demonstrate knowledge of challenges associated with accessibility and usability

C. Use accessible design standards for web sites

1. Provide multiple means of representation
2. Provide multiple means of action and expression
3. Provide multiple means of engagement

http://www.udlcenter.org/aboutudl/udlguidelines/udlguidelines_graphicorganizer
CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA:
Practice professional language and standards

D. Analyze career options in design arts

1. Recognize how the study of design affects career choices
2. Learn about careers in design by interviewing an area designer
3. Research possibilities for design careers
4. Write individual resumes to support the contents of individual portfolios

Assessment

1. Client interviews
2. Original multi-media work
3. Individual presentation
4. Portfolio evaluation
5. Critiques of examples of social media

General goals

1. Learn about design careers
2. Learn about design industries
3. Understand issues in social media
4. Collaborate professionally with other students
5. Prepare portfolio for viewing by people at community sites
6. Making web sites accessible

Curriculum topics

Media and design

Understanding how selection of media affects the outcome of the design

How to work with clients

Personal qualities, ethics, and client meetings

Ethics of communication

Working with social media and electronic media

Careers in design arts

Possibilities in education and careers

Editing portfolios

Revise and improve the portfolio to show it for potential internships

Professional language of design

Use the language of design to discuss problems and solutions

Accessible design

How to design web sites for different disability needs

Grade 11 Design and Production Lab

Students work with in-school media facilities to create original work to add to their individual portfolios and collaborate with grade 11 *Journalism and Broadcasting* to create and produce and distribute a publication to the school and the local community.

A. Use ethical standards of production to finalizing designs or message

1. Apply ethical standards of originality and accuracy.
2. Verify the accuracy of information
3. Verify the authority of sources

B. Design the appearance and layout of the grade 11 collaborative publication

1. Define a process for collaboration
2. Provide images to fit the text
3. Collaborate with journalism students to create a layout
4. Produce and distribute the finished publication
5. Practice safety and conservation in the use of tools, materials and equipment.
6. Select the appropriate medium for distribution of communications
7. Work collaboratively with *Journalism and Broadcasting* students on layout, printing, editing, and distribution of student publication

C. Apply media, techniques and processes to create effects that evoke a range of responses

1. Communicate ideas using appropriate industry terminology
2. Demonstrate knowledge of concept development
3. Introduce industry grade software program
4. Understand advanced and emerging technologies in web development and beyond
5. Assemble a database for distribution of collaborative student publications and carry out the distribution

D. Maintain portfolio and add to it

1. Complete individual work
2. Revise and improve individual work
3. Organize the contents for best presentation

Assessment

1. Portfolio evaluation
2. Participation in data base construction
3. Work samples from technology
4. Production time
5. Participation in collaborative publication efforts

General Goals

1. Use design industry technology
2. Learn about developments in technology
3. Follow procedures
4. Collaborate to produce and distribute a publication
5. Select appropriate media
6. Use tools and materials safely and effectively
7. Check text and sources for accuracy

Curriculum Topics

Collaboration

Work with students from another program

New technologies

Learn and use industrial technology for design

Publication and distribution

Compare methods and select the best one for the situation

Checking for accuracy

Examine sources and verify accuracy

Grade 12 Field Experience

Students attend assigned community sites for real life experience to develop their special area of design interest.

Assignments will be at community sites, such as graphic design groups, furniture designers, fashion designers and retailers, and manufacture of accessories designers, architectural firms. Students demonstrate employability skills for career readiness at internship sites

Goals

Shadow different designers

Observe how a design business works

Use professional behavior

Gather information about professional procedures

Add to portfolio

Standards

A. Create design-related material under the directions of designers at field sites

1. Write plans based on assignments at the internship site.
2. Construct prototypes of 2 D or 3 D designs based on preparatory plans
3. Print graphic designs
4. Interview designers about their careers paths (grade 11 classes)

B. Demonstrate pre-employment behaviors

1. On time arrival, follow a work schedule
2. Use professional language and manners
3. Ask appropriate questions, as needed for work details
4. Focus on work and professional interactions
5. Follow rules of the workplace about outside communication during work time.
6. Accept feedback constructively
7. Meet deadlines

C. Attend weekly meetings at school

1. Discuss questions and concerns
2. Get feedback from faculty supervisors
3. Show examples of their internship work
4. Describe professional procedures used at the sites
5. Discuss further education or employment possibilities

Theater

In grades 9-12, students view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding of personal issues and a broader worldview that includes global issues. Since theatre in all its forms reflects and affects life, students should learn about representative dramatic texts and performances and the place of that work and those events in history. Classroom work becomes more formalized with the advanced students participating in theatre, film, television, and electronic media productions.

Theater

Grade 9-12 Theater Standard 1

Content Standard

Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history

Achievement Standard

Grade 9-12 Theatre Standard 1	9	10	11	12
PROFICIENT				
1. Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are	I	R	R	M

conveyed to an audience				
ADVANCED				
1. Students write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action		I	R	M

Theater

Grade 9-12 Theater Standard 2

Content Standard

Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

Achievement Standard

Grade 9-12 Theatre Standard 2	9	10	11	12
PROFICIENT				
1. Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media		I	R	M
2. Students compare and demonstrate various classical and contemporary acting techniques and methods	I	R	R	M
3. Students in an ensemble, create and sustain characters that communicate with audiences	I	R	R	M
ADVANCED				
1. Students demonstrate artistic discipline to achieve an ensemble in rehearsal and performance	I	R	R	M
2. Students create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions	I	R	R	M

Theater

Grade 9-12 Theater Standard 3

Content Standard

Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions

Achievement Standard

Grade 9-12 Theatre Standard 3	9	10	11	12
PROFICIENT				
1. Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup)		I	R	M
2. Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements		I	R	M
3. Students develop designs that use visual and aural elements to convey environments that clearly support the text	I	R	R	M
4. Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup	I	R	R	M
5. Students design coherent stage management, promotional, and business plans			I/R	M
ADVANCED				
1. Students explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions		I	R	M
2. Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions		I	R	M
3. Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions	I	R	R	M
4. Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions			I/R	M

Theater

Grade 9-12 Theater Standard 4

Content Standard

Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions

Achievement Standard

Grade 9-12 Theatre Standard 4	9	10	11	12
PROFICIENT				
1. Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting		I	R	M
2. Students justify selections of text, interpretation, and visual and aural artistic choices	I	R	R	M
3. Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes		I	R	M
4. Students explain and compare the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions		I	R	M
ADVANCED				
1. Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions			I/R	M
2. Students conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals			I/R	M

Grade 9-12 Theater Standard 5

Content Standard

Researching by evaluating and synthesizing cultural and historical information to support artistic choices

Achievement Standard

Grade 9-12 Theatre Standard 5	9	10	11	12
PROFICIENT				
1. Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions		I	R	M
ADVANCED				
2. Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions		I	R	M

Theater

Grade 9-12 Theater Standard 6

Content Standard

Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms

Achievement Standard

Grade 9-12 Theatre Standard 6	9	10	11	12
PROFICIENT				
1. Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts	I	R	R	M
2. Students determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre		I	R	M
3. Students illustrate the integration of several arts media in informal presentations	I	R	R	M
ADVANCED				
1. Students compare the interpretive and expressive natures of several art forms in a specific culture or historical period		I	R	M
2. Students compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art)	I	R	R	M
3. Students integrate several arts and/or media in theatre, film, television, or electronic media productions			I/R	M

Theater

Grade 9-12 Theater Standard 7

Content Standard

Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

Achievement Standard

Grade 9-12 Theatre Standard 7	9	10	11	12

PROFICIENT				
1. Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national, and international issues	I	R	R	M
2. Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement		I	R	M
3. Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices		I	R	M
4. Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions	I	R	R	M
ADVANCED				
1. Students construct personal meanings from nontraditional dramatic performances	I	R	R	M
2. Students analyze, compare, and evaluate differing critiques of the same dramatic texts and performances	I	R	R	M
3. Students critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese kabuki, and others)	I	R	R	M
4. Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work	I	R	R	M

Theater

Grade 9-12 Theater Standard 8

Content Standard

Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present

Achievement Standard

Grade 9-12 Theatre Standard 8	9	10	11	12
PROFICIENT				
Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts	I	R	R	M
Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods	I	R	R	M
Students identify cultural and historical sources of American theatre and musical theatre	I	R	R	M
Students analyze the effect of their own cultural experiences on their dramatic work	I	R	R	M
ADVANCED				
Students analyze the social and aesthetic impact of underrepresented theatre and film artists		I	R	M
Students analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods		I	R	M
Students analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television, and electronic media productions	I	R	R	M