

CHARTER SCHOOL AGREEMENT

DATED AS OF August 25, 2004

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL
FOR THE PERFORMING ARTS

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is dated as of _____, 2004 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the “**Board**”) and THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS, a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to Section 2203 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 2202 of the Act to establish a public charter school (such petition, as amended through the date hereof, the “**Application**”; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subtitle B of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation’s charter for purposes of Section 2203(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the

School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall temporarily be located at 2917 8th Street, NE, Washington, D.C. 20017 and permanently located at 705 Edgewood Street, NE, Washington, DC 20017 on date to be agreed upon between the Board and the School Corporation (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 2204(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief

administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-J of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades prekindergarten through fifth. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades prekindergarten through eighth. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in the grade range set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than two hundred thirty-two (232) pupils in its first academic year and no more than four hundred ninety-four (494) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2008 and April 1, 2013, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of

any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. A. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

- (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets

set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. A. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. A. The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance

falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. **A.** The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or

purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a **“Material Contract.”** Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a **“School Management Contract”**) for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

- (i) Workers’ compensation insurance as required by applicable Law. **“Law”** shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.
- (ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such

insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (x) not include any coinsurance provision, (y) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (z) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the “**School Manager**”) to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days’ prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 31, 2004 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the “**Board of**

Trustees”) or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. “**Affiliate**” shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of “Affiliate,” “control” (including, with correlative meanings, the terms “controlling,” “controlled by” and “under common control with”), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. “**Person**” shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board’s request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. **Annual Reports:** no later than November 1 of each year, beginning November 1, 2004, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 2204(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School’s performance set forth in the Accountability Plan and such other items as the Board may

reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. Audited Financial Statements: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning September 1, 2004, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean (x) initially, month and (y) from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for September 2004 on October 15, 2004;

D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2005, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2004 to June 30, 2006 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2004 a revised operating budget for the period from July 1, 2004 to June 30, 2006; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving

special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. Attendance: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such

report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. Authorizations: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2005, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. Board of Trustees Meeting Minutes: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. Other Information: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. **A.** The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. A. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. A. This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 2213 of the Act; or
- (ii) by mutual agreement of the parties hereto; or
- (iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or
- (iv) by the Board, if the School Corporation fails to secure use of the School Property by August 31, 2004; or
- (v) by the Board, if the School fails to begin instructing students by December 31, 2004.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

- (i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or
- (ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

- (i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;
- (ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 2212(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School

Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this

Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1436 U Street, NW
Suite 401
Washington, D.C. 20009
Attention: Executive Director
Telephone: (202) 328-2660
Facsimile: (202) 328-2661

If to the School Corporation:

The William E. Doar, Jr. Public Charter School for the Performing Arts
4322 14th Street, N.W.

Washington, D.C. 20011
Attention: Julie S. Doar-Sinkfield, Executive Director
Telephone: (202) 269-4646
Facsimile: (202) 882-9652

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

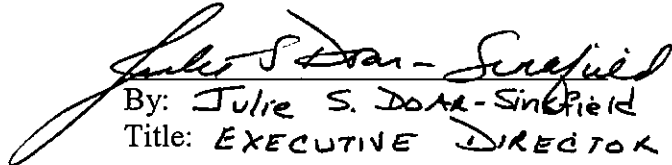
9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

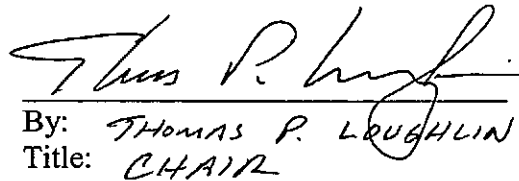
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IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

**THE WILLIAM E. DOAR, JR. PUBLIC
CHARTER SCHOOL FOR THE
PERFORMING ARTS**


By: Julie S. DOAR-Sinkfield
Title: EXECUTIVE DIRECTOR

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**


By: THOMAS P. LOUGHLIN
Title: CHAIR

SCHEDULES

SCHEDULE I -- Maximum Enrollment

EXHIBITS

EXHIBIT A -- Application
EXHIBIT B -- Random Selection Process
EXHIBIT C -- Expulsion/Suspension Policies
EXHIBIT D -- Initial Budget
EXHIBIT E -- Key Personnel
EXHIBIT F -- Articles of Incorporation
EXHIBIT G -- Bylaws

SCHEDULE I

Schedule 1 - Maximum Enrollment

WEDJ School
Projected Annual Enrollment Annual Growth Rate: 0.00%
Years 1-5

Year 1					Year 2					Year 3					Year 4					Year 5				
Grade	Enrolled per Class	Number of Classes	Enrolled per Grade	SPED Students per grade	Enrolled per Class	Number of Classes	Enrolled per Grade	SPED Students per grade	Enrolled per Class	Number of Classes	Enrolled per Grade	SPED Students per grade	Enrolled per Class	Number of Classes	Enrolled per Grade	SPED Students per grade	Enrolled per Class	Number of Classes	Enrolled per Grade	SPED Students per grade	Enrolled per Class	Number of Classes	Enrolled per Grade	SPED Students per grade
PK	18	2	36	6	18	2	36	6	18	2	36	6	18	2	36	6	18	2	36	6	18	2	36	6
K	20	1	20	3	20	2	40	6	20	2	40	6	20	2	40	8	20	2	40	8	20	2	40	8
1	22	1	22	4	22	1	22	4	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7
2	22	1	22	4	22	1	22	4	22	1	22	4	22	2	44	7	22	2	44	7	22	2	44	7
3	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7
4	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7
5	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7	22	2	44	7
6	0	0	0	0	22	2	44	7	22	3	66	11	22	3	66	11	22	3	66	11	22	3	66	11
7	0	0	0	0	0	0	0	0	22	2	44	7	22	3	66	11	22	3	66	11	22	3	66	11
8	0	0	0	0	0	0	0	0	0	0	0	0	22	2	44	7	22	3	66	11	22	3	66	11
Total			232	37			290	47			384	61			472	76			494	79				

SPED Students per grade				SPED Students per grade				SPED Students per grade				SPED Students per grade				SPED Students per grade			
Grade	Level 1	Level 2	Level 3	Grade	Level 1	Level 2	Level 3	Grade	Level 1	Level 2	Level 3	Grade	Level 1	Level 2	Level 3	Grade	Level 1	Level 2	Level 3
PK	2	2	1	2	2	1	2	2	2	1	2	2	2	1	2	2	2	1	2
K	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	3	3	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2
4	3	3	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2
5	3	3	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2
6	0	0	0	3	3	2	2	4	4	3	3	4	4	3	3	4	4	3	3
7	0	0	0	0	0	0	0	3	3	2	2	4	4	3	3	4	4	3	3
8	0	0	0	0	0	0	0	0	0	0	0	3	3	2	2	4	4	3	3
	14	14	9		18	18	12		23	23	15		28	28	19		30	30	20

Exhibit A – Application

See Attached Binders

Application Information Sheet

Submitted to:

District of Columbia Public Charter School Board
1436 U Street, N.W., Suite 401; Washington, D.C. 20009

1. Request for Approval: This application is a request for approval to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995.

2. Applicant Information:

Name of Proposed Public Charter School: William E. Doar, Jr. Public Charter School for the Performing Arts

Name of Entity Applying for Charter Status: William E. Doar, Jr. Educational Foundation, Inc.

Address: 301 G Street, N.E. Unit 3, Washington, D.C. 20002

Contact Person Julie Doar

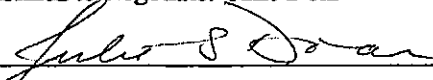
Daytime Telephone 202-669-4786; FAX 202-547-1214

Email address wedjschool@hotmail.com

Address: 301 G Street, N.E. Unit 3, Washington, D.C. 20002
www.geocities.com/wedjf/wedjfoundation.html

Name of Person Authorized to Negotiate: Julie Doar

Authorized Signature



Date

11/24/03

Start-Up Information:

Proposed Start-up date: September 2004 Proposed 2004-05 Budget: \$2,882,358

First year enrollment: From grade PK to grade 5; Number of students 232

Capacity enrollment: From grade PK to grade 12; Number of students 1200

Location of School: 70912th St, SE, Washington, DC

Description of Charter School and Organizational Planning:

The William E. Doar, Jr. Public Charter School for the Performing Arts is designed to provide a college-preparatory, academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development; founding members: Robin Bramwell, J.D., provides quantitative and qualitative support for senior bankers on charter school and stadium financing projects; Nadia Casseus, the Director of a DCPCSB charter school, is also completing coursework for an Ed.D. in Special Education; Jerry Crute, MBA, is employed by the American Council of Life Insurers (ACLI) as Associate Director, Investment Research; Julie Doar is an experienced Director of Independent and Charter Schools; Angela Harris is a career educator currently teaching Kindergarten and First Grade in a D.C. Public Charter School; Mark Lerner, Chief of Radiology Services at CNMC, is an experienced Charter School Board Member; Dianne Myers, is an admissions director of an independent school in Maryland and has also worked in Development and non-profit board training; Stephen Percy is currently the Worship Department Assistant at Washington National Cathedral where he makes logistical and financial arrangements for services and concerts; Mary Robbins is a teacher whose curriculum areas of expertise are both English Language Arts and Performing Arts; Angela Screen is an experienced Researcher with Caliber Associates, a management consulting firm in Fairfax, VA; Richard Sinkfield, J.D., (Harvard Law) is an associate in the Corporate/Securities group of Sidley, Austin, Brown & Wood LLP in Washington, Sonya Smith-Valentine, J.D., served in the Legal Aid Society's Juvenile Rights Division in Brooklyn, New York; Legal Aid in both New York and Maryland, and is a founding partner at Smith Morton, LLC; Nicole Streeter, J.D., Insurance Coverage Litigation section of Gilbert, Heintz & Randolph, LLP is formerly from the Department of Justice, Civil Division, Torts; Barbara McNeill Tucker, CEO and co-founder of DSS Educational Network, LLC; Terrence White, is an experienced school technology manager in independent and charter schools. Six of the current board members are parents of school-age children; five of whom reside in Washington, DC and whose children attend public and charter schools.

Names of Organizations Involved in Planning: CityDance Ensemble

Names of Management Company: NONE.

Type of Application (Check One): ☒ New Public Charter School

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of IDEA and Section 504 of the Rehabilitation Act of 1973? Yes ☐ No ☒

**The William E. Doar, Jr. Educational Foundation, Inc.
DBA
The William E. Doar, Jr. Public Charter School for the
Performing Arts**



**Application Rewrite
Submitted November 24, 2003**

District of Columbia Public Charter School Board

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Demographic Analysis Form

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Appendix F: Biography of William E. Doar, Jr.

See Volume II

Technical Quality Matrix

**THE WILLIAM E. DOAR, JR. PUBLIC CHARTER
SCHOOL FOR THE PERFORMING ARTS
WASHINGTON, DC
EXECUTIVE SUMMARY**

The William E. Doar, Jr. Public Charter School for the Arts ("WEDJ PCS") is designed to provide:

1. An academically rigorous environment to prepare students for post-secondary education;
2. An artistically rigorous environment to provide students professional-level experience and practice, worthy of public exhibition or performance in various artistic forms including: visual, graphic, applied, written and performing; and
3. Up to six days per week of academic and artistic instruction and activities during the academic school year.

Our mission is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit. We firmly believe that an ideal education addresses the fact that students have multiple learning faculties, instructs students in a number of disciplines in the Renaissance tradition and challenges students to engage and relate to the world around them beyond an insular definition of community. Combining a multi-disciplinary arts program with the highest educational standards, WEDJ PCS is committed to graduating well-rounded, liberally educated, responsible young men and women.

Educational Need: We believe that more education in the arts is needed in the District of Columbia. Multiple studies have shown a dramatic improvement in standardized test scores and traditional academic achievement when students receive education in the arts along with their core English, Math, Social Studies, and Science curriculum. At WEDJ PCS, we will provide a free, professional-level arts education to all students in the school. Our program is based on the principles of multiple intelligences and learning styles and will open opportunities to students whose achievement may best be measured in a more creative environment.

Program and Curriculum: WEDJ PCS is a co-educational day school that provides both a college-preparatory, standards based curriculum as well as professional-grade artistic instruction and practice in various forms including: visual, performing, written and physical as they relate to and support the performing arts of Theater, Movement and Music. Our program will provide upper elementary and middle school students with arts training such that they are viable applicants for the Duke Ellington School for the Performing Arts. Students in grades 3-5 will have a 5-day school week with optional academic tutoring and support on Saturdays. Students in grades 6-8 will be required to agree to participate in a 6-day school week enabling full instruction in both art and academia. All students in grades 3-8 will be required to participate in at least one public

exhibition or performance per year.

Students will be deemed to have been successful at WEDJ PCS when they and their families are committed to the school, maintain good attendance, prepare for class and participate in the full range of activities at the school. WEDJ PCS will remain an upper elementary/middle school to develop the community and educational culture that is required for our students to succeed in a rigorous high school program. We want to accredit our upper elementary and middle school before opening our high school.

Location: We have received a memorandum of understanding and are currently engaged in lease negotiations with the property owners of 709 12th Street, SE. WEDJ PCS will benefit from its proximity to public transportation and the availability of some open spaces in those areas. Those areas are conducive to construction of a non-traditional school facility to house a theater, rehearsal space, movement space as well as regular classroom space. Our facility will provide jobs in the selected neighborhood contribute to the tax base and help cut down on over-development. Our school will be a great neighbor.

Links with the Arts: Our dance program is being designed in partnership with the CityDance Ensemble. Our community service experience and elements of our curriculum are being designed in partnership with UrbanLearn(tm). The arts, including both exhibits and performances will also be the subject of many field trips throughout the region. We will continue to work on forging partnerships with area arts and cultural institutions. These organizations may include, but are not limited to: The Kennedy Center for the Performing Arts, the Smithsonian Institution, Wolf Trap Center for Performing Arts, the National Symphony Orchestra, the Corcoran Gallery of Art, the Folger Shakespeare Company, Bethesda Academy of Performing Arts' Imagination Stage, the Levine School of Music, the James Weldon Johnson Community School for the Arts and many others.

Strength of Board of Directors: the WEDJ PCS Board of Directors is composed of individuals who are highly successful in their fields and willing to contribute to the education of the District's children: Robin Bramwell is a lawyer and financial analyst; Nadia Casseus is a school director; Jerry Crute, MBA, is the Associate Director, Investment Research at the American Council of Life Insurers; Julie Doar is an educational and school management expert and has served as director of independent and public charter schools; Dianne Myers is a marketing and sales executive with experience in school admissions, development and non-profit board training; Angela Screen is an experienced management consulting researcher; Richard Sinkfield is a corporate attorney; Sonya Smith-Valentine is an attorney with experience in juvenile justice; Nicole Streeter is a litigation attorney who also holds a real estate license; Barbara Tucker is the CEO of a District special education consulting firm; Mark Lerner is an experienced charter school board member; Steve Percy, a professional musician and former Math Department Chair, produces services and concerts for the National Cathedral; Mary Robbins, a professional theater director and teacher, is a former America's Choice Literacy Coach; Angela Harris is an early childhood educator and Terrence White is an expert in the use of technology for education. Six of the current board members are parents of school-age children; five of which reside in Washington, DC and attend

public and charter schools.

Funds Raised: WEDJ PCS has developed an active giving campaign and expects to raise \$50,000 in gifts, donations, and grants prior to the opening of school. The school has already received a gift of stock from a family not connected to the school and expects to receive another gift of similar size upon approval of the charter. 100% of all founding board members have contributed donations to the organization. Two organizations have expressed interest in giving to the school. These gifts are the result of having a strong Board of Directors that actively supports the school. To date, total grants and donations exceed \$17,000. WEDJ PCS has plans to continue the giving campaign and tie it to developing partnerships with organizations identified above.

APPLICATION FOR THE WILLIAM E. DOAR JR, PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population:

There are 72,431 students between the age of 5 and 17 in the District of Columbia.¹ As a group these students enter school unprepared for kindergarten and have been found to be three years behind in Reading and two years behind in Mathematics through the 8th grade. According to a study in 2001, the District's students were the second lowest performing of any state in the nation on standardized tests. The District's students enjoy the second highest financial per pupil support of any state. While the District of Columbia Public Schools is working to resolve this achievement deficit, current students are in desperate need of other public school options.

Students learn in different ways and in different settings. Students who might perform poorly in one setting become top students in another setting. Public schools must offer a variety of options to match the multiple intelligences and multiple learning styles that children possess. Finding the right school will enable children to unlock the potential they possess for learning and achieving high standards.

The William E. Doar Jr., Public Charter School for the Performing Arts (WEDJ PCS) is designed to provide a unique alternative to the traditional schools that exist within the District. WEDJ PCS provides students with a real choice in terms of a learning environment. Because WEDJ PCS provides an academic environment within a performing arts environment, WEDJ PCS will unlock the potential for many of our students to achieve that might not be possible in another setting.

Through two interactive departments, the Academy and the Conservatory, students will learn academic content while also mastering the elements of Performing Arts. By providing students with alternative styles of learning and demonstrating their knowledge, we will unlock the door to academic success. Furthermore, students of WEDJ PCS will be able to use their mastery of a performing arts discipline as a means to finance higher education or as a means to secure employment opportunities both on the stage and behind the scenes in the world of entertainment. The discipline students obtain through their pursuit of excellence in the Performing Arts is transferable to all academic subjects as well as students should not choose a career in the arts.

Our desired location will be 709 12th Street, SE, Washington, DC, in an area that is on the cusp of dramatic urban re-development. The building is located just blocks away from the Potomac Avenue and Pennsylvania Avenue Metro Stations, as well as two blocks away from major bus routes running along Pennsylvania Avenue. WEDJ PCS will benefit from its proximity to public transportation; the availability of some of the open spaces in those areas, which are conducive to construction of a non-traditional school facility to house a theater, rehearsal space, movement space as well as regular

¹ D.C. Office of Planning/State Data Center, 1998.

classroom space. Additionally, as pointed out in the Executive Summary, our facility will provide jobs in that neighborhood; contribute to the tax base and help cut down on over-development. Our school will be a great neighbor.

Our population goal for September 2004 is a PS-5th grade school with a population of 232 students. Beginning at PS through grade five will allow us to grow a student population with the community and educational culture to succeed in our rigorous high school program. This will provide our students with the initial arts and academic preparation necessary prior to beginning the college-preparatory and professional grade art programs. We will grow our population by one grade each year in the subsequent three years of operation and remain a PS-8th school through year five (5) while our existing program matures and we develop the high school program. We also want to accredit our elementary and middle school before opening our high school.

WEDJ PCS will help to meet students' needs, not only through the arts program, but also by providing classes of no more than 25 students. By emphasizing small class size and school size along with parent involvement, we believe that our students will be supported and motivated to perform at high levels. The District's students have tremendous potential that can be realized through the WEDJ PCS arts programs and its supportive school structure.

Our long-term goal of a PK-12th grade academic and artistic learning environment will take many years to achieve. It is our desire to eventually create three campuses of up to 400 children each in the PS-2, 3-8 and 9-12 divisions. Our goal, in the near term, is to provide elementary and middle school students with artistic training such that they will be viable applicants for the Duke Ellington School for the Performing Arts.

up to
1200

We have chosen to configure our program thusly for very specific reasons:

1. It is our experience, as parents and employees of District of Columbia Public Schools and Public Charter Schools that District of Columbia families do not select charter schools as the first educational institution their child will attend. Generally, we have found that there is a great deal of movement into charter schools past the 2nd grade level as families are dissatisfied with their neighborhood options or realize that their children would achieve greater levels of performance in a different environment;
2. As artists and educators, we feel that these age ranges of children are most alike cognitively and socially and would best be able to demonstrate proficiency in the arts as a result of our instruction and, therefore, would demonstrate the greatest academic gains in objective measures.
3. The configuration of a school organized into K-2, 3-5, 6-8 and high school will allow instructors to "loop" with their students. Ideally, students will be taught by the same instructors for the three years they exist within the grade configuration.
4. Stages of human development well-documented by psychologists also coincide with our division of student levels. According to Erik Erikson's Stages of Psycho-Social Development group children by

their age-appropriate capabilities. Students will enter WEDJ PCS during Stage 3, the Locomotor Stage. At this stage the child has already spent a great deal of energy developing and controlling physical skills, such as walking and grasping objects. The child is now ready to development the assertiveness and initiative needed to be successful in school. This stage coincides with the PK through 2 division.

At the second grade level, students will be in what Erikson called the Latency Stage when they are ready to deal with demands to learn new skills. This stage will remain with the child throughout their elementary and middle school experience, when they acquire the greatest amount of new skills and information.

Jean Piaget's Theory of Cognitive Development places students in the Pre-Operational Stage when in grades PK-2. In the Pre-Operational Stage the student is able to pretend and is working toward an understanding of symbols. In grades 3-5, the child is in the Concrete Operational Stage of development where they are able to solve problems through logical operations and principles. During this stage, the child also learns classification and seriation (putting things in order). Finally, the child centers on the formal operations stage during grades 6-8 when the student becomes increasingly competent as adult-style thinking involving logical operations and using them in the abstract as well as the concrete.

The focus of instructor's on a particular developmental level while they loop with these students can only benefit the student in promoting academic, social and moral development

Schools organized into K-2, 3-5 and 6-8 configurations are a common practice among more than 1,500 school districts. For example, the Lawrenceville Public Schools in New Jersey have long operated with a K-2, 3-5, 6-8 configuration and they are one of the top scoring districts in New Jersey and have a very diverse population in terms of socio-economic status and ethnicity. In the Southern Allegheny (Pennsylvania) school district, in which elementary schools were subdivided into a K-2 and 3-5 configuration, educational benefits were found to include better concentration on the educational and psychological needs of children in the two age groups. An evaluation of the program also showed that the configuration saved money, and resulted in improved discipline, student attitudes and student interaction.²

It is also being shown in the literature that there is a movement to reconfiguring traditional elementary education: "Some school systems are moving in the opposite direction. While K-5 or K-6 has been the standard elementary pattern for years, more school systems are splitting this configuration to create

² Raze, Nasus "Primary and Intermediate Grade Configurations: A Review of the Literature", South Allegheny School District, PA, 1985, www.edrs.com, ERIC No: ED252928

primary and intermediate schools. The entire faculty of a primary school, for example, would be focused on educational techniques supportive of early childhood education.”³ The Benchmarks for Science Literacy Project 2061 also divides its content and performance standards into the K-2, 3-5, 6-8 and 9-12 grade categories.

The decision to configure our program using the same pattern is based on a variety of factors including our experience as school leaders in Washington, DC, our goals for creating a performing Arts School as artists and by the research. Even among DCPS schools and Washington, DC schools there are no standard configurations:

In DCPS (regular public schools) there are 10 types of grade designs with the following distribution:

1 PK-K; 3 PK – 3; 4 PK-5; 37 PK– 6; 1 PK – 8; 3 5th - 8th; 8 6th - 8th; 9 7th - 9th; 18 9th-12th; and 1 10th-12th.

Among Charter Schools the variety is more widely spread:

4 PK – 6th; 3 K-5th; 2 K-6th; 1 K-3rd; 1 PK – 7th; 3 5th-8th; 2 6th-8th; 12 9th-12th; 1 PK – 12th; 2 Adult Ed; 1 un-graded elementary; 1 K-3rd, 6th-12th; 1 PS – 8th; 1 7th-9th; 1 1st-8th; 1 7th-12th; and 1 K-8th.

Additional sources that support K-2, 3-5 and 6-8 school configurations are as follows:

1. Wayne K. Hoy, Ohio State University; Cecil G. Miskel, University of Michigan—Ann Arbor (2000). **EDUCATIONAL ADMINISTRATION: Theory, Research, and Practice**, Sixth Edition. McGraw Hill.
2. Tomlinson, Carol A. (2000). **Leadership for differentiating schools and classrooms** Alexandria, Va.: Association for Supervision and Curriculum Development.
3. John D. McNeil. 1996. **Curriculum: A Comprehensive Introduction**, Fifth Edition. Wiley Publishers. Los Angeles.
4. William Owings and Leslie Kaplan (2003). **Best Practices, Best Thinking, and Emerging Issues in School Leadership**. Corwin Press.
5. Raze, Nasus (1985). **Primary and Intermediate Grade Configurations: A Review of the Literature**. ERIC ED252928
6. Renchler, Ron (2002). **School Organization: Grade Span. Trends and Issues**. ERIC ED472994.
7. DeJong, William S.; Craig, Joyce (Jun 2002). **How Should Schools Be Organized?** School Planning & Management; v41 n6 p26-32.

³ Stevenson, Kenneth R., Ed.D “Ten Educational Trends Shaping School Planning and Design”, National Clearing House for Educational Facilities, University of South Carolina, September 2002.

8. Alspaugh, John W.; Harting, Roger D. (Spr 1995). Transition Effects of School Grade-Level Organization on Student Achievement. Journal of Research and Development in Education; v28 n3 p145-49.
9. Levine, Roger E.; And Others (1996). Trends in School District Demographics, 1986-87 to 1990-91. ERIC ED394186.
10. City School District of Albany (2001). Facilities Plan.

Over the long term we wish to house a PK-12th grade program on three campuses serving approximately 1200 students. These three campuses would represent three divisions within the WEDJ PCS: PK – 2 (Lower School), 3-8 (Intermediate School) and 9-12 (Upper School). We believe strongly in the advantages of small school environments and wish to cap any one campus at approximately 400 students.

While we cannot yet predict the community our school will ultimately serve, we are striving to create a school suited to the unique community that is the District of Columbia. The outreach plans reflect a strong desire to attract a diverse population to our school. We fully expect, at a minimum, to reflect some of the demographic parameters of most charter schools in the city that report poverty levels of students around 70% and special education students around 15%. DCPS reported the percentage of special education students in 2000 as 12.5%⁴. Most charter schools report approximately 15% to 18% of their students are classified as special education students⁵. The discrepancy is attributed to the large number of students DCPS must evaluate and the shortage of qualified personnel to conduct those evaluations.

As such, WEDJ PCS expects to admit special education students at a higher percentage rate than is reflected in the current percentage of such classified students in DC's regular public schools. The WEDJ PCS Board of Directors is committed to the identification and appropriate educational support for all students with disabilities. Our School Director is the former Director of Special Education Services for DCPS. With her help we will obtain the Individual Educational Program (IEP) of students evaluated by DCPS and identify students who need to be evaluated before school begins. We will be able to provide high quality programs for the students and provide expert training for our teachers who will work with these students in an inclusive classroom. We will continue to screen and evaluate students throughout the school year.

The most significant academic problem Washington, D.C. students have is basic literacy. Approximately 8% of our students will be at or above their appropriate grade level in Reading. Approximately 92% are below grade level with almost all of these students two or more years behind⁶. After extensive review, the Board selected America's Choice(tm) because it has a highly effective balanced literacy instruction block and a remarkably successful Mathematics program. The total program in all content areas is integrated and coherent. America's Choice(tm) provides staff development to ensure the successful implementation of the program.

The America's Choice™ standards are organized in such a way that it will allow the teacher's at WEDJ PCS to take each student as far as he or she can go as quickly

⁴ District of Columbia Public Schools Home Page Web Site.

⁵ Focus Meeting, Fall 1999.

⁶ Washington Post. 10/14/99. Page B1.

as they can in the achievement of these standards. America's Choice™, as well as the other educational materials chosen by the school, are based on the theory of multiple intelligences. In addition, because America's Choice™ is a performance-based program, it allows us to choose and develop the content under which the standards will be achieved. The curriculum and its components will be taught in conjunction with the National Standards for Arts Education, as opposed to only having a separate arts education component

In creating a curriculum and instruction design, the Board of Directors knew that it would take exceptional support to ensure that teachers were properly implementing the pedagogical processes to support the learning outcomes. In addition to a Director, the Board identified the need for someone to work exclusively with the instructional staff on professional development. America's Choice(tm) matched the design already envisioned by the Board in content, structure, and implementation. In addition, America's Choice(tm) provided professional development for the administrators. America's Choice(tm) addresses the specific needs of children to learn effectively in each content area and provides the best support for Reading. They have also already successfully applied their program to the performing arts at a school in New Jersey.

b. Mission and Philosophy:

The Mission of WEDJ PCS is to provide a rigorous, college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, social, emotional and artistic development as rapidly as their talents permit. Combining a rigorous program with high educational standards, the school is committed to graduating well-rounded, responsible young men and women.

The philosophy of WEDJ PCS reflects our full support of the ideology of child development presented in Howard Gardner's *Multiple Intelligences*. We believe that all children learn differently, that comprehensive Education in the Arts is one of the greatest gifts one can provide a child as they learn and grow, and that success comes from full community support of and focuses on collective goals.

WEDJ PCS is offering an academic and artistic program to students whose creative outlook may be unique to the regular educational classroom setting. Unlike standard academic settings in schools that reward students whose strengths lie primarily in linguistic and/or mathematical skills WEDJ PCS will include other areas of strength, teach through them and cultivate these gifts.

The theory of multiple intelligences by Howard Gardner acknowledges and incorporates those unique qualities within individuals as gifts to be appreciated and encouraged in the school. The eight intelligences are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")

- **Naturalist intelligence (“nature smart”)**

Each of these intelligences has its own set of strengths and weaknesses that drive our ability to perform certain tasks with proficiency. Simultaneously, if students are receiving instruction in a manner that does not address their particular strengths or learning styles they are almost certainly going to fail. Therefore, it is imperative that teachers are trained to present lessons in a variety of ways that incorporate art, music, dance, role play, field trips and more. While most people possess the full spectrum of intelligences, each reveals distinctive cognitive features. We possess varying amounts of the eight intelligences and combine and use them in highly personal ways.⁷ Instruction through the method of Multiple Intelligences addresses the three major areas of learning: cognitive, affective and psycho-motor.

The application of the eight intelligences will be incorporated into the academic and artistic programs at WEDJ PCS to meet the needs of all students. These principles are already included in the America’s Choice program, The University of Chicago Math program, History Alive! Social Studies program and The Prentice Hall Hands-On Science Series. In addition, WEDJ PCS plans to use the assessments and study skills series produced by the All Kind’s of Minds Institute. Mel Levine and the All Kinds of Minds Institute have developed a series of products for schools, teachers, students and parents based on Gardner’s theory of multiple intelligences. WEDJ has also recently established a partnership with Imagination Stage, Bethesda, MD and will utilize its professional development program, Imagination Quest (IQ). Imagination Quest, also based on Gardner, trains instructors on teaching traditional subject matter through the senses and in a hand-on approach. Through the use of survey assessments as well as teacher led observations, an individual’s primary intelligences and their corresponding learning styles will be identified. Once identified, this information will be utilized by instructors to assist with the appropriate instructional approach for students. This approach is especially helpful when determining strategies for students who might have learning difficulties but who have not been identified for special education. The advantage of incorporating this approach to learning for our students will be that all learning styles will be addressed, ensuring that each student’s ability to learn in more than one way is met. Regardless of the teaching approach, the goal of all students is to master the same performance standards.

In addition, WEDJ PCS will use the DCPS Performance Standards to help develop measurable outcomes for school improvement and the MENC National Standards for Education in the Arts to guide our design of content and performance standards in the Arts.

c. Educational Focus:

WEDJ PCS is to be a PK-12 co-educational day school that provides both a college-

⁷ Campbell, Linda and Bruce Campbell and Dee Dickinson. Teaching and Learning through Multiple Intelligences, 3rd Edition. Pearson Education, Inc. Boston, MA, 2004.

preparatory, standards-based curriculum and professional-grade artistic instruction and practice in various forms including: visual, performing, written and physical as they relate to and support the performing arts of Theater, Movement and Music.

There are five unique features to WEDJ PCS. First, WEDJ PCS is arts based. Students will learn to express themselves with a variety of media. Through the media they will also learn to understand their work in academic subjects. Their use of various media will augment their work in all academic subjects. **The artistic teachers and academic teachers will meet at least every other week to plan integrated instruction. Academic teachers will cite activities and work in the artistic programs and the arts teachers will be able to relate their material to the current academic program in which the students are engaged.**

Second, students in the 9th grade and above will be expected to attend school six days per week. The sixth day is needed to accommodate professional level instruction in the performing arts. Students will be expected to attend school from at least 9:00 AM to 1:00 PM on Saturday. Students in grades 3-8 will be provided with additional learning and rehearsal opportunities on Saturdays.

Third, WEDJ PCS is a standards based school. Each child is expected to meet the standards for each grade level. Each child will be assigned a "class teacher" who will follow that student through three grade levels: PK-2, 3-5, 6-8. In the 3-5 and 6-8 levels, the same team of teachers stays with the child through all the grade levels. This practice leads to the development of caring, personal relationships among teachers, students and parents. Each student's program is planned from a strong knowledge base about that student.

The fourth feature is that following third grade, every teacher is expected to specialize in two subjects areas exclusively. Content knowledge and specialized pedagogy for that content are more demanding after grade three. Teachers will receive the specialized training necessary to implement a strong, academic program.

The fifth unique feature of the school is that it will address the education of special needs students quickly, efficiently and systematically. WEDJ PCS has staffed its program with experts so that every student who has a learning disability will receive an appropriate Individualized Educational Program. As with many problems, early diagnosis and treatment can improve the student's adaptive learning skills so that the student may no longer be classified as learning disabled in two or three years.

d. Goals:

The primary goal of any educational institution should be to raise student achievement as could be measured by objective assessments like the Stanford-9 or other standardized testing vehicle. Research has shown that Education in the Arts has a dramatic effect on raising student achievement in Math and Science. However, in keeping with our belief that all students learn differently regardless of whether or not they have been diagnosed with a disability, our program is designed to measure achievement through a variety of means including but not limited to: Stanford-9 testing (like all other DCPCSB Schools), adhering to the National Standards for Education in the Arts, the full-participation of families in our requirements for 6 day school and the full-participation of our students in our 1 per year and 2 per year performance/demonstration requirements.

Specifically, we have developed the following Academic, Non-Academic, Organizational and Governance goals for our school:

Academic Goals:

1. Students will achieve the New Standards™ Performance Standards in English/Language Arts, Math and Science by graduation.
2. Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.
3. Students will demonstrate strong and consistent improvement on the Stanford Achievement Test-Version 9 (SAT-9), or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics.
4. Students' average test scores on the SAT-9 will meet or exceed Adequate Yearly Progress (AYP) goals as mandated by the No Child Left Behind Act.
5. All students will read proficiently by the end of grade 3 in accordance with the No Child Left Behind Act.
6. All students will pass all courses every year.
7. Students will develop an appreciation for cultural differences as demonstrated by planning and participating in at least three multicultural events each year in the school community or local community.
8. Students will demonstrate respect for cultural differences in their daily lives in their school community and the external community as observed and recorded by the instructional staff and parents.
9. Students will develop an informed aesthetic appreciation and participate in at least two of the fine and performing arts.
10. All students achieving the above standards include Limited English Proficiency and classified students.

Non-Academic Goals:

1. The attendance rate for all students will exceed 90%.
2. All special needs students will be evaluated and have an IEP written within 90 days of being identified.
3. All students will develop a positive ethical framework that will be applied to their personal and educational lives.
4. All students will develop work habits that will support their educational growth and their effective engagement with peers, family, school community and the broader community.
5. Students will have high expectations for themselves.
6. Students will demonstrate respect for themselves, their peers, families and community.
7. Students will learn to take responsibility for themselves and for their actions.
8. Students will learn to work and play with those who are culturally

different.

9. Students will learn to share, respect others' possessions and be part of a group.
10. Students will grow emotionally, develop self-restraint, express feelings, adjust to transition and change, develop a sense of humor and establish independence.
11. Students will demonstrate appropriate large muscle development and small muscle development.
12. Students will learn to listen to adults, to peers and to follow directions.

Organizational Goals:

1. The school will implement a professional level fine arts and performing arts program for all students;
2. The school will implement the America's Choice(tm) whole school design;
3. The instructional staff will have all scheduled New Standards instructional systems implemented by the end of the year (Year 1-Literacy, Year 2-Mathematics, Year 3-Science);
4. The school will implement a content integrated curriculum that allows students to transfer learning from one content area to another.
5. **The school will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15 of each year in preparation for the annual enrollment audit and to enable students to get appropriate services in a timely fashion.**
6. The school will have an active, participating parent association by the opening of school.
7. The school will maintain the structure and integrity of the America's Choice(tm) Program throughout the year;

Governance Goals:

1. The Board will comply with all federal, state, and local laws for charter schools and non-profit organizations.
2. **The Board will maintain two current parent members to the Board of Directors immediately upon school opening and every year.**
3. The Board will implement an effective, efficient administrative structure for the operation and growth of the school.
4. The Board will establish policies that will enable the school to achieve its goals.
5. The Board will approve policies and procedures for the financial management of the school.
6. The Board will approve policies and procedures for the educational management of the school.
7. The Board will engage in appropriate contracts to ensure the successful implementation of America's Choice™, quality professional development for staff, early identification of learning and physical disabilities of

students and the supportive materials and resources necessary for the success of the school's staff and students.

2. Academic Design

a. Student Content and Performance Standards:

WEDJ School will follow a standards-driven, performance-based developmental curriculum. Our curriculum is carefully framed around knowledge about children's physical, social, emotional and cognitive growth. It is based on our collective knowledge about how children learn and what children need to know and to be able to do in both the artistic and academic arenas. The task of teachers, with the guidance of the school's Leadership Team, then is to adjust the curriculum through their understanding of each child both as an individual and a member of a class.

WEDJ PCS will meet or exceed all DCPS content and performance standards for all grades PreK- 12. WEDJ PCS will use the National Standards for Education in the Arts published by the Music Educators National Conference as a model for the theater, music, dance/movement and visual arts. The Dance/Movement program is being designed in cooperation with the CityDance Ensemble. The New Standards Performance Standards, published by America's Choice and the NCEE, is the model for English/Language Arts, Mathematics and Science. Social Studies content standards are adopted from the National Standards for Social Studies developed by the National Council for the Social Studies as they apply to the Teachers' Curriculum Institute's Social Studies/History Alive!™ program and the DCPS Social Studies standards. The World Language curriculum is adapted from the National Standard for Foreign Language education and their Standards for Foreign Language Learning: preparing for the 21st Century, DCPS Foreign Language Standards and the Deaf Studies Curriculum Guide by Melvia Miller-Nomeland and Sara Gillespie. A Study Skills program will come from the All Kinds of Minds Institute.

Those board members who have worked in schools chose these standards and programs because of their familiarity with the programs' success. These standards are both performance- and research- based. They allow us the flexibility to choose materials while providing a scope and sequence for high-level performance standards. Blending the America's Choice Performance Standards with the National Standards for Education in the Arts will also allow us to integrate the Social Studies content standards and create a humanities-based scope and sequence.

The entire WEDJ PCS program is built on an inclusive model for LEP and Special Education students. The need to express and communicate transcends most disabilities. Children with Limited English Proficiency and Learning Disabilities find the arts as stimulating as students without special needs. The arts involve these students in activities that awaken other talents and strengths not tapped in a traditional curriculum. Participation in the arts also leads to greater self-confidence and empowerment that can only boost the students' achievement in all areas.

High quality learning experiences will form the core of teaching and learning at WEDJ School. Our interdisciplinary program, as dictated by the National Standards for Education in the Arts, will provide for long-term, in-depth explorations of a theme or topic across the curriculum. It will reinforce both skill and content for all students and

thereby enable students to approach a topic from many different learning and teaching perspectives. This will promote high academic achievement, critical thought, essential work skills and habits, personal and social development and high-quality original demonstrations/presentations. Each term or year, depending on the age of the student, will end with a formal presentation/demonstration by each student in front of audiences of family and community members. Many informal presentations and demonstrations are already embedded within the standards.

In addition to working with such programs as Urban Learn and products produced by the All Kinds of Minds Institute, an interdisciplinary curriculum combining arts standards with traditional subjects "contributes significantly and uniquely to personal development in several essential ways, changing people's in-look and outlook, thought processes and abilities, and generally making them more capable of coping with the world around them"⁸. Not only will this integrated curriculum improve general education, but arts education helps children to define who they are, to see themselves as part of a larger culture, broadens their perception, expands their ability to express and communicate, teaches them to evaluate and make judgments and develops their imaginations.

Materials:

English/Language Arts – Scholastic Reading Guided Reading
 Junior Great Books
 Write Group
 Books, magazines, and other reading material on a variety of subjects will be in classroom libraries.

Math -	University of Chicago Mathematics Program
Science-	Prentice Hall Hand-On Science Series
Social Studies-	Teacher's Curriculum Institute© Social Studies/History Alive!
Study Skills-	All Kinds of Minds Institute

Books, magazines, and other reading material on a variety of subjects will be in classroom libraries.

Materials for Performing Arts will be determined by the subject need in each classroom and the resource center will have music recordings, scripts, sheet music, videos, etc. for study.

b. Curriculum:

WEDJ PCS will follow a standards-driven, performance-based developmental curriculum. Our curriculum is carefully framed around knowledge about children's physical, social, emotional and cognitive growth. It is based on what children need to know and be able to do in both the artistic and academic arena and our collective knowledge about how children learn. The task of teachers then is to adjust the curriculum through their understanding of each child both as an individual and as members of a class.

⁸ Fowler, Charles. Strong Arts, Strong Schools. Oxford University Press 1996

High quality learning experiences will form the core of teaching and learning at WEDJ School. Our interdisciplinary program, as dictated by the National Standards for Education in the Arts, will provide for long-term, in-depth explorations of a theme or topic across the curriculum. It will reinforce both skill and content for all students and thereby enable students to approach a topic from many different learning styles. This will promote high academic achievement, critical thought, essential work skills and habits, personal and social development and high-quality original demonstrations/presentations. Each term or year, depending on the grade of the student, will end with a class or ensemble presentation/demonstration involving each student in front of audiences of family and community members.

Flexibility with materials allows us to teach the performance-based standards through content standards that adjust with current events and the local arts season. The standards focus on process before product.

English/Language Arts

Projects and explorations will be designed to inherently require extensive reading, writing, listening and speaking. Daily student work in reading, writing and communication will be related to ongoing projects and will occur in class discussions, small groups and individual and team activities. Students will read and listen to multiple literature genres including historical fiction, nonfiction, diaries, poetry, musical verse, plays and newspapers to find information related to the subject of a theme. Daily student writing opportunities may include journals, lyrical content, note-taking, notation, list-making, project designs, and letters and opinion pieces. The Performing Arts program requires that students prepare and present quality work to real audiences. Daily practice in various forms of literary communication will help move students on that path. Standards for quality will be established with students for all activities.

Balanced Literacy instruction will combine the best practices of a literature-based program. Classroom practice will include daily reflection, self and outside evaluation and goal setting. Our school will pay special attention to developing strong literacy skills in the early grades. As early as Kindergarten, we will begin intervention strategies for students experiencing difficulty.

Literacy instruction will occur in a variety of settings. Group sizes will vary from one-on-one tutoring and/or special education instruction to whole class presentations. The availability of educational aides, trained tutors, special education specialists, literacy coaches and the structure provided by the America's Choice program facilitate individual and small group instruction.

Books at a range of reading and instructional levels will be available in each classroom as well as in a central reading/reference area in the school. **Books will be leveled according to the Scholastic Guided reading Program and Guided reading Levels as listed in Fountas and Pinnells' publications.** At all times, books and other reading materials central to the school and/or classroom current themes will be available throughout the school building. All classrooms will be print-rich and display evidence of students' reading, writing and thought across the entire curriculum. **All members of the school community will engage in Stop, Drop and Read, as Sustained Silent Reading Program, on a regular basis each week thereby reinforcing the pleasure of reading through structured available time and adult modeling. Additionally, student will**

participate in independent reading each and every day. Students will be expected to log free reading and to meet benchmarks each year in completing numbers of books and other reading materials read.

WEDJ School is adopting the America's Choice Model for Literacy. America's Choice offers opportunities for students to engage in reading and writing assignments across a wide variety of genres and is easily integrated with Social Studies, World Language and Performing Arts Standards. It provides clear instruction to teachers, tutors and aides and is aligned with the national standards in literacy.

Training and consistency are critical to the successful implementation of the literacy program. We will work with the America's Choice Program Consultants and our internal literacy coaches to provide ongoing support and professional development for teachers to most efficiently and efficaciously provide instruction to our students.

The overall goal of Reading/Language Arts is to develop a literate citizenry. Our performance standards are designed to produce effective communicators who speak and write clearly and fluently; independent thinkers who can also work cooperatively; and confident community members whose literacy informs their roles in the worlds of career and family. In addition, students will comprehend and compose a wide range of written, oral (including musical) and visual texts, respond in many ways to a rich variety of literary texts in relation to one's life and the lives of others, use language and symbol systems to define problems, retrieving, interpreting and organizing information in communicating to defined audiences and use language in a variety of social and cultural influences of texts

Mathematics

Mathematics will be both integrated into all subjects and studied as a separate subject. Our approach to mathematics instruction will rely on the heavy use of manipulatives as well as real-life examples and models to further reinforce both mathematical skills and their practical application to Arts Education and Vocation.

The University of Chicago Mathematics program encourages students to use mathematics in an authentic way to solve problems and gain knowledge. This program will be supplemented with the use of musical and video instruction of mathematical concepts such as multiplication and intervals, particularly at the lower levels. Sesame Street™ counting videotapes, Schoolhouse Rock™ and Count With Me™ are examples of these types of supplements for our early grades. Promoting mathematical literacy and its practical applications to music, performance, artistic perspective and business practices will be the goal of our mathematics program.

All goals in the mathematics program will be aligned with the National Council of Teachers of Mathematics standards. The University of Chicago Mathematics program employs a developmental approach to teaching mathematics, emphasizes problem-solving, provides quality implementation support for teachers and allows flexibility to adapt to student and class needs. It is also an ambitious academic model that provides young students with a strong mathematical foundation for higher order math subjects in high school.

Each year, Mathematics teachers will be provided with opportunities for further

professional development in math. Students will demonstrate an understanding of numbers and pattern and the way they are used, create models, equations and graphs to solve problems and to describe and analyze relationships among variables, use appropriate tools and technology to apply measurement concepts to solve problems in everyday life, draw inferences and make predictions and logical deductions about real world problems and situations, and gather, display, organize, interpret and analyze data to determine probability and to statistically model mathematical situations

Science

Students will be engaged in an authentic science program that teaches basic scientific thinking skills while it encourages enthusiasm and a desire to conduct independent scientific inquiries. Our goal is for children as young as Pre-K to become engaged in modeling the work of real scientists. Students will follow the scientific method when conducting science investigations

The natural world in which we exist seamlessly integrates science and the arts. All around us is color, sound and movement. In the course of our daily lives we experience situations which are easily translated, duplicated or mimicked in an artistic environment. The emphasis in the William E. Doar School, a school dedicated to artistic development, will be to support the artistic focus of the school with science curricula that elucidates the specific areas of science that apply to the artistic endeavor. The language of elementary mathematics will be utilized to show how all of the scientific areas are linked and how mathematics relates to artistic development and craft.

The K through 2nd grade focus will be to introduce the students to the world around them and to teach them to formulate and logically describe what they have observed. The special focus here will be to place more emphasis on comprehending light, sound and movement production than would normally be a part of a K through 2nd grade program. At the 3rd through 8th grade level, the introduction to the sciences begun at the K through 2nd grade level will be further developed to assist the students in scientific investigation and documentation. The emphasis on the understanding of light, sound and movement, begun in the K through 3rd grade level, will be continued through the mechanism of experimentation and research. At the 3rd through 8th grade level the curricula will take advantage of the natural connection that science and artistic endeavor share in areas such as harmonics, the wave nature of light and sound; and the production, use and the effects of color.

At the 9th through 12th grade levels, the science curricula will seek to expand the understanding of areas relating to the world of the artist and how science supports the artistic effort. Building upon the emphasis on light, sound and movement introduced in the earlier grades, the four core science areas will be expanded, and fully integrated, supported by the language of mathematics to expand the students' understanding of science and its relation to the world of the artist. The introduction to the physical sciences, augmented with introductory biology and physics, will also place specific emphasis on light, sound and movement as they relate to vocal and instrumental music, movement and design for the stage. The program of anatomy and physiology likewise will emphasize the structure of bones and muscles as they relate to movement and dance. And all of the four core

science areas [Introduction to Physical Science, Biology, Physics, Anatomy & Physiology] taken together, will seek to develop an early appreciation of the many elements that constitute production.

The overall effort throughout will be to assist the students in understanding the natural world from a holistic standpoint; to see their art as a means of complimenting the natural elements around them; and to fully understand the scientific basis for the art that they will seek to create.

Scientific projects will incorporate hands-on, inquiry based science activities that meet science content standards and often relate to a larger project. The Math and Science instructors will be the same person at the lower grades. Science teachers will specialize in the Middle School division.

The appropriate teachers will be provided with opportunities for professional development in Science. Students will understand and apply the properties, position and motion of materials and objects, understand and apply the properties of light, sound, heat, electricity and magnetism and understand of the characteristics, life cycles, and change over time of organisms and environments.

Social Studies

The History Alive! approach to Social Studies consists of a series of instructional practices that allows students with multiple intelligences to “experience” history. These teaching methods were developed by teachers who carefully and thoughtfully combined the following three educational theories:

1. Students have multiple intelligences. Howard Gardner has found that every student excels in two or three of the multiple intelligences. Verbal Linguistic, Logical-Mathematical, Visual-Spatial, Body-Kinesthetic, Musical-Rhythmic, Interpersonal and Intrapersonal

2. Cooperative interaction increases learning, improves social skills, leads to increased student interaction and, ultimately, to increased learning gains. Teaching history in an interactive and engaging way necessitates creating a cooperative, tolerant classroom. In this environment, students will learn to share ideas, to work together cooperatively, to tolerate differences, to disagree honestly, and to take risks—and all students will feel valued and respected.

3. The spiral curriculum is the belief that all students can learn if a teacher shows them how to think and discover knowledge for themselves. Students learn progressively more difficult concepts through a process of step-by-step discovery.

Through this approach to learning Social Studies, all students will develop skills and elements of social studies of historical chronology, geography, economics, and political systems, examine and discuss ideas, beliefs, and themes; organize and follow patterns of events; describe and analyze how individuals and societies have changed in DC and the United States, examine and discuss ideas, beliefs, and themes; organize and follow patterns of events; describe and analyze how individuals and societies have changed in

the world. They will also use geographical concepts and processes to examine the roles of culture, technology, and environment in the locations, distribution and interaction of human societies, develop economic reasoning to both understand the development of economic systems and to apply as citizens, consumers, and workers, understand political concepts and processes of authority, power, and influence in DC, the United States, and the world and develop skills and attributes of responsible citizens and understand and describe the similarities, differences, and interactions of peoples and cultures within DC, the United States, and the world.

World Language

A well-rounded academic program hosts World Language choices for students. We support and will provide instruction in several languages. In keeping with our focus on the Performing Arts, it must be noted that much musical notation is done in Latin based languages. In addition, in conjunction with our Social Studies content and desire to expose students to arts in many forms and cultures, we will require participation in World Language courses for all students. One area of focus in the languages will be American Sign Language. Interested students will be taught interpretation for arts performances and will be able to satisfy their foreign language requirements through instruction in ASL. Also, BAPA's Imagination Stage produces a deaf access theater company and classes in theater taught in ASL. Students will engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions, reinforce and further their knowledge of other disciplines through World Languages, demonstrate an understanding of the relationship between practices and perspectives of the culture studied and demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Technology Integration

Mission: Technology in Everyday Life⁹

The mission of the Technology in Everyday Life (TEL) program is to teach students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education.

WEDJ PCS believes that infrastructure improvement, curricular change and professional development are necessary in order for today's schools to use twenty-first century technologies to the fullest. Technology must be integrated into the life of the school, so that it becomes an everyday part of the school members' lives and is meaningfully connected to the work that each member of the school community is responsible for. We will put in place the support and practices that will:

- Educate our school community in the use of current and future technologies.
- Develop methods to integrate technology into our curriculum.
- Provide on-going professional development for our staff in the uses and applications of technology.

⁹ Copyright 2003, William E. Doar, Jr. Educational Foundation, Inc.

WEDJ PCS is committed to providing an environment in which technology is integrated throughout the curriculum in order to:

- **Enhance student productivity, efficiency, creative expression, communication, and access to information,**
- **Produce students who are life-long learners,**
- **Improve levels of critical thinking and problem solving,**
- **Prepare students effectively for the transition from school to work,**
- **Promote family involvement in student education.**

Vision: Technology in Everyday Life

Technology is a lifetime skill. People use technology to communicate, invent, solve problems, and to express ideas and emotions. At WEDJ PCS, we believe learning to use technology must be a part of everyday life.

The best way to learn to use technology is to live in a culture that uses it. At WEDJ PCS, technology will be an integral part of the culture, as natural a part of school life as books and pencils. Rather than talking about technology, school staff, students, and families will learn to use technology. Most importantly, members of the WEDJ PCS community will use technology to learn, to teach and to inform.

Technology in Everyday Life (TEL) is grounded in the following key principles:

- **Build Capacity:** WEDJ PCS is committed to building the capacity of all members of the school community to use technology in powerful ways. This will require an ongoing process. Whenever possible, specific technologies will be taught and learned in the context of practical application, not as isolated skills. It is the primary responsibility of the Technology Manager to build capacity among all participants in the school community to use technology. All instructional staff members are expected to attend 45-minutes of technology training each week. The purpose of the training is to facilitate the use of technology in the classroom and support teachers in planning and implementing lessons that use technology appropriately and effectively.
- **Ensure Equitable Access:** Because technology will become a principal means of communication at WEDJ PCS, those who are unable to use it or access it run the risk of being excluded from the school community. All full-time professional staff members will have desktop computer. School leadership members will be provided with a laptop computer.
- **Promote Continuous Learning:** TEL focuses on helping individuals learn how to learn. As staff and students gain experience and expertise they will be expected to model, teach, and support others, regardless of their age or role within the school. To promote continuous learning, WEDJ PCS will create a process similar to the merit badge model used by the Girl/Boy Scouts of

America. *Technology Licenses* will define the desired skills; to earn a license, staff and students must demonstrate or apply those skills in a project that is presented to a responsible member of the school community. Licenses will enable learners to take on additional responsibilities such as checking out or using a particular piece of equipment without direct supervision, or to coach others.

WEDJ PCS is committed to providing the time, resources, training, and support necessary to enable technology to become a language through which school staff and students communicate and do their work.

Technology Planning Description

WEDJ PCS will create a Technology Committee in the first year of operation that will be responsible for technology planning. The committee will be made up of the school's Executive Director, School Director, Business Manager, Technology Manager and instructional staff members...

Goals of the Technology in Everyday Life Program

Administration and Management Goals

1. To use technology to facilitate the daily administration and management of the learning community by teachers and administrators.

a. Student Information Systems

- Staff members are able to generate standard or customized class reports from Schools Administrative database as needed.
- Use of database to input and access daily attendance, health, conduct, transportation, and contact information is routine for all staff members.
- Instructional staff members generate report cards (electronic narrative report cards) with minimal assistance from the technology staff.
- Databases for collecting and analyzing standardized and special education test results are in place and are used routinely by front office, instructional and support staff.
- Databases and templates for creating Individualized Education Plans are in place and are used routinely by special education staff members.
- Front office staff is able to efficiently generate monthly and yearly reports from databases as required by the state Department of Education.

b. Library Automation Goals

- Staff and students routinely use the electronic card catalog system from the classroom computers to identify and locate reference materials.
- Use of the library automation system grows to include analysis of circulation for the purpose of developing the collection and ordering materials.

c. School Management Goals

- Front office staff use appropriate spreadsheet and accounting software to generate and analyze budgets efficiently and with minimal assistance from the technology staff.
- Front office staff use appropriate spreadsheet, accounting, and database software to manage receiving and billing efficiently and with minimal assistance from the technology staff.
- Databases and templates for tracking inventory are in place and are used routinely by technology and front office staff members.
- Front office staff is able to efficiently generate monthly and yearly financial reports as required by the Board of Trustees, state Department of Education and Edison.

Communication and Information Goals

2. To use technology to enhance communication and disperse information throughout the WEDJ PCS community.

- Sending and receiving personal and school-wide messages.
- All communication between staff and students incorporates use of data and video networks for sending and receiving personal and school-wide messages.
- Unique and consistent uses of data and voice networks are in place to communicate between home and school, including: weekly newsletters, school lunch menus, special events bulletins, homework calendars, etc.
- Staff and students independently troubleshoot problems and learn new skills with the hardware and software needed to communicate via the data and video networks. Staff and parents independently troubleshoot problems and learn new skills with the hardware and software needed to communicate via the data and voice networks.

Staff Competency Goals

3. To use technology to facilitate teaching, professionalism and productivity.

- Demonstrate basic skills in the use of computer hardware and software.
- Demonstrate the ability to apply computers and related technologies to support instruction.
- Demonstrate the ability to use computers to increase personal and professional growth and productivity.

Instruction and Curricular Goals

4. To use technology to support, remediate, and enrich instructional and curricular goals.

Curriculum Integration Standards

- Technology is regularly woven into curricular activities, creating opportunities for students to learn in new, enriching multimedia ways that facilitate learning.
- Basic productivity tools are used regularly by students and teacher when appropriate to the curricular goals.
- Students and teachers know which type of technology best meets their needs without extensive coaching.
- Students use their home computers for homework and school projects.
- Staff and students demonstrate great confidence in using computer hardware and software to increase personal productivity and to learn.
- Technology use by teachers, staff and students is focused on creativity, data manipulation, design, presentation, and productivity and research technologies, i.e. tool use, rather than computer-assisted instruction.
- A more complete listing of the curriculum integration standards is available in Appendix A.

Technology Design

Hardware

WEDJ PCS will be equipped with 1 computer lab containing 30 computers. There will also be a scanner, one black & white printer and one color printer. Each classroom is equipped with a minimum of 4 desktop computers (3 for student use and 1 for the classroom teacher), a TV, a VCR and a printer. Administrative staff members will each be issued a laptop. There will be one computer in each office for the use of support staff. Administrative and support staff will have access to one centralized printer.

Software

All school computers will be loaded with the Microsoft Windows 2000 Professional operating system, Microsoft Windows 2000 Server, and Microsoft Office 2000 Professional (i.e., Word, Excel, PowerPoint, Access, and Outlook).

Network

A 100-BaseT Ethernet network with Category 5 cable will connect the rooms within the school building to a network server room. From a central hub room, wiring extends to all rooms to provide two data drops in every classroom and meeting space and at least one drop to every office space. Spaces that require more than two data drops, such as classrooms, use switches to extend the capability of one data drop. Technology-intensive areas, such as the computer lab, main office, and network server room will have more than two drops.

Voice Network

Each classroom, resource room, and office in the school includes a telephone that connects to a digital phone system that will be run by a phone switch.

Technology Support & Staffing

Effective technology training, support, service, and maintenance are crucial to the success of the school's vision for technology. The WEDJ technology support services are designed around four principles:

- Technology must be reliable and accessible if teachers, students and parents are to depend on it as a tool for communication and productivity.
- Technical support is a teaching function. Its goal is to provide independence from technical support services.
- Ongoing professional development for all members of the school community is essential to developing the culture of technology as a second language.
- To facilitate the ongoing use of technology at WEDJ, the school must have a highly qualified, on-site technology team.

To meet these goals, we will have a quality technology staff that consists of:

- **Technology Manager:** The Technology Manager's primary role is to build the capacity among all participants in the school community to use technology to do their important everyday work. The Technology Manager will work with the principal and other school leaders to develop a TEL curriculum and to transform the school's culture so that technology truly becomes a second language. The Tech Manager provides training and evaluation, supports curriculum integration, maintains the technology infrastructure of the school and will ensure that technology is available and in working order and manages the technology implementation throughout the school.
- **Student Information Manager:** The Student Information Manager will manage the school's student information databases. S/he will maintain data, run reports and support the school's administration through the management of this program.

Three-Year Technology Action Plan

Professional Development

An important piece of the TEL program is its professional development program, which is designed to provide the career development, resources and opportunities that talented professionals deserve. Professional development will be embedded in the culture of WEDJ PCS and will involve all school staff. A key part of every

teacher's professional development within WEDJ PCS focuses on technology and information literacy. Teachers attend weekly 45-minute professional development sessions.

TEL professional development sessions have four goals:

- Provide teachers with technology skills they need to do every day tasks like take attendance, email parents and test students.
- Support teachers' professional growth and enable them to meet and ultimately exceed the technology and information literacy standards that are set by WEDJ PCS.
- Provide teachers with support in integrating technology and information literacy into the WEDJ PCS curriculum so they can create rich, exciting lessons for their students that help students achieve.
- Help teachers teach technology and information literacy skills to students through integrated plans so students meet the WEDJ PCS standards.

The WEDJ PCS professional development training model is three tiered: skill training, integration training/lesson development, and mentoring. The first tier is the demonstration and teaching of the skill through direct instruction; the second is developing the use of the skill to be integrated into existing curriculum; and the third tier is mentoring through modeling, co-teaching, and/or assisting within the classroom setting. In this way teachers are taught the skill, shown how it can be integrated within the curriculum, and then supported in their usage of the integrated skills to enhance their teaching and students' learning.

Purchasing

- January 2004 – June 2004: 5 laptop computers, 5 printers, 5 cell phones, and a fax machine for startup.
- July 2004 – June 2005: 2 servers, 10 hubs, 1 telephone switch, 61 desktop computers, 4 laptop computers, 10 printers, 10 TVs, and 10 VCRs.
- July 2005 – June 2006: Maintenance and replacement parts for malfunctioning equipment.

Program Evaluation and Reporting

For the TEL program to be successful, it must grow and adapt to meet the changing needs of the staff, students, curriculum, technical advances, etc. Therefore, continual evaluation must be done to remain true to the essential goals and objectives.

The Technology Manager with the participation of the entire WEDJ community will conduct an annual of review/evaluation of the TEL program. The evaluation will focus on the following areas:

- Student evaluation against standards
- Staff evaluation against standards

- Professional Development
- Condition of equipment
- Curriculum integration

Copies of this review/evaluation will be given to all members of the Technology Committee.

Administrator Technology Skills

1. Basic Computer/Technologies Operations and Concepts

- 1.1 Administrators will demonstrate and model basic skills in the use of computer hardware and software.**
- 1.2 Administrators will use computer systems to run software, access, generate, and manipulate data, and to publish results.**
- 1.3 Administrators will use and integrate advanced features of technology-based productivity tools such as graphics, multimedia, spreadsheets and databases to support their work.**

2. Productivity and Professional Practice

- 2.1 Administrators will use technology to facilitate organizational improvement.**
- 2.2 Administrators will utilize appropriate technology for communication and collaboration among peers, staff and parents.**
- 2.3 Administrators will model the routine, intentional and effective uses of technology.**
- 2.4 Administrators will continue their own job-related professional development using appropriate technology.**

3. Support, Management, and Operations

- 3.1 Administrators will support the school's technology plan by allocating necessary financial and human resources.**
- 3.2 Administrators will use technology to assess and evaluate managerial and operational systems.**
- 3.3 Administrators will provide support necessary to promote the integration of technology and curriculum.**

4. Assessments and Evaluation

4.1 Administrators will use technology to collect and analyze data, interpret results, and communicate findings in order to assess school and student achievement.

4.2 Administrators will use and support technology as a reporting and record keeping tool for the assessment and evaluation of staff and students.

4.3 Administrators will use technology appropriately to analyze and support the financial goals of the school.

5. Social, Ethical And Legal Issues

5.1 Administrators will practice responsible, ethical and legal use of technology, information and software resources.

5.2 Administrators will demonstrate and model knowledge of equity, ethics, legal and human issues concerning use of computers and technology.

5.3 Administrators will promote and enforce security and online safety related to the use of technology.

Performing Arts Program

Study after study has shown the importance of Arts Education to overall student achievement. Performing Arts education in particular also contributes to the self-confidence, communication and public speaking skills of students all qualities necessary for ultimate occupational and educational success. The SPECTRA (Schools, Parents, Educators, Children, Teachers Rediscover the Arts) program infused the arts throughout the curriculum. Not only did this infusion improve attendance rates and reduce discipline problems, but the SPECTRA group students scored considerably higher in math comprehension and demonstrated significant improvement on total reading scores, reading vocabulary, reading comprehension and math comprehension.¹⁰ Beyond simply providing students with opportunities for arts appreciation, as a Performing Arts School, arts classes will be given equal billing with academic subjects as well as provide the basis for creating a hands-on inquiry based academic setting for students. As both a content area and a teaching tool, arts education is at the core of our entire school program.

The school will employ full-time arts administrators and full and part-time teachers in disciplines including: graphic, music, plastic, drama and movement. Our dance program is being designed in partnership with the CityDance Ensemble. In addition, all teachers will use art as a tool for helping children learn in a developmentally appropriate manner about society, culture, history, science and the human experience. The arts, including both exhibits and performances will also be the subject of many field trips throughout the region.

¹⁰ Luftig, Richard L. *The Schooled Mind: Do the Arts Make a Difference? An Empirical Evaluation of the Hamilton Fairfield SPECTRA Program, 1992-93.* Oxford, Ohio: Miami University, 1994.)

In recognition of the wealth of artistic resources in the Metropolitan Washington, DC area, we will continue to work on forging partnerships with area arts and cultural institutions. These organizations may include, but are not limited to: Kennedy Center for the Performing Arts, the Smithsonian Institution, Wolf Trap Center for Performing Arts, the National Symphony Orchestra, The Corcoran Gallery of Art, the Folger Shakespeare Company, Imagination Stage, The Levine School of Music, The James Weldon Johnson Community School for the Arts and many others. These types of community partners will provide additional opportunities for our students to have a breadth of arts experiences to bolster and augment those programs provided in our school building.

The Visual and Performing Arts standards provide both the foundation for creating curricular decisions and the opportunity for meaningful assessments in all four art forms. The standards are organized in three sections applicable to all of the arts: Creating and Performing, Perceiving and Analyzing, and Understanding Cultural and Historical Contexts.

The following standards apply to all Performing Arts disciplines¹¹. Students will:

- PA1. Identify and understand relationships between the arts and disciplines outside the arts.
- PA2. Understand the arts in relation to history and culture.
- PA3. Critique formal and informal performances, in both oral and written forms based on prior knowledge and personal preference.
- PA4. View, analyze and describe world music, theater, dance and visual art.
- PA5. Use technology to research and create art.

Music

- MU1. Sing a wide variety of music alone and with others.
- MU2. Perform on instruments both alone and with others.
- MU3. Compose, arrange and improvise music within specific guidelines.
- MU4. Read and notate music.
- MU5. see PA1.
- MU6. see PA2.
- MU7. see PA3.
- MU8. see PA4.
- MU9. see PA5.

Theater

- TA1. Script writing by planning and recording improvisations.
- TA2. Acting by creating characters in improvisations and scripted material.
- TA3. Designing by visualizing and arranging environments for dramatization.
- TA4. Collaborating by planning and rehearsing dramatizations.

¹¹ From National Standards for Arts Education,

Published by Music Educators National Conference (MENC). Copyright© 1994 by MENC. Used by permission. The complete National Arts Standards and additional materials relating to the Standards are available from MENC. The National Association for Music Education, 1806 Robert Fulton Drive, Reston, VA 20191 (telephone 800/336-3768)

- TA5. Integrating historical and cultural information to support dramatizations.
- TA6. see PA1.
- TA7. see PA2.
- TA8. see PA3.
- TA9. see PA4.
- TA10. see PA5.

Dance/Movement

- DA1. Identify and demonstrate movement elements and skills in performing dance.
- DA2. Understand choreographic principles, processes and structures.
- DA3. Understand dance as a way to create and communicate meaning.
- DA4. Make connections between dance and healthy living.
- DA5. see PA1.
- DA6. see PA2.
- DA7. see PA3.
- DA8. see PA4.
- DA9. see PA5.

Visual Art

- VA1. Understand and apply media, techniques and processes.
- VA2. Use knowledge of structures and functions.
- VA3. Choose and evaluate a range of subject matter, symbols and ideas
- VA4. see PA1
- VA5. see PA2
- VA6. see PA3
- VA7. see PA4
- VA8. see PA5

Example of a Themed Arts-integrated Unit:

The 4th grade class is studying the United States literary era known as the Harlem Renaissance. In the English/Language Arts class, the students read literature (i.e. poetry, essay, and fiction) either produced or considered popular at the time. In Social Studies, the same students learn about the social and economic influences that lead to this period in upper Manhattan. They would also learn about important historical figures of the day.

In the performing arts, jazz music would be the topic. Students would have the opportunity to study this art form unique to the United States. Jazz studies would include the study of rhythms, instruments and improvisations required to perform, as well as listening and critiquing previously recorded music. These criticisms would also reinforce the ELA standards.

Perhaps this unit would culminate in the students reenacting an evening at The Cotton Club. The research for this project would involve ELA, Social Studies and the use of Technology. Math is used in the involvement of writing music. The students in their reproduction of the club would perform that music. Students would also dance in the style of the period and culture. The environment would be created as a part of the theater

curriculum, involving math and science for such elements as building furniture, lighting and even preparing food. The possibilities are endless and this is only a small sample of what WEDJ PCS plans. Such integration will only boost the academic and artistic achievement of our students. Because they are reinforcing their knowledge by connecting it with many other disciplines, students will retain information and skills longer and make them a permanent part of their repertoire.

Integrated units will be developed during grade-level meetings.

Citizenship

1. Community Service

Community Service is an essential component to a civilized society. Our emphasis on the Performing Arts reinforces our desire to produce well-rounded citizens of the world. All students will be expected to fulfill requirements in community service. The school will generate many of these service activities and will focus on bringing "Arts to Others"¹². Through performances/ demonstrations at community centers, senior centers, hospitals and other schools, our students will be taught to share their knowledge and talents with others.

2. Social Curriculum

One of the guiding principles of the WEDJ PCS education is self-discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the key to self-control, character, orderliness and efficiency. It means good conduct and proper consideration for other people, their rights, their talents and their property. We believe this to be of primary importance in today's society. At WEDJ PCS, we believe that everyone has the right to learn and no one has the right to interfere. It will be expected for students to recognize the appropriate conduct for a given situation and that students will exhibit courtesy such that it brings compliments to our school.

As a part of the classroom environment, teachers will provide opportunities for children to learn to care about themselves, each other and their environment. Over the first few weeks of school, teachers, administrators and other academic and support personnel will provide students with instruction in appropriate behavior and academic expectations of the school. The academic and performance instruction will be interwoven with the social curriculum until the two are indistinguishable. We feel it is necessary to work with a social curriculum program in order to provide consistency for students from classroom to classroom and curriculum area to curriculum area. It is important to give teachers both parameters and support in managing effective classrooms and students' guidance in those areas so they can learn to make good decisions about their behavior.

c. Methods of Instruction:

Instructional Methods to be used by WEDJ PCS faculty are to include but are not limited to: Direct Instruction, Cooperative Learning, Lecture, Hands-On Laboratory Experiences, Journaling, and Portfolio.

¹² Copyright 2003, William E. Doar, Jr. Educational Foundation, Inc.

Examples of teaching methods that will be used on a frequent basis in WEDJ PCS program are as follows:

1. Cooperative learning
2. Collaborative learning
3. Peer tutoring and cross age tutoring
4. Small group and large group instruction
5. Project-based learning, simulations
6. Manipulatives
7. Games
8. Modeling

WEDJ PCS will use the following structural strategies:

1. Extended Day - The day will begin at 8:00 am and end at 4:00 pm with opportunities for tutoring from 4:00 pm - 6:00 pm.
2. Intervention Plan - An individual plan will be developed for students experiencing academic needs as well as for those experiencing socio/emotional needs.
3. Family Involvement - Families will be expected to participate in their youth's education.

WEDJ PCS' program will use the following strategies to implement an activity based academic curriculum program: project-based learning, cooperative learning, art therapy, personal experiences, choral response, manipulatives, small group learning, story telling, field trips, structured play, drama, games, songs, IEP, and other strategies that fit within the constructivist model of learning.

The research on the above pedagogical practices strongly supports and correlates them with high academic achievement among urban students. They are also associated with developing a supportive learning climate for all students. These strategies will support high student achievement and allow the Charter to attain its goals.

d. Students with Disabilities:

In 1997, Congress authorized the IDEA Amendments of 1997, Public Law 105-17 or IDEA '97. For this first time since 1975, significant changes were made to the Individuals with Disabilities Education Act. The 1997 additions clarify, strengthen, and provide guidance on implementation of the law based on two decades of experience. Congress hailed the amended Act and described its new emphasis on educational results and improved quality of special education and general education programs and services:

"Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

The overall purpose of IDEA is:

"To assure that children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and to assist states, localities, education service agencies, and federal agencies to provide for the education of all children with disabilities."

Learning experiences of children with disabilities by education appropriate, children with disabilities in the same class as non-disabled. IDEA de-emphasizes special classes, separation of children with disabilities from the general education seeks to ensure that separateness occurs only when the nature of a child is such that education in general classes with the services cannot be achieved satisfactorily.

Emphasizes the US Department of Education's self-evident truth in place, but a process. Rather, special education is a set of services for children with disabilities to succeed in general education.

Responsibility for providing a Full Educational Opportunity for all ED PCS is committed to supporting collaboration among in educating children with disabilities, increasing access to the general education curriculum, and recruiting and adequately trained personnel to provide special education and services for disabilities.

Quality education to all students. Through a single curriculum students with the opportunity to learn the same material supporting quality professional development for all personnel educating children with disabilities.

Education results and raise expectations for all students, including the indicator of progress in this area is to increase the percentage proficient in Reading, Math and other academic subjects.

Artistic programs to be interactive. Students who may have a program may excel in the artistic program. We will use the individualized students to help each student achieve academic.

Our focus on the student as an individual will help teaching of each child at their ability level. Children will have opportunities to seek appropriate levels of challenge and partnerships with organizations and curricular supplements to fulfill experience of gifted learners in our population.

Proficiency: As a part of the enrollment package, the school language survey for preliminary identification of students who need language services. Students identified both through the language teachers' anecdotal notes will be referred for further review. They should be designated with Limited English Proficiency (NEP) status. Determinations will be made by a designated ESL teacher and a student's classroom teacher, based on assessment in these categories.

Best serve our language minority students. The ESL teachers will work by working in the classrooms with students

during their literacy classes on Reading and Writing activities. The ESL teacher will also meet bimonthly with grade level teams to discuss progress and needs of individual students and to plan for additional instruction and assessment.

We expect that most of our LEP and NEP students will be native Spanish speakers. We plan to have a Spanish-speaking ESL teacher who will coordinate with classroom teachers to provide content support in Spanish to enhance the Spanish-speaking students' grasp of lessons being taught. The ESL teacher will also serve as a liaison with language minority families to improve communication by providing translations and attending conferences between classroom teachers and parents. The number of ESL teachers will be dictated by the number of Language Minority students and families enrolled at WEDJ PCS.

School notices will be sent out in Spanish and English and translators will be available for parent-teacher conferences.

e. Strategies for Providing Intensive Academic Support:

The school's approach to providing intensive academic support involves three facets:

Baseline Diagnostics: The school will use test scores and other assessment data from prior school records, when possible, as well as baseline assessments performed by classroom teachers at the beginning of the school year, to identify students needing intensive academic support.

Core Response: The classroom teacher will be the first level of intervention for students and will be able to make referrals for tutoring, or other additional assessment or support to work on skills with students. Classroom teachers, in consultation with the Director, the Counselor, the ESL teacher, if appropriate, and the Tutoring Coordinator, will design individualized plans for each student identified as needing intensive support. Plans will include small group work, one-on-one instruction within the classroom and individual tutoring outside of school hours. Parents will be consulted and informed about the plan and encouraged to provide specific support at home.

Additional Resources: Trained educational assistants, working closely with classroom teachers, will be a continual resource for students needing extra support. Educational assistants can work one-on-one with individual students while the teacher is working with the larger group. At other times, the assistant will oversee the larger group, for example, during a free-reading period, while the teacher provides direct instruction one-on-one or in a small group of students with similar needs.

An after-school tutoring program will provide additional instruction to students identified as needing support. We will also hire a Reading and Math specialist to work with teachers to help bolster their skills in basic skills instruction.

Monitoring: The school maintains ongoing assessments to determine student skill levels and inform instructional strategies and classroom groupings. Each student will have an assessment folder charting monthly progress in Reading, which will be the main repository of current data.

3. Student Performance

a. Student Assessment:

WEDJ PCS will utilize the assessment program as recommended by America's Choice: program-embedded assessments standardized testing of the State and New Standards Referencing Examination. Assessments will incorporate the principles of multiple intelligences through review of every student's working portfolio and through individualized evaluation of performing arts disciplines.

Program assessments will demonstrate student achievement for each standard by showing what that student has accomplished according to criteria derived from the performance standards. A combination of methods will provide evidence of mastery in comprehension of subject matter, skills development, reasoning and problem solving, and application of material. These assessments will take place on a regular basis, not less than one-month apart.

In accordance with the D. C. School Reform Act Section 2202(1), all students will be required to take the Stanford-9 standardized exam as well as, or in addition to, or in place of any other district-wide assessments required each year. These scores will serve as an important objective indicator of the school's baseline and follow-up performances for the school's first year. It is expected that grade-level increases for each student will be reflected in test scores. In the following years WEDJ PCS will conduct twice a year SAT-9 testing for incoming, first year students only. Teachers will not be expected to or asked to teach to the tests. It is our expectation that our rigorous academic program is designed to meet or exceed the standards of the District of Columbia according to the No Child Left Behind Act and will sufficiently prepare students for any objective assessment to be administered.

Upon entry each student will be assessed for reading and math placement purposes. According to their scores students will be grouped within their classes according to the needs identified for their development. These students will be assessed again in the spring for progress in skill development. Students will also be assessed for learning styles, academic strengths and weaknesses. This information will be disseminated to teachers in all academic disciplines for immediate use in intervention, modifications and accommodations as needed to meet the student's needs.

Two grades will be given for each subject: the Achievement Grade and the Total Class Performance (TCP) grade. The TCP grade evaluates each student's performance measured against his/her potential. This grade indicates the effort put forth by the student in each course. The Achievement grade reflects the student's actual achievement in that course. Beginning in the sixth grade, students will take grade-level appropriate cumulative exams in addition to regular standardized tests. Teachers are responsible for regular planned testing; i.e., frequency of tests, their relative "weight", style, etc. All tests with a grade below "C" will prompt timely notice to the parents. Testing will be utilized to address the needs of the students

according to standards through classroom instruction.

b. Basis for Promotion and Graduation:

In accordance with the America's Choice Model, students will be grouped heterogeneously up through 8th grade. Within Math and English Classes, small homogenous group instruction will be implemented. Students are placed in these sections based upon standardized test scores, achievement grades and the assessment of their teachers from the year before. Students will be required to meet a minimum of two-thirds (2/3) of their academic and artistic standards each year and receive a passing grade for the year to be promoted from one grade to another. Meeting 2/3 of the Academic and Artistic standards will give students the grade point equivalent to a "D".

A student's placement is not guaranteed from year to year and will be determined by their meeting the academic standards as well as their individual growth and development. Students will be successful as long as they put forth their best effort and abide by the policies of the school.

After school, Saturday School and Summer School programs will be available for students experiencing difficulties achieving the standards within the context of the regular school day or for additional enrichment of the regular school day program. If those interventions are not sufficient in aiding a student's mastery of the standards set out for them, the school may recommend that a student repeat a year. This is a last resort intervention done in consultation with a student's teachers and family in cases where a student would benefit from such an extreme intervention.

c. Student Intervention:

All students will receive four report cards and four preliminary reports from their teachers. Parent/Teacher conferences will be scheduled on a regular basis. In the middle of each marking period, preliminary reports are sent home. Preliminary reports give both students and parents an indication of the student's progress in each course up to that time. This provides an opportunity for the student to improve his/her grades before the end of the marking period. Preliminary grades are not recorded on a student's permanent transcript. Assessments, observations and input from instructors, parents and administrators may suggest that individual students may require recommendations for appropriate interventions, i.e. academic testing, tutoring, eye exams, etc.

WEDJ PCS expects parents to help their children at home with the school work. We will prepare materials for parents to do with the children to facilitate the student's improvement.

4. Support for Learning

a. Parent Involvement:

The founders of WEDJ PCS fully believe and embrace the idea of needing a "village

to raise a child.” As such, we encourage, implore, may require and will provide opportunities for community members, and specifically parents, to participate in the life of the school. Parents will be encouraged to spend time in the school building, serve on committees, work with teachers on public presentations/demonstrations, work directly with students in school and with their own at home. It is in the best interest of WEDJ PCS to foster positive parent relations in order to help build a caring community for our students.

Parents will serve on the Board of Directors and will also have a voice in our annual school-wide evaluations. A Parent/Teacher Organization will be founded to enable parents to work together as a group to benefit WEDJ PCS and their children.

Clear and regular communication with parents is crucial. Parents will receive information about the school’s program, goals, activities and calendar at the time of enrollment, when school begins and on an on-going basis as needed. Parent Orientation and Back to School Night will be additional face-to-face opportunities for us to educate parents about our philosophy and plans regarding their children. Occasional grade-level, or school-wide meetings will be held. Periodic bulletins and a school newspaper will provide updates of important or interesting information. A parent directory will be published to facilitate communication between families.

At the time of enrollment, parents will be required to sign a pledge form for 20 hours of community involvement per year. The activities for which parental assistance will be needed will include but won’t be limited to:

1. chaperoning field trips
2. attending student performances/exhibitions
3. making costumes or props for performances/exhibitions
4. setting up/cleaning-up for school wide activities
5. participating in classroom activities, i.e. Reading hours
6. helping in the school office
7. participating in parent workshops
8. serving on committees
9. doing mailings
10. organizing school events
11. providing translation services for other parents.

All parents who want to volunteer in the classroom will be given the opportunity to receive training in working with students and will also be required to undergo a background screening.

b. Community Participation:

One of the goals of WEDJ PCS is to effectively engage community resources to benefit our students. Our Board of Directors is made up of professionals from many backgrounds including, Arts, Education, Health Care, Law, Finance, Assessment, Technology and Development. We have forged partnerships with two organizations: City Dance Ensemble and UrbanLearn(tm). City Dance Ensemble will provide the design, administration and staffing of our Dance/Movement program. We also intend to be a pilot site for UrbanLearn(tm), an enrichment curriculum company that creates case studies that profile pop-culture icons from a business development standpoint.

One of our Board members sits on an advisory board of the Bethesda Academy of Performing Arts' Imagination Stage, which allows us access to performance supplies, personnel and support. Another Board member is a member of the Greater Washington Area Chapter of the Washington Bar Association, a grant-making body that supports educational and artistic endeavors through financial donations. We have had discussions with ExperienceCorps, a federal program that arranges for professional and trained retirees to work in schools as tutors, classroom aides and mentors. ExperienceCorps is undergoing a three-year growth plan in which they are actively seeking school recipients of their volunteers to triple their impact in the Washington, D.C. Community.

We will seek out tutors through the Greater D.C. Cares Tutor/Mentor Referral program and engage their episodic model for corporate volunteering for larger projects such as painting, moving and setting up classrooms. Two board members have a relationship with employees in the Washington, D.C. office of Sony Electronics and have approached them to solicit in-kind donations in arts technology for the school.

Several Founding Board Members have worked in independent schools in the Washington, D.C. region including the Newport School, Bishop McNamara High School, Grace Episcopal Day School and Eshkol Academy. They have actually worked in partnership building capacities for those schools and in conjunction with other schools to benefit Charter Schools through in-kind donations of furniture and classroom resources.

c. School Organization and Culture:

WEDJ PCS will be organized to support student participation in the school community and to allow students to assume responsibility for their own behavior. Everyone wants to belong to a group. Our students will want to belong to the School community and we will establish an organizational structure that encourages students to act in ways that support one another.

Students will stay with the same class for three years. This will develop a strong bond among those students, which they will learn to share with others until the whole school is linked with a sense of community. The teachers, the Director, the support staff, and the students will support each other's learning. In addition, the America's Choice(tm) program uses students-to-student learning as a critical tool for improving school performance.

The standard for all the school will be excellence. Teachers will be expected to be excellent instructors and individuals with their students. Students must strive for excellence in their scholarship and in their civic and ethical behavior. WEDJ PCS will be a "learning community" as depicted by Senge¹³. All members of the school community share the same vision and will work to achieve that vision individually and cooperatively.

The longer school day, the longer school year, the before school and after school support programs, the during school support programs, and summer school convey to each student that we believe they can achieve in every aspect of their life and we will do everything we can to help them. They will learn they are responsible for their own learning and they are responsible to help others learn. The artistic program will support

¹³ Senge, P. (1990). *The fifth discipline: the art and practice of the learning organization*. New York, NY: Doubleday Currency.

these concepts. It is difficult to achieve artistically without help and support from others. Students will learn from the integrated arts and academic programs that we are all part of one caring, sharing, and supporting learning community.

Students will have the right, and will be encouraged to discuss their problems and concerns with teachers or administrators during their free time or lunch period. During class, however, permission will need to be obtained from the classroom teacher in order to be excused to meet with another teacher or administrator. In addition, students will be able to make recommendations for school improvements through their class representatives to the student government or to teachers and administrators. Students will be expected to be in school on all days that school is in session. Attendance will be taken at the beginning of each school day and sent to the office. Teachers are also to keep daily attendance in all of their classes. The final decision on whether an absence is excused rests with parents and they will be expected to send a note to school with their child explaining the reason for the absence. Students will be considered absent after missing 4 hours of school or if they arrive after noon. Students will not be allowed to leave school without parental and school consent. The parent may send a note to school with the student or call the office to make the request. In either case, the parent must make it clear at what time the student is to leave campus alone or be picked up. The student or the person picking the student up must report to the main office to "sign out" for the day.

d. Extracurricular Activities:

WEDJ PCS will have an extended day for tutoring and other activities each day from 4:00 – 6:00 pm. Every student will be required to participate in at least one performance per year depending on grade. Students may choose to participate in more. **Most performances will be the outgrowth of daily classes but we will have the capacity to support the performances during extended day time.** Other extra-curricular activities will include: newsletter, poetry journal, student council and student government and class trips. Special events will include the community day/carnival, fine and performing arts fairs and a science competition. **Extended day activities will be funded through Title I funding, regular operating funds, fundraising and grant writing (particularly 21st Century CCLC).** Staffing will include full-day teachers interested in additional opportunities to work, DC Reads volunteer tutors, and part-time employees all of whom will be subject to the same clearances as school day employees. **All Extended Day employees will also have to attend orientations before beginning work.**

e. Safety, Order, and Student Discipline:

Prior to opening, the Board of Directors will approve a Code of Conduct for the School. The Code of Conduct will set forth the initial policies of the Board and be applicable to students, faculty, staff and visitors to the school site. Parents and faculty will have input into the Code of Conduct. Parents and teachers will be responsible for the enforcement of the Code. Some policies contained in the Code of Conduct will stem from federal, state, or local laws and regulations and cannot be changed. The majority of policies contained in the Code will, however, reflect the Founders' vision of rules and policies necessary to establish an appropriate academic tone, focus and environment.

The Code of Conduct will be a cornerstone of the WEDJ PCS learning environment. The Code will define behavioral expectations and discipline policies, focusing on behavioral traits that are keys to success in school and life, e.g., responsibility, perseverance, respect, kindness, honesty, citizenship, courage, self-discipline and fairness. Expectations for appropriate conduct will be taught by relating student actions to character virtues as found in history, literature, performing and visual arts and other disciplines. All parents and students will have to agree to abide by the code before acceptance to WEDJ PCS.

The Code will describe means by which the School will recognize appropriate conduct. The Board of Directors believes that daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff will be expected to interact with students in a positive manner at all times and to maintain a high ratio of acknowledging good conduct and performance compared to correcting misbehavior or overly focusing on inadequate performance.

When self-discipline breaks down in the classroom, it is presumed that the classroom teacher will be able to handle most situations as they arise. In cases of repeated misconduct or instances of serious violations of the rules, the teacher may refer a student to the appropriate administrator. There are a number of steps that may be taken at the discretion of the appropriate administrator, ranging from counseling on proper behavior, to detention, suspension or involuntary removal from the School.

Upon application all families will be required to come in for interviews to review our school expectations and discipline policy and will receive a handbook each year. A comprehensive character education program will be distributed for application during advisory/homeroom periods. Monthly values, themes, books of the month, as well as school agendas together with the student handbook, will re-enforce the character education program. In addition, our students will be expected to uphold WEDJ PCS values outside of school.

The cornerstone of proper student conduct is the expectation that students will respond appropriately to adult requests. In order to ensure the best possible educational environment for all students, unacceptable behavior as described below will not be tolerated and is subject to disciplinary action while the student is in school or on a school sponsored activity.

Repeated violations of the dress code will result in students earning detention, being suspended from class for the remainder of the day or being sent home for the day with parents notified.

Vandalism or Property Damage: Property damage hurts all of us and, in a very real sense, represents a self-inflicted wound to our school body. Students who willfully destroy or vandalize school property will be required to make financial or physical restitution. In addition, depending on the circumstances of each act, detention, suspension from school and eventual involuntary withdrawal may result. If a student should accidentally cause damage, the damage should be reported at once. In cases of genuine accidents reported promptly, the student will not be required to make restitution.

Tobacco, Alcohol and other Drugs: The use or possession of tobacco related products, alcohol or other drugs or being under the influence is strictly prohibited. WEDJ also prohibits the use of inhalants such as butyl nitrate, nitrous oxide and amyl nitrate,

which can be found in spray cans. Students who violate this rule will be subject to involuntary withdrawal from school and possible legal action. In all cases, a conference with the Administration and the student's parents/guardians will be held before deciding if the student will be allowed to return to school. In addition, students found to be selling drugs on campus or during school sanctioned activities will be subject to legal action.

Physical or verbal assault, including the use of foul or derogatory language or violent horseplay, upon any student, visitor or school employee will not be tolerated, nor will possession of any weapon or explosive device (including fireworks). Violators will be subject to detention, suspension, expulsion or legal action.

Disobedience, disrespect, or open defiance of proper authority will not be permitted. Students who disrupt the learning environment will be referred to the appropriate administrator for disciplinary action including detention or suspension.

Tampering with the fire alarm system or fire safety equipment is against the law, as is making false hazard reports. Violators in these areas will be subject to suspension, expulsion, restitution or legal action.

Cheating harms the person who practices it. The student who cheats is both the offender and the victim. If a student is caught cheating, the teacher will collect the work involved, mark it an "F", assign detention and notify the parents and the appropriate administrator of the action taken. Repeated attempts to cheat may result in a failing mark in that class, suspension or involuntary withdrawal.

Theft of school, student, and faculty or staff property will not be tolerated. If a student is caught stealing either in school or on a school sanctioned event or program or is found in possession of stolen property, their parents will be notified in addition to the proper authorities. In addition, the student will be subject to suspension or expulsion from school.

Any form of Physical, Verbal or Sexual harassment promotes an unproductive environment. Violators are subject to suspension or involuntary withdrawal.

The Board fully understands that these guidelines may need to be revised from time to time. If changes are made, families will be notified promptly. If situations occur that are not covered within the safety and order discipline framework, the Leadership Team will make case-by-case decisions.

Fire drills will be held at regular intervals throughout the school year. The first drill will be announced; all subsequent ones will be unannounced. Students will be made familiar with the instructions posted in each classroom that indicate the direction to take upon leaving the classroom as well as the stairway and exit to use. Students will be taught to take these drills seriously, walk quickly to their designated areas outside the building, and will, at all times, be out of the way of moving vehicles. Students will not be allowed back into the building until the "all-clear" signal is given.

In case of inclement weather, when DCPS is closed, WEDJ PCS will also be closed. When DCPS has a delayed opening, WEDJ PCS will also have the same delayed opening. When DCPS schools close early after already opening for the day, WEDJ PCS will make a case-by-case decision whether to close early as well. On any given day with inclement weather or other citywide emergency, families should listen to any of the major TV or radio stations to receive information on school closings.

For the safety of our children, all visitors, including family members, must check-in at the front desk and receive a visitor's badge. In addition, any guests of students must

first be cleared through the appropriate administrator.

Students will be required to have hall passes when going to and from class to non-academic areas of the building. Students will be expected to conduct themselves properly in the hallways. At all times students should walk in the hallways. Running or jumping increases the chance of accidents or injury.

A Uniform/Dress code will be designed to promote a neat appearance of both the student and the school. Additionally, it is designed to teach standards of appropriate dress make our students easily identifiable both in and outside of the school building and eliminate one of a multitude of distractions in a school setting. In order to facilitate compliance, the code will include a variety of options as well as provisions for required movement classes or potentially dirty work related to putting on performances. In general, no outside coats or hats are to be worn inside the building. At all times, students must look neat and have their shoes tied. Occasional free-dress days will be announced and publicized as scheduled.

f. Professional Development for Teachers, Administrators, and Other School Staff:

Professional development is a key element of successful technology integration in the classroom. Prior to the opening day of school, all staff will be required to attend an orientation and professional development program that will last fifteen (15) days. **In subsequent years staff orientation and professional development before school opening will last at least ten (10) days. A full-professional development calendar will be developed each year to provide for up to 10 additional days of training during the school year and one week after the school year has ended for annual wrap up and assessment of students.** The training will focus upon developing a cohesive educational delivery system for the America's Choice(tm) program and impart on the teachers the Board's expectation of them and the Board's expectation of its students. The teachers must have the same high expectations, the same goals for the students, the same openness to involving parents in the learning process and the same strong commitment to multiculturalism and diversity in classroom lessons.

All staff will be trained in the operation and purpose of the extended day. Teachers will participate in planning the structure and function of the last hour of school so that the transition to peer tutoring and cross-age tutoring proceeds smoothly. Teachers will critique the system for reporting needs and monitoring progress in these programs. Most importantly, a weekly assessment system will be implemented so that teachers and students will receive constant feedback on progress.

The Board is in the process of contracting with America's Choice(tm) to provide staff development for the entire staff including administrators. Continual professional development is a prominent feature of the America's Choice(tm) model. The following list details a number of workshops that are a part of the model: Performance Standards; Analysis of Student Work Against the Standards; Use of Examinations Referenced to Standards; Process for Selecting Curriculum Materials That Fit the Standards; Creating New Curriculum and Instructional Materials to Support the Standards; Interpreting Data from the New Exams; and Step-By-Step Guide to Data Based Planning That Is Referenced to Standards.

With respect to the administrators, America's Choice(tm) will provide intensive

training so that they become certified America's Choice(tm) Trainers. Once certified, these administrators will provide continuing professional development for the rest of the staff. America's Choice(tm) states that in an existing school it takes approximately three years to implement fully the America's Choice(tm) program.

The three week, fifteen day staff orientation in the first year will include, at a minimum, the following workshops:

- 1. Three days of America's Choice Training**
- 2. Two days of Everyday Mathematics Training**
- 3. One day each of ELA/Social Studies Training, Math/Science Integration Training**
- 4. Classroom Management and Design**
- 5. Book and Materials Inventory and Distribution**
- 6. HR/Personnel/Payroll/Background Clearance paperwork**
- 7. Two days of Community Building- one at beginning of the three weeks and one at the end.**
- 8. Behavior Modification/Learning Styles/Special Education/Classroom Interventions**
- 9. CPR/First Aid Training (American Red Cross)**
- 10. Teacher Self-Check/Self-Evaluations**
- 11. Imagination Quest (Bethesda Academy of Performing Arts Teacher Training)**
- 12. Performing Arts Integration across Curriculum (City Dance Ensemble)**
- 13. Child Abuse Reporting**

g. Structure of the School Day and Year:

The school day will begin at 8:00 AM and conclude at 4:00 PM, Monday through Friday. An after-school program will be available until 6:00 PM. Breakfast and lunch will be available during the regular school day; an afternoon snack will be available for students in the after-school program.

Every child will be in the literacy program for 2.5 hours of the school day and in Math for one hour. Twice each week one-hour is set aside for Art and Music closely related to the literacy and Math program. Two hours are set aside in the afternoon each week for Science, Social Studies, and Movement. Students who need extra help may remain after school until 6:00 PM.

Grades 6-12 are expected to attend Saturday program from 9:00 AM to 1:00 PM for Performing Arts classes, rehearsals and tutoring. The Saturday program will be available to younger students for tutoring and arts activities, but it is not considered a part of the regular weekly schedule.

We will use, as a baseline, the DCPS schedule for starting date, vacations and holidays and ending date. This schedule will be re-evaluated to determine if it meets the needs of our school community. Teachers are expected to be available for two weeks of professional development before the first scheduled day for students and for one week past the last day of school. (First-year teachers at WEDJ PCS are expected to be available for up to three weeks prior to the first day of school for students.)

The school calendar will be for 190 days and also a summer school program in July:

**WEDJ PUBLIC CHARTER SCHOOL
2004-2005
SCHOOL CALENDAR**

2004

August 15	"Meet and Greet" Parents Orientation
August 23 – September 7	Teacher Orientation/Staff Development
September 8	First Day of School for Students
September 29	Back to School Night
October 11	Columbus Day Holiday/School Closed
	End of First Advisory Teacher Staff Development
November 8	Veterans' Day Holiday/School Closed
	Report Cards Issued
November 25-26	Thanksgiving Holiday/ School Closed
December 22-31	Winter Vacation

2005

January 3	Students return from Winter Vacation
January 17	M. L. King's Birthday/School Closed
	End of Second Advisory and End of First Semester Teacher Staff Development
	First Day of Second Semester
	Report Cards Issued
February 21	Presidents' Day Holiday/School Closed
March 21	Spring Break Begins
March 28	Teachers/Students return from Spring Break
May 30	Memorial Day Holiday/School

June 24

Closed

Last day for Students
End of Fourth Advisory
End of Second Semester
Report Cards Issued

June 30

Last Day for Teachers

Summer School – July 2005

July 5

Summer School Begins

August 12

Last Day for students

August 12

Last Day for Teachers

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group:

Each of the founding members brings a wide variety of experiences, all of which are vital to the successful opening, development, and continuance of the school. Drawing on the educational, curriculum development, administrative, financial, artistic, parental and political skills and experiences of the founding members will enable us to design and implement a well-rounded program to best serve the needs of our target population. At all times there will be at least nine (9) members of the Board with a goal of maintaining a membership of fifteen (15). Currently, we have fifteen Board members, but we will continue to recruit members to the Board as a number of our founding members will resign from the Board to work in the school upon its opening. **Upon school opening, two board slots will be made available and reserved each year for parents of currently enrolled students.** Additionally, we intend to partner with private arts patrons and arts organizations in the metropolitan Washington, D.C. area.

1. Robin Bramwell. Ms. Bramwell joined JP Morgan's Public Finance Department in January 2000. Her day-to-day responsibilities include structural analysis, deal execution and general marketing for a variety of clients including the Dormitory Authority of the State of New York, the New York State Environmental Facilities Corporation, and the States of Connecticut and West Virginia. In addition, Ms. Bramwell provides qualitative and quantitative support for senior bankers on charter school and stadium financing projects. Ms. Bramwell graduated from Howard University with a BA in Political Science and received her JD from Brooklyn Law School.

2. Nadia Casseus. In addition to working currently as the Director of a DCPCSB charter school, Ms. Casseus is also completing coursework for an Ed.D in Special Education. Most recently working with the DCPS Office of Special Education, she has many years of experience in both the legal and academic needs of special learners. Ms. Casseus, a former teacher and school director, has worked with students of all ages and has provided supervision to large numbers of adults.

3. Jerry Crute. Mr. Crute is an Associate Director, Investment Research for the American Council of Life Insurers (ACLI). Mr. Crute previously worked as the Cash & Investment Manager for the Government of the District of Columbia. He also served as the Comptroller for several D.C.-area non-profit organizations where he managed and oversaw the investment, accounting, human resources and financial operations of the organizations. Mr. Crute received his B.S. from the University of Maryland and a MBA from Johns Hopkins University. **Additionally, he is a parent of a school-aged child in Washington, DC.**

4 Julie Doar. Ms. Doar has worked in independent and Charter Schools, in both a teaching and administrative capacity, with students from nursery school to college. With a background in African-American History and Sociology, she specialized in education and social inequality while in graduate school and has applied her academic background

to heading education programs for students at all levels. She has also worked as a Program Director for a Volunteer Center coordinating community service events to benefit DCPS and DCPCSB schools and is an online professor of Sociology for Strayer University. She received her BA in African-American History from Wesleyan University and her MA in Sociology from Northeastern University. She carries additional Doctoral Credits in Education from the University of Southern California. **She is also the parent of a child in a DCPS Charter School.**

5. Angela Harris. Ms. Harris is a career educator currently teaching Kindergarten and First Grade in a District of Columbia Public Charter School. **She is a parent of school aged children attending Charter Schools in Washington, DC,** and is also currently completing an undergraduate program in Early Childhood Education and Special Education at Trinity College in Washington, DC.

6. Mark Lerner. Mr. Lerner is Director of Radiology Services at Children's National Medical Center. He has held this position for the last five years. He has served as a member of the Board of Trustees for the Cesar Chavez Public Charter High School for Public Policy for the past three years, and has been a volunteer tutor for the school for the last four years. Previously, he worked in Finance, Nuclear Medicine and as a Medical Researcher. He counts among his accomplishments a number of presentations and publications in his name and has received many awards and honors for his work in exploratory medicine. He possesses an AS in Nuclear Medicine Technology, a BA in Political Science and an MA in Public Administration from George Washington University.

7. Dianne Myers. Ms. Myers is an experienced sales and marketing professional, who began her career with IBM. She held various positions with IBM, including unit marketing manager and area program manager. Since that time, she has broadened her experience by becoming the Vice President of Marketing for a computer integration company and Vice President of New Business Development for an advertising/marketing firm. She was also Director of Development for an independent school where she gained valuable nonprofit experience. Currently, Ms. Myers is a marketing director for a local computer company. She received a BA in Psychology from Wake Forest University. **She is also the parent of three school-aged children.**

8. Stephen Percy. Mr. Percy is currently the Worship Department Assistant at Washington National Cathedral where he makes logistical and financial arrangements for services and concerts. He also sings with professional ensembles in the Washington area. Previously, he was the upper school music teacher and Mathematics department head at an independent school in Maryland. He designed and implemented curricula in both music, including courses in music technology, and mathematics. Before moving back to Washington, D.C. seven years ago, he was a Mathematics specialist and music instructor at Kent State University, a Mathematics and English teacher at a Tennessee independent school, and an electronics engineer for the navy. He has a bachelor's degree in engineering from Lafayette College and a bachelor's degree in music from Kent State University.

9. Mary Robbins. Ms. Robbins is a teacher whose curriculum areas of expertise are English Language Arts and Performing Arts. She designed and developed the fine-arts program at a Maryland independent school, while also teaching performing arts classes

and English. Having recently served as the Literacy Coach at a DCPCSB Charter School, she is well-versed in national and state standards for both literacy and performing arts. Her educational credits include a Certificate from the Yale School of Drama, an M.ED from Worcester State College, a B.A. in English from Clark University (MA), and a Massachusetts Teaching Certificate.

10. Angela Screen. Ms. Screen is an experienced researcher with Caliber Associates, a management consulting firm in Fairfax, VA. She has over nine years of experience in substance abuse research and counseling. Ms. Screen has performed varied research duties, including questionnaire construction, interviewing, site visits, evaluation, data analysis, and report preparation for both technical and non-technical audiences. Ms. Screen also has practical and management experience, and served as a program director for a substance abuse treatment referral center. In addition, Ms. Screen taught and designed the curriculum in Sociology for junior college students. Ms. Screen holds a Bachelor's degree in Sociology from Alabama State University, and a Master's degree from the University of Southern California.

11. Richard Sinkfield. Mr. Sinkfield is an associate in the Corporate/Securities group of Sidley Austin Brown & Wood LLP in Washington, D.C. Prior to joining that firm, Mr. Sinkfield was an associate in the Technology Ventures Group of the D.C. office of Akin Gump Strauss Hauer & Feld LLP, where he specialized in public policy and corporate issues associated with international and technology companies. Mr. Sinkfield also served as a Deputy Assistant Secretary for Legislative Affairs (International) between 1995 and 1999 and as a Legal Adviser at the U.S. State Department from 1994 to 1995. He received his law degree from Harvard Law School in 1994 and his Bachelors degree from the Georgetown University School of Foreign Service in 1991. **He is also the parent of a school-aged child attending a Public Charter School in Washington, DC.**

12. Sonya Smith. Ms. Smith is the Managing and Founding Partner at Smith Morton, LLC, Attorneys At Law, in Riverdale, Maryland. The firm specializes in family law, bankruptcy, probate and estate matters, and civil litigation. Prior to forming Smith Morton, LLC, Ms. Smith was an associate at Liotta, Dranitzke, and Engel, LLP, in Washington, DC, where she practiced family law, real estate law, and probate and estate law. Additionally, Ms. Smith has extensively represented children in abuse and neglect matters. Prior to private practice, Ms. Smith spent over three years working for the Legal Aid Society in New York and Maryland litigating cases on behalf of children in foster care. Ms. Smith is also a Certified Public Accountant licensed in New York, Maryland and the District of Columbia, and previously worked for Deloitte & Touche and Price Waterhouse Coopers. Ms. Smith received her law degree from Brooklyn Law School and her Bachelors of Science degree in Accounting from Villanova University. She is admitted to practice law in the District of Columbia, Maryland, New York, New Jersey, and Connecticut. She is a member of the Maryland State Bar Association, the District of Columbia Bar, the National Bar Association, the Bar Association of Montgomery County, the J. Franklyn Bourne Bar Association, and the Greater Washington Society of CPAs.

13. Nicole Streeter. Ms. Streeter joined the Insurance Coverage Litigation section of Gilbert, Heintz & Randolph LLP from the Department of Justice, Civil Division, Torts

Branch, where she was a trial attorney through the Attorney General's Honors Program. While Ms. Streeter continues to practice in litigation, she also dedicates a significant amount of time to pro bono cases in the areas of international human rights, domestic civil rights, and bankruptcy. She is also a member of the Legal Services Operating Committee of the Whitman Walker Clinic and a member of the Pro Bono Committee at Gilbert, Heintz & Randolph LLP. Ms. Streeter received her law degree from the University of California at Berkeley, Boalt Hall School of Law in 1997 and her Bachelors from the Georgetown University School of Foreign Service in 1994.

14. Barbara McNeill Tucker. Ms. McNeill Tucker has synthesized her public relations skills, fund-raising experience and desire to create leadership in education into her present position as CEO and co-founder of DSS Educational Network, LLC. DSEN currently counsels the public charter school community on issues of compliance in the area of special needs. With over eighteen years of experience in the field of education, Ms. McNeill Tucker has served as a teacher in the D.C. public schools, as Development Officer at Grace Episcopal Day School, and as School Administrator at World Public Charter School. **Ms. McNeill Tucker is the mother of four children, two of whom have attended charter schools.** She is also an alumna of Howard University's College of Fine Arts.

15. Terrence White. Mr. White was most recently the Technology Manager at SouthEast Academy of Scholastic Excellence. He is dedicated to raising the technical skill of the school community through technical instructions to students, teachers and administrators. He also ensures the proper functioning of technical equipment and the network infrastructure. Previously, Mr. White performed user support and network maintenance duties at an Independent School in Maryland.

b. Planning Process:

The idea to open a charter school has been the common aspiration of several members of the Founding Board for many years. Based on their individual experiences in teaching and managing charter, private and public schools, and on their common experiences at SouthEast Academy, the core founders, Julie Doar, Nadia Casseus and Mary Robbins saw the need to found their own school. An arts-focused curriculum reflects the experiences of the board members whose individual arts education (performance and curriculum) improved their educational and life experiences. In fact, several members of the board still actively perform in a professional capacity. The entire board believes that the budget-driven removal of arts education programs will diminish the potential of our city's children. The Board expects to create an environment in which a professional grade education in the arts is available to all DCPS students, thereby expanding the opportunities provided by the Duke Ellington School of the Arts audition-only program. We are committed to a broad liberal education, encompassing the core standards as well as master level opportunities for education in the arts.

c. Corporate Structure and Non-Profit Status of the school:

The William E. Doar, Jr. Educational Foundation, Inc. was incorporated as a D.C. non-profit corporation. We were notified by phone of the determination on Wednesday,

November 11, 2003. We are presently awaiting the hard copy of the letter. A copy will be submitted to the DC Public Charter School Board upon receipt.

2. Governance and Management

a. Board of Directors: Powers. The powers to govern and supervise the Foundation shall be vested in a Board of Directors. The Board of Directors shall possess, and may exercise, any and all powers granted to the Foundation under the Articles of Incorporation, the Bylaws and the District of Columbia Nonprofit Corporation Act. Many of the founding members of the Board have and continue to serve on the boards of other non-profit institutions. Based on this experience, the creed of the Board is to serve as an advisory, executive-level body, responsible for maintaining the foundation of the school and guiding its direction towards the achievement of the goals set by the Board.

The Board will have ultimate authority over all decisions concerning the school, but will not involve itself in the day-to-day operation of the school. The Board, or a committee thereof, will serve a due process function, but will not engage in the practice of regularized second-guessing or usurpation of the management team's authority. The teaching and support staff are accountable to the school's management team, who, in turn is accountable to the Board. Everyone running the school will be accountable to the parents and students.

Number and Terms. The founding Board of Directors shall consist of the fifteen (15) directors that have been identified in the Articles of Incorporation for the Foundation (the "Initial Board"). The Class I Directors will resign from the Board when the school opens and will work in the school offices. The three classes of directors of the founding Board are as follows:

Class I Director(s): Julie S. Doar
Nadia Casseus
Mary C. Robbins
Terrence White
Angela Harris

Class II Director(s): Jerry Crute, Jr.
Richard H. Sinkfield, III
Steve Percy
Mark Lerner
Robin Bramwell

Class III Director(s): Sonya Smith
Nicole Streeter
Angela Screen
Barbara Tucker
Dianne Myers

The term of the Class I Director(s) shall expire at the first annual meeting of the Board of Directors (one-year term). The term of the Class II Director(s) shall expire at

the second annual meeting of the Board of Directors (two-year term). The term of the Class III Director(s) shall expire at the third annual meeting of the Board of Directors (three-year term). **All Board members are responsible for their own replacements although any board member may nominate people for consideration whenever there are available slots on the board.**

It is the responsibility of the Board of Directors to:

1. Approve all policies and procedures of the school,
2. Exercise legal responsibility for all matters pertaining to the school,
3. Approve and supervise all contracts.
4. Ensure that operations of the school are in compliance with all laws and regulations,
5. Encourage the involvement of teachers and parents in the governance, operations and plans of the charter,
6. Establish fiscal policies and procedures and provide oversight,
7. Develop appropriate communication avenues for administration, staff, parents and students,
8. Conduct public meetings,
9. Establish an accountability system to track the progress of all students, and
10. Publish an annual report on the status of the school.

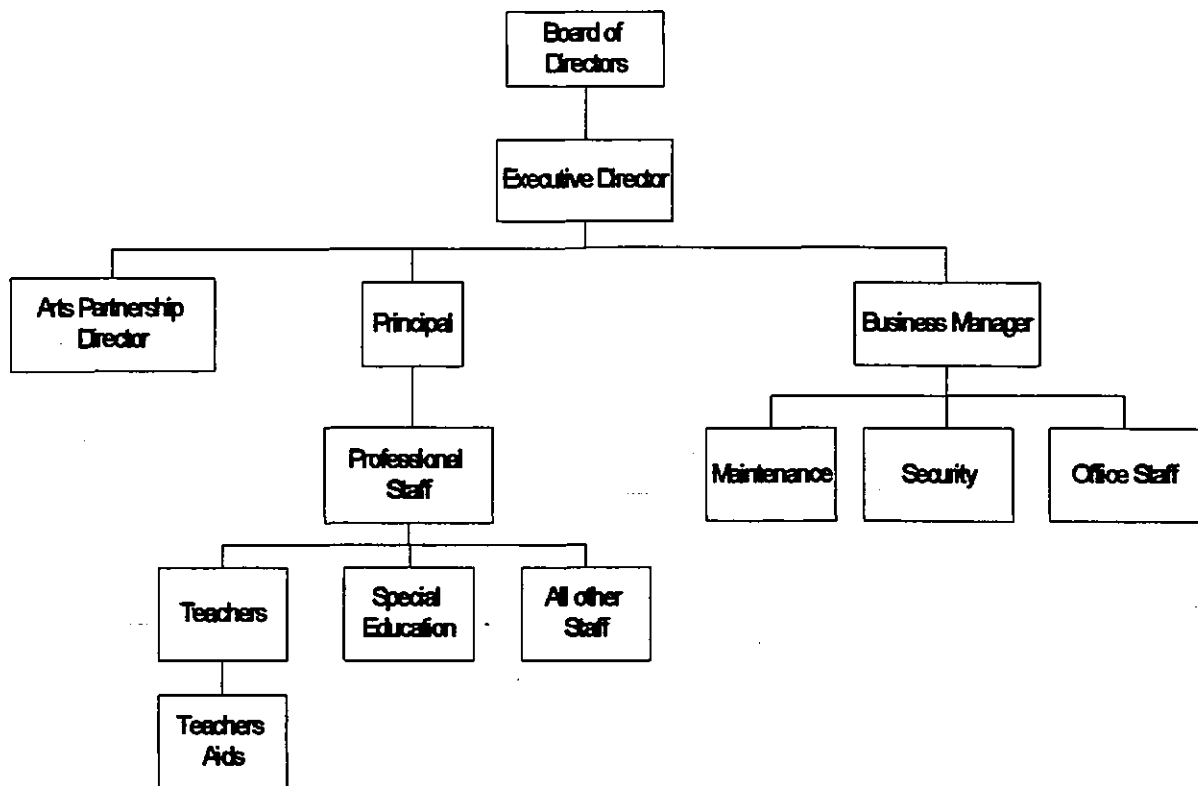
b. Rules and Policies:

Policies concerning dismissal, suspension and expulsion will be developed by the education professionals of the school Leadership Team, subject to the approval of the Board. Policies concerning employment, financial procedures and other business management functions will be developed by the business professionals of the school Leadership Team, subject to the approval of the Board. The substance of these policies will reflect the views of the Leadership Team, as well as those of the experienced educators, business people and legal professionals who currently serve on the board. All major policies will be in place before the staffing process begins. The school's policies and procedures will comport with § 2207 of the D.C. School Reform Act.

a. Board Meetings:

The Board meets monthly on the Third Thursday of Each month.

c. Administrative Structure:



The Administrative structure is comprised of the Board of Directors and the Leadership Team. This structure shows a clear delineation of roles and responsibilities. The Board is comprised of fifteen members from the community who are responsible for establishing policies, procedures, and structures that will govern the school. The Board will provide long-term program decisions, identify and coordinate outside funding, establish policy as it relates to annual review of the school's achievement, provide for its self-perpetuation through the identification and pursuance of additional board members and interface with outside sources on the School's behalf. The Board directly evaluates the Executive Director and the Business Manager.

The Leadership Team includes the Executive Director, Director, Business Manager, and Arts Partnership Director. Additional members will be identified in the staffing model and will include, but are not limited to: School Social Worker, Community Resource Director, Parent Volunteer, Special Education Coordinator, Mental Health Provider, Lead Math, Science, Social Studies, Arts and Literacy Coaches (as required in the America's Choice Curriculum Model). The Leadership Team will conduct a self-assessment to which parents, teachers and students will be expected to contribute. Each year, the Leadership Team will create the family and employee handbooks and develop the annual calendar.

The Executive Director reports directly to the Board and is responsible for implementing the policies, procedures, and structures that the Board establishes and

ensuring that the school operates to achieve the ends of the Board. The Executive Director shall have the power to sign contracts and to approve all orders at the direction of the Board.

The Business Manager is responsible for the financial management of the School. The Business Manager reports directly to the Executive Director for daily operations and to the Board on a monthly or semi-monthly basis, or as otherwise directed by the Board. The Business Manager is responsible for monitoring and reviewing all contracts for the Board. The Business Manager has the authority to place all orders and to issue checks at the direction of the Board either directly or with the authority of the Executive Director. The Business Manager is responsible for establishing the financial systems of the School, conducting quarterly internal audits, and coordinating the annual audit by an independent, Washington, D.C. based, CPA firm.

The Director is responsible for the implementation of the America's Choice(tm) Design and the daily operations of the School. The Director reports directly to the Executive Director.

The Arts Partnership Director reports to the Executive Director and is responsible for developing the arts program. The Arts Partnership Director is also responsible for developing joint grants and fundraising projects.

All school staff report to the Director and are responsible for implementing the philosophy and programs of the School.

Parents and teachers will form an organization that will have two parent representatives on the Board.

d. School Management Contract:

WEDJ PCS is not seeking an agreement with an Education Management Company.

3. Finance

a. Anticipated Sources of Funds:

Primary funding will come from the Per Pupil Assessments from the D.C. Board of Education. In addition, we will be relying on the per pupil facilities allowance, special educational assessments and allocations for LEP/NEP students. We intend to apply for Federal Entitlement Funds I, II, III, IV (b), V, and V (b) as well as Meal reimbursement for Title I students.

We have approached several individuals for financial contributions as well as Sony electronics for in-kind donations. We have received a \$10,000 gift from an individual and expect that this will be an annual gift. We will apply to the Beaumont Foundation for technology donations and have submitted our technology plan as part of our application for the e-rate discount program for schools and libraries. WEDJ PCS will also seek federal funding for Americorps volunteers to act as teacher's aides in classrooms.

b. Planned Fundraising Efforts:

We have already received a gift to the school of over \$17,000 in grants and donations

of cash and stock. The gift of stock is an annual gift that we anticipate receiving in the future.

Each member of the Board, who is not a parent representative, is expected to contribute to the financial security of the school. Additionally, the coordination of annual events such as the school carnival, silent auction and other private events will be coordinated by a committee consisting of parent members, Leadership Team members, teachers and Board members. The school will also appeal to private arts patrons and organizations. Grant writing will be a joint effort by the Leadership Team and the Board. For example, one Board member is a member of the Greater Washington Area Chapter of the Washington Bar Association, an organization whose Foundation supports educational and artistic endeavors through financial donations. She will assist the school in applying for such a grant. The Leadership Team and the Board will also apply for Categorical funds.

1. WEDJ Wine Tasting- *Summer*

This event is designed to provide WEDJ friends and associates an opportunity to gather informally to support the school. The event will be held during the summer to introduce the school to possible constituents or contributors.

2. WEDJ PCS at the Children's Museum- *Summer*

This event will be open to metropolitan area children and parents, giving them an opportunity to learn about the school's programs and to meet the Board and the Leadership Team. This fundraiser will be hosted at the museum and will provide a "sample" of performing arts as well as an explanation of its importance to an academic curriculum and to our community. This will be an open event since the school can charge tuition to out-of-state students. The press will be invited to attend.

3. WEDJ Letter Writing Campaign- *immediately upon approval by the D.C. Public Charter School Board.*

The letter writing campaign will commence in the fall once the school has been approved to open. Members of the Board will correspond with friends, colleagues, and other public figures most likely to support the School.

c. Financial Management and Accounting:

An on-site administrator (the Business Manager) will handle the daily finances of WEDJ PCS. This person will be responsible for processing all payments and invoices for school related expenses. Any expenses over \$10,000 will also require approval of the Executive Director. All bank accounts for the school will require two signatures, one of which must be the Executive Director.

Two of the Board members are experts in the field of financial management of non-

profit organizations. One member is a CPA and she will chair a subcommittee to develop and implement appropriate financial policies and procedures. This subcommittee will also help implement the financial systems including a software program to operate a sound business services department within the school; the software package will be QuickBooks. An annual audit will be conducted by an independent firm selected by the Board, after the Executive Director and the Board subcommittee have considered several auditing firms. The entire Board will annually vote on and approve the budget prior to the beginning of the school year. The budget will include a projected monthly cash flow for the coming school year.

c. Civil Liability and Insurance:

All School personnel, officers, and members of the board will be indemnified against liability not resulting from illegal acts. The following types and minimum levels of coverage will be purchased in time for the planning of the opening and the opening of the school:

All numbers are expressed in \$1,000's

General Liability	\$1000 per occurrence, \$2000 aggregate
Directors and Officers Liability	\$1000
Educators Legal Liability	\$1000
Umbrella Coverage	\$3000 (not providing transportation)
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	Actual loss sustained
Auto Liability Insurance	\$1000
Workers Compensation	As required by law
Health Insurance	Major Medical, Hospitalization, Dental, Vision, Prescription

e. Provision for Audit

An audit of financial statement will be made annually by a Certified Public Accountant licensed in the District of Columbia.

4. Facilities

a. Identification of a Site:

At this time, WEDJ PCS has entered into an exclusive agreement with Julien Studley, Inc. to act as brokers on our behalf in identifying a site and negotiating a lease. We are currently in negotiation over lease terms of the property at 709 12th Street, SE. This facility accommodates our current needs and the terms for lease and eventual purchase accommodate our growth plan for at least the next 5 years. The negotiated cost of the site for lease is \$8.50/NNN. Attached is a memorandum of understanding signed by our representative and the representative of the

property owner. We have also attached the spec sheet from the property, information about the current property owner, a copy of our most recent LOI in response to their proposal for a lease and a copy of our exclusive agreement with Julien Studley, Inc. *See Appendix E.*

b. Site Renovation:

As such, we are not in a position to assess the extent of and cost for renovations. We have met with Milton Shinberg of Shinberg/Levinas, Architects. We have also met with the project design and management team of Julien Studley, Inc. Both have renovated several charter schools. We expect to utilize Studley's services to help us design our facility and maintain cost control.

c. Financing Plans for Facilities:

The acquisition of a facility to house the School will be financed from all available revenue sources including but not limited to per pupil funding, federal funding (to the extent permitted by law) private grants and donations, and other fundraising activities. In the short-term it is our intention to rent space while continuing the process of identifying a permanent home for this facility. Any needed renovations to the rental space will be funded from the same sources.

The School expects that a permanent facility will be financed on a long-term basis through some form of borrowing. The School may enter into a long-term lease or mortgage, or may seek non-profit bonds to finance acquisition or construction. A determination as to the mechanism for said financing will be made at the time of acquisition/construction and will be based on the method that provides the lowest overall cost to the School.

Because the Board intends to lease facilities, extraordinary initial financing will not be necessary. We are eligible for \$500,000 in Credit Enhancement Funds. This should provide us with the resources to access additional funds if they are needed. In addition to these resources, we have begun a Capital Campaign to raise \$25,000 per year for the next four years. This will also help us to solicit additional funds.

If facility financing is decreased as it was this year, the Board of Directors will attempt to re-negotiate the lease for the facility based on the new resources. If necessary, we will cut operating expenses, cut staff salaries and eliminate positions as other organizations have done. The Board has planned a number of options, anyone of which will work in the event of a reduced per pupil revenue. Under the terms of our proposed lease, we also maintain the right to sublease space to complementary organizations as needed and as space is available.

d. Building Maintenance:

WEDJ will employ a full-time on-site maintenance engineer who will be responsible for general cleaning and maintenance of the site. In addition, WEDJ will contract with an industrial cleaning service to provide daily cleaning services. Prior to signing a lease,

WEDJ will have the building inspected by an appropriate engineer. The current property owner agrees to maintain the structural integrity of the site throughout the terms of their ownership.

5. Recruiting and Marketing

a. Outreach to the community:

The WEDJ Leadership Team will attend the Washington, D.C. Student Recruitment Fair in the winter of 2004. In addition, WEDJ will send announcements and informative mailings to all registered child development centers, Boys and Girls Clubs, child care centers, elementary schools and churches/synagogues/mosques in Washington, D.C, **the World Bank and IMF Childcare referral offices, and the Human Resources offices of various large organizations in Washington, DC.** Various members of WEDJ will conduct informational sessions for neighborhood associations and in various houses of worship throughout the city. Finally, members of the WEDJ Leadership Team will attend the Charter School Teacher recruitment fair.

WEDJ will also contact Virginia Walden Ford, Chairperson of BAE0 (D.C. Chapter) and Chairperson of Parents for Choice, D.C. We hope to reach a broad group of parents through these organizations.

b. Recruitment of Students:

WEDJ PCS will recruit students at the citywide charter school fair, through mailings to community centers, schools and child care centers, through door-to-door appeals and by means of mass communication. WEDJ PCS leadership will hold a series of open houses for parents in the **winter and spring of 2004.**

If the school is oversubscribed, a random selection will be held May 23 to determine who is admitted to the school. The Chair of the Board of Directors will conduct the random selection process. Students will be admitted based upon the draw in the random selection process. No preference will be given to students on any basis other than the draw in the random selection process. The admission process will follow the procedures established in the charter school law:

§ 38-1802.06. Student admission, enrollment, and withdrawal.

(a) Open enrollment. -- Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement in subsection (e) of this section.

(b) Criteria for admission. -- A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. A public charter school may limit enrollment to specific grade levels.

(c) Random selection. -- If there are more applications to enroll in a public charter school from students who are residents of the District of Columbia than there

are spaces available, students shall be admitted using a random selection process, except that a preference in admission may be given to an applicant who is a sibling of a student already attending or selected for admission to the public charter school in which the applicant is seeking enrollment.

If the School is not oversubscribed, students will be admitted on a first-completed application basis. When a grade level is filled, no more students will be admitted. The School will continue to accept applications for a waiting list.

If significantly fewer students apply than anticipated, the effect on the viability of the charter school will be negligible. The School is designed as a small school. The curriculum was chosen because it works well with small class size and small school size. The educational effect may be enhanced and that will serve as a means to attract more students. The Board will adjust its staffing and space requirements to match the enrollment. The Board will continue to recruit throughout the year. A surplus is built into the budget to account for such an occurrence. In addition, there is no school currently in the District of Columbia that offers an academic and professional level arts program.

The Board does not believe that the school will be under-subscribed.

c. Future Expansion and Improvements:

We are applying for a charter to educate grades PK-12. We plan to begin at grades PK-5, grow one year for each year through the eighth grade and stay at the 8th grade for a minimum of two years while seeking accreditation. Upon receipt of our accreditation, approval by the Charter School Board and the location of a suitable facility, we will then open the high school. Remaining at 8th grade for several years will allow us to find suitable space for all three divisions of the school.

Grade	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
PK	36	36	36	36	36
K	20	40	40	40	40
1	22	22	44	44	44
2	22	22	22	44	44
3	44	44	44	44	44
4	44	44	44	44	44
5	44	44	44	44	44
6		44	66	66	66
7			44	66	66
8				44	66
Total Number of Students	232	296	384	472	494

While charter schools are not required to have certified staff, the Board will seek out only "Highly Qualified" teachers and staff for its programs. The Board will continue to

participate in the local recruitment programs in the District and at colleges and universities in the region. The Board will require all non-certified teachers to become Highly Qualified in compliance with the No Child Left Behind Act.

The Board will execute contracts established for food service, special services, field trips, and other school related operations, which will allow the school to grow with the least amount of disruption. The Board is experienced in the growth of organizations serving youth, in private school growth, charter school growth and will plan appropriate procurement practices for the expansion of the school.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Admitting:

We will begin distributing literature and holding information sessions as soon as it is practical upon approval of the Application for a charter. We will announce and publicize a 60-day period for accepting registration packets.

We will use the registration period to accomplish a number of specific purposes as outlined below:

1. assess the level of interest in our program,
2. verify that applicants meet residency requirements for enrollment in a D.C. Public School,
3. provide baseline data to school administrator on our incoming first year population,
4. screen, for special education, the appropriateness of the placement in the school,
5. provide an additional opportunity to communicate the school's mission and philosophy to prospective applicants and increase the opportunity for applicants and their families to understand the program and share a commitment to the goals of the school.

The William E. Doar, Jr. Public Charter School for the Performing Arts is a public school and will be open to all applicants within the age ranges we serve. In accordance with charter school legislation, following Year 1, preference in registration will be first given to (1) students already enrolled in the school and (2) siblings of students already enrolled. All other student applicants will be enrolled on a first- come, first- served basis. In the event of over enrollment, all new applicants, including siblings will participate in a random selection process conducted by an independent third party

After the initial registration period, if a particular grade level or classroom is significantly under-enrolled (resulting in a classroom with fewer than twelve students); WEDJ PCS will consider whether changes to the grade levels offered are necessary or beneficial. Changes may include combining under-enrolled classrooms into multi-age groupings or deciding not to offer a particular grade. Any decision not to offer a particular grade could only be made in the event no returning students were affected. Decisions about changes to class and grade configuration of the school will be made by the Board of Directors in consultation with the Executive Director and Director, before any families are notified.

Accepted applicants must either accept or decline an invitation to enroll within two weeks. If spaces are still available in some grades after the designated registration period ends and any reconfiguration has been decided, the school will conduct additional outreach and recruiting, and continue to accept registrations on a first-come, first-served basis until all remaining classroom spaces are filled and the projected enrollment level has been reached.

Sample Timetable for Year One Admissions:

January – March 2004	Open Houses Orientation Community Outreach Compilation of Mailing List from Events
March 2004	Applications made available Open Houses Community Outreach Review of Applications for completeness
April 21	Random Selection Process for applicants
April 23	Admission Letters sent out
May – August 2004	If not oversubscribed, will continue to enroll students on a first-come-first-enrolled basis.

In subsequent years, we will continue to follow this schedule as closely as our school schedule permits. The admission process will follow the procedures established in the charter school law:

§ 38-1802.06. Student admission, enrollment, and withdrawal.

(a) Open enrollment. -- Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement in subsection (e) of this section.

(b) Criteria for admission. -- A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual, or athletic ability, measures of achievement or aptitude, or status as a student with special needs. A public charter school may limit enrollment to specific grade levels.

b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students:

Admission to WEDJ PCS will be open to all students that reside in the District of Columbia. Applications will be evaluated for residency verification. We will not discriminate on any basis and will not impose any eligibility requirements or give preference in admissions to any group, with the exception of already enrolled students and their siblings, as provided for under the law. All Special Education students will be asked to provide a copy of their Individual Education Plan. Students will be evaluated to

determine whether our program can accommodate their needs. All Parents/Guardians will be required to sign an enrollment contract acknowledging and accepting their understanding of school day, time, uniform and discipline policies required for successful attendance and participation in the school program. All parents registering their children will be asked to sign an agreement stating their willingness to dedicate hours of volunteer time to the school over the course of the year. We hope to attract a highly diverse student body as a result of our community outreach, publicity and choice of location. Since we cannot select students with the goal of diversity in mind, we will adjust our recruitment strategy as needed to achieve the diverse student body we seek.

Selection, Admission and enrollment policies are outlined in detail in Section A.

The School Director is a member of the Founding Board so that she may have a hand in developing the full discipline policy of the school. The school Director and her designee will be responsible for day-to-day discipline in the schools up to and including suspensions and expulsions. WEDJ PCS has a zero-tolerance policy for the possession, supply and use of alcohol, tobacco and illicit drugs by students while on campus and on all school trips and functions. Students will be referred to the proper authorities or involuntarily transferred out of the school for those infractions. All other attempts at discipline will involve consultation of teachers, counselor(s), parents and the school Director. Expulsions will occur by committee decision, only after all other methods of discipline including, but not limited to, time-out, detention, in and out of school suspension, visitation/supervision by parent/guardian, are exhausted. Parents/Guardians may appeal expulsions through a formal hearing with the appeals committee of the Board of Directors only. Discipline is considered a function of the school Directorship as a normal part of day-to-day operations. Before school opening, the Board of Directors will develop an official policy governing expulsion and suspension.

Students may withdraw from WEDJ PCS at any time. The school will forward any student records to another school, upon the written request of a parent or guardian. The WEDJ PCS counselor will also follow-up to be sure the student has enrolled in another school. If the student is truant, then that shall be reported to the proper DCPS office.

Students wishing to attend WEDJ PCS who are not residents of the District of Columbia may do so only when space exists in the desired class and the full waiting list has been accommodated for such space. Non-D.C. resident students will be required to pay a fee equal to the per-pupil allocation as it is established in that year of attendance and all other fees, including lease-aid and special education as deemed necessary for their education, in accordance with D.C. Public Schools' current policies.

Code of Conduct

WEDJ PCS has high expectations for student behavior that exemplifies good citizenship in the school community and the home community. The school community will participate in the refinement and implementation of the policies and procedures outlined in this document.

WEDJ PCS expects students to respect the rights of others, to participate actively in the process of learning, and to demonstrate care in the use of the school's educational materials and facilities.

Teachers and administrators will write classroom rules in cooperation with parents and students. Students who exemplify good citizenship will be recognized for their

positive contribution to the school and community.

A Family Handbook will be published and updated as needed. The Family Handbook will be sent to every parent and discussed in the parent and teacher organization meeting so that all parents have access to and understand the information.

Dismissal Policies and Procedures

The dismissal policies and procedures will conform to applicable laws and regulations of DC Public Schools and ensure that the student right to due process is secured. These policies will be completed after notification of award of charter.

Suspension/Expulsion Policy

WEDJ PCS recognizes that suspension or expulsion from the school is the most severe disciplinary action that can be imposed on a student. Students must be given due process in all disciplinary situations but in these instances, the due process procedures must be scrupulously adhered.

"Suspension" is the temporary exclusion of a student from WEDJ PCS programs. Students may receive in-school suspensions as well as suspensions that prevent the student from entering the school for a specified period of time. Students may be suspended for up to three days by the Director. Longer periods of suspension need to be reviewed with the Board subcommittee on Student Discipline. No special needs student will be suspended until the Director has consulted with the student's special education teacher or the staff of Educational Support Services.

"Expulsion" shall be the permanent exclusion of a student from WEDJ PCS. No student below the age of sixteen (16) shall be expelled from school without provision for an alternative educational program.

Causes for Suspension or Expulsion of Students

No WEDJ PCS student shall be suspended or expelled from school unless that student has materially and substantially interfered with the maintenance of good order in WEDJ PCS or unless it is necessary to protect the students' physical or emotional safety and well-being. Causes for short or long-term suspension or expulsion include, but are not limited to, any of the following:

Short Term Suspension

Conduct that constitutes a continuing danger to the physical well-being of other students,

1. Physical assault on another person;
2. Possession or consumption of alcoholic beverages, tobacco or drugs while on school premises;
3. Attempting to assault any student or staff member;
4. Willful causing or attempting to cause substantial damage to the school property;
5. Endangering the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
6. Engaging in conduct that disrupts school or classroom activity or endangers or threaten to endanger the health, safety, welfare, or morals of others;
7. Engaging in insubordination;
8. Failing to complete assignments, carry out directions, or comply with

disciplinary sanctions;

9. Using forged notes or excuses;
10. Stealing, attempting to steal, or possessing property known by the student to be stolen;
11. Committing extortion;
12. Engaging in gambling;
13. Abusing school property or equipment;
14. Using obscene or abusive language or gestures;
15. Engaging in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments;
16. Making a false bomb threat or pull a false emergency alarm;
17. Possessing radios, "walkmans," pagers, beepers or portable/cellular telephones not being used for instructional purposes;
18. Wearing inappropriate, insufficient, or disruptive clothing or attire, or violating the student dress code, if one exists;
19. Repeatedly committing minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action;
20. Committing an act that school officials reasonably conclude warrants disciplinary response.

Long Term Suspension or Expulsion

1. Possessing using attempting to use, or transferring any firearm, knife, razor blade, explosive, mace, tear gas, or dangerous object of no reasonable use to the student at school¹;
2. Committing or attempting to commit arson on school property;
3. Possessing, selling, distributing or using any alcoholic beverage, controlled substance, imitation controlled substance, on school property or at school sponsored events;
4. Assaulting any other student or staff member;
5. Intentionally causing physical injury to another person, except when the student's actions are reasonably necessary to protect him or herself from injury;
6. Vandalizing school property causing major damage;
7. Committing any act which school officials reasonably conclude warrants a long term suspension;
8. A student who commits any of the acts listed in Short Term Suspension which would ordinarily result in a short-term suspension may, instead, or in addition, be subject to a long-term suspension at the Director's or Board of Directors' discretion.

Any student who commits an assault upon a teacher, administrator, Board member, other employee of WEDJ PCS acting in performance of his/her duties and in a situation where his/her authority to so act is apparent, shall be immediately suspended from WEDJ

¹ The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. School administrators, however, may modify this suspension requirement on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §892 1, and includes firearms and explosives.

PCS consistent with procedural due process pending expulsion proceedings before WEDJ PCS Board of Directors. These proceedings shall take place no more than twenty-one (21) calendar days following the day on which the student is suspended.

Suspension/Expulsion Procedures

No student shall be deprived of the right to an education at WEDJ PCS without notice of the charges and an opportunity to be heard in his/her own behalf before the Director or Board of Directors. Each student shall be afforded an informal hearing before the start of a short term suspension or if circumstances prohibit, as soon as possible after the suspension begins. If a suspension is to last ten (10) days or more, then a full due process hearing will be held. Such a full hearing shall take place not later than twenty-one (21) calendar days.

All parents/guardians of suspended students will be notified by telephone and certified mail at the time the suspension is instituted.

A student may be suspended by the Director, who shall report such action to the Board at its next regular meeting. The suspended student may be reinstated by the Director prior to the next regular meeting of WEDJ PCS Board after the start of the suspension or by the board at such meeting. No suspension of a student by the Director shall continue longer than the second regular meeting of WEDJ PCS Board after the beginning of such a suspension is continued by the action of the Board. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate, continue the suspension, or expel the student. The power to reinstate, continue any suspension reported to it or expel a student shall be vested in the Board.

The name of the student who has been disciplined shall not become part of the agenda or minutes of a public meeting. A code will be used instead.

If a student is suspended or expelled, the District of Columbia Public Schools will be notified by the Director of WEDJ PCS.

Disciplinary Procedures for Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. Discipline of a classified student will be in accordance with the following:

1. Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others notwithstanding adherence to those guidelines, the matter will be immediately referred to the Special Education Coordinator and the Child/Study Team (CST) for action;

2. Students for whom the IEP does not include specific disciplinary guidelines shall be disciplined in accordance with standard school policy relating to each infraction. The Special Education Coordinator and the CST must be notified immediately of any suspension from classes and will arrange appropriate alternate instruction:

- 1 The CST will explore whether the infraction is a result of the disability. If a connection is found, no penalty may be imposed;

- 2 If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately

referred to the CST for reconsideration of the student's educational placement.

3 In considering the placement of the students referred because of disciplinary problems, the CST will follow its policies with respect to parental notification and involvement.

3. The CST shall meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

.1 The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;

.2 The commission of any infraction that is a result of the student's disability;

.3 The commission, by a disabled student, of any infraction that would have involved the School Director and resulted in a suspension in excess of five days for a regular education student.

2. Human Resource Information:

a. Key Leadership Roles:

Executive Director	Julie S. Doar, M.A. (100%) (currently serving as Board Chair)
School Director	Nadia Casseus, M.A., and E.D.D. (expected June 2004) (100%) (currently serving as Programs Committee Chair)
Arts Partnership Director	Mary Robbins, M.A. (100%)
Business Officer	Barbara McNeill Tucker (50%) (currently serving as Board Treasurer) Robin Bramwell, J.D. (50%) (currently serving as Finance Committee Chair)
Legal Counsel -	Nicole Streeter, J.D. (50%) (currently serving as Real Estate Committee Chair) Richard Sinkfield, J.D. (50%) Before opening school, we will engage independent legal counsel in order to provide for the school's best interest in all matters.

Executive Director

The Executive Director (ED) is responsible for the overall operation of the school and the supervision of administrative staff. The ED will report directly to the Board of Directors of WEDJ Educational Foundation and act as liaison between the school and the D.C. Public Charter School Board. Other duties include fundraising; grant writing and monitoring the financial health of the school. The ED is hired by WEDJ Board of Directors and is responsible for hiring the Director, Special Programs Director and Business Manager.

The Executive Director will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Education in the Arts. The ED will be unselfish in regards to time and effort on behalf of the school, accept accountability for student learning and the perpetuity of the school.

Director

The Director is responsible for the day-to-day operations of the school. Duties include, but are not limited to, student achievement, faculty and staff hiring and supervision, professional development and budgeting. The Director's main responsibility is to ensure that all school personal are working toward the academic, artistic, and social achievements of the student body.

The Director will report directly to the Executive Director. The Director will also report to WEDJ Board of Directors and the D.C. Public Charter School Board, in cooperation with the Executive Director. The Director will also work with the Executive Director in hiring the Special Programs Coordinator and Business Manager.

The Director will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Education in the Arts. The Director is a

former teacher, with extensive experience in school administration and supervision. The Director will be unselfish in regards to time and effort on behalf of the school, accept accountability for student learning and school personnel.

Arts Partnership Director

The Arts Partnerships Director (APD) is primarily responsible for the curriculum of the school, more specifically the integration of arts standards with the traditional academic program. The APD will ensure that teachers, teaching assistants and all academic-related personnel work toward student achievement of the school's educational plan. The APD is responsible for the scope and sequence of the curriculum, professional development of academic personnel, and choice of curriculum materials and standardized testing. The APD reports to the Executive Director and the Board of Directors. The APD works in cooperation with the Director to hire academic personnel, including the future administrative positions of Head of General Studies and Head of Education in the Arts.

The Arts Partnerships Director will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Education in the Arts. The APD will be a former teacher or artist, preferably with some experience in school administration and supervision. The APD will be unselfish regarding their time and effort on behalf of the school, and will accept accountability for student learning and school personnel.

Business Manager

The Business Manager (BM) is responsible for the day-to-day financial obligations of the school. The Business Manager's duties include, but are not limited to, accounts payable and receivable, payroll, physical plant, security and other non-academic school personnel. The BM is responsible for all reports regarding the previously mentioned duties. The BM works in cooperation with the Director and Special Programs Coordinator in reporting to the Executive Director and Board of Directors regarding the school's financial situation.

The Business Manager will have a strong background in management and a commitment to the school's philosophy and mission. The BM will be unselfish regarding their time and effort on behalf of the school and be accountable for the school's financial health.

Community Resources Coordinator (CRC)

The Community Resources Coordinator is the liaison between the school and its community including the immediate neighborhood and the Greater Washington, D.C. area. The CRC is responsible program planning involved with and of these communities including, but not limited to, volunteer activities, parent and community programs, and community partnerships. The CRC may also work with teachers and other staff to facilitate the coordination of students' field trips and outings. The CRC reports directly to the Director and works in cooperation with the Special Programs Coordinator to ensure that community programs reinforce WEDJ PCS philosophy and mission. The CRC also works in cooperation with the Business Manager in budgeting for such programs. Until such time that the school is able to hire a Students Activities Coordinator, these

responsibilities will fall to the CRC as well.

The Community Resources Coordinator will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Education in the Arts. The CRC will have some experience in program planning and volunteerism, preferably involving school settings. The CRC will be unselfish regarding their time and effort on behalf of the school.

The Leadership Team will include but not be limited to:

Special Education Coordinator
Dean of Students
Special Education Consultants/Providers
Technology Director
Media Specialist
Literacy Coach

Teachers

The teacher's prime responsibility is their students' academic, artistic and social achievement. Teachers will be unselfish regarding their time and effort spent on student achievement. Teachers will possess a strong academic background and be committed to an arts integration program and the demands of being an arts educator. Teachers are expected to attend regular after-school or weekend activities as it relates to their students. They are also expected to utilize a teaching assistant to the best of the assistant's abilities.

Teachers at WEDJ will possess a minimum of a Bachelor's Degree from an accredited college or university; an advanced degree is preferred. As WEDJ PCS strives for diversity among its population, traditional teacher certification is not a necessity. **At all times, WEDJ PCS will hire highly qualified teachers as designated by the No Child Left Behind Act.** Teachers are expected to enhance their own education through professional development. In addition to regular classroom duties, teachers should be willing to initiate and moderate students' activities. Teachers must also be computer literate.

Teaching Assistants (TA)

The teaching assistant's prime responsibility is assisting the teacher with the accountability for students' academic, artistic and social achievement. Teachers' assistants will be unselfish in regards to time and effort in regards to student achievement. TAs will be committed to an arts integration program and the demands of being an arts educator. TAs are expected to regularly attend after-school or weekend activities as it relates to their students.

TA's at WEDJ will possess a minimum of an Associate's Degree or its equivalent, as required to be considered Highly Qualified under the No Child Left Behind Act; a Bachelor's degree is preferred. TAs are expected to enhance their own education through professional development. In addition to regular classroom duties, TA's should be willing to initiate and moderate students' activities. TA's must also be computer literate or participate in appropriate training to become so.

b. Qualifications of School Staff:

Recruitment of staff will begin in January 2004. Staff candidates will be identified through classified ads, search firms, website advertisements and personal referrals. All academic staff will be required to have a B.A. Artistic and technical staff may substitute experience for a college degree. All adult members of WEDJ PCS community must be fingerprinted and undergo local and federal background checks before beginning employment. All non-parent/guardian volunteers will also be required to undergo the same checks. All members of the WEDJ PCS community must be dedicated to high standards for children in conduct and content areas. All members of the WEDJ PCS community must demonstrate through professional development, the writing of lesson plans and participation in the life of the community, a dedication to and respect for Education in the Arts. For the first year of the program all staff members will be required to undergo 3 weeks of professional development in systems and processes as well as in content training. Regular professional development days will be scheduled throughout the school year to ensure that the school's mission and vision are consistently followed and furthered. Regular staff, grade level and leadership team meetings will be used to keep staff on top of the pace of the curriculum, changes in policy or procedure, to facilitate communication and to advance the mission of the school. **All Instructional Staff will meet the criteria to be highly qualified as outlined under the No Child Left Behind Act.**

c. Staffing Plan:

Executive Director (1): The Executive Director is responsible for the operation of the WEDJ school. This position is responsible for ensuring that all planning and operations are conducted appropriately and in a timely fashion. The Executive Director will ensure the smooth opening and full enrollment of the school.

Business Manager (1): The Business Manager develops and oversees the financial and internal controls for all aspects of school operations. This position is responsible for initiating orders for school operations in a timely schedule. The Business Manager will monitor all contracts and ensure that goods and services are received prior to payment. The Business Manager reports directly to the Executive Director.

School Director(1): The School Director is responsible for the day-to-day operations of the school, supervision of school staff, planning and implementation of America's Choice(tm) in the school; development of a cooperative, collaborative school climate. The School Director reports to the Executive Director.

Community Resources Coordinator (1): The Community Resources Coordinator is responsible for outreach to the arts community of Washington and the greater Washington area; works directly with the School Director and staff to identify the needs the school has, identifies existing groups to support the students' performing arts needs and is responsible for coordinating school trips, arranging meetings with members of boards, and arranging other art events for the school. The Community Resource Coordinator reports to the School Director.

Arts Partnership Director (APP) (1): The Arts Partnership Director is primarily responsible for the curriculum of the school, more specifically the integration of arts standards with the traditional academic program. The APD will ensure that teachers, teaching assistants and all academic-related personnel work toward student achievement of the school's educational plan. The APD is responsible for the scope and sequence of the curriculum, professional development of academic personnel, and choice of curriculum materials and standardized testing. The APD reports to the Executive Director.

Secretary/Receptionist (2): The Secretary/Receptionist is responsible for all clerical/secretarial duties; serves as secretarial support for the School Director and the Executive Director and reports to the Director.

Technology Coordinator (1): The Technology Coordinator is responsible for the implementation of the technology to support the America's Choice(tm) instructional program, instruction of staff in the use of technology, maintaining the technology system including hardware and software, and performance of other duties as assigned by the School Director. The Technology Coordinator reports to the School Director;

Literacy Coach (1): As required by the America's Choice Instructional Program, will spend 60% of their time working with teachers and students in classrooms. He/she will offer support to non-English/Language Arts teachers, choose books for schoolwide themes and guides teachers in the use of resources and teacher guides. The Literacy Coach implements and provides on-going professional development for teachers on best classroom instructional practices and other duties as assigned by the School Director. The Literacy Coach reports to the School Director

Classroom Teachers(13): Classroom Teachers are responsible for the implementation of the America's Choice(tm) instructional program, coordination of activities with the school Director, instruction of a class size of no more than 22 students, and performance of other duties as assigned by the school Director;

Teacher Aides (7): Teacher Aids will assist the teachers as directed by the school Director or the Special Education Coordinator.

Drama, Music and Movement teachers (1 each): These teachers are responsible for the implementation of the America's Choice(tm) instructional program within their specialization, coordination of activities with the school Director and the classroom teachers and other specialty teachers, and performance of other duties as assigned by the School Director; reports to the School Director;

Special Education Coordinator (1), Special Education Teachers(1): They are responsible for the implementation of the America's Choice(tm) instructional program within their Resource Room programs, team teaching with the School Director and the classroom teacher, coordination of the Special Education Program, identification and assessment of students for classification, instruction of no more than 10 students at a time in the Resource Room, team planning for instruction with the classroom teacher, and performance of other duties as assigned by the School Director. They report to the school Director;

ESL Teachers (1p/t): This teacher is responsible for the implementation of the America's Choice(tm) instructional program in ESL classrooms, the creation of a half day ESL English Immersion program for ESL students, identifying and testing potential ESL students. He/she reports to the School Director

Staff: Custodian (1.5): Responsible for cleaning and maintaining the school; repairing minor problems; reporting and supervising significant problems; monitors trash removal; selects all supplies and equipment for cleaning and maintaining school and creates purchase order; reports to the School Director;

Food Service Coordinator (1.5) : Responsible for organizing and implementing the food service program; must ensure that all equipment is operational, food service deliveries are correct and arrive on time; maintains all financial records relative to orders and deliveries with the approval of the school Director; assist in planning school program; supervises the food preparation staff; reports to the school Director.

Counselor (1): Responsible for developing a counseling program for students and families; must coordinate all programs with the school Director and support the America's Choice(tm) Design; maintain case files on active students; assist in the identification and evaluation of students with possible disabilities; visit homes of students as necessary; observe in classrooms, provide intervention to support teachers; and reports to the school Director.

Nurse p/t: Responsible for developing and maintaining an area appropriate for students with health problems in school; meets with parents to discuss health issues; develops health education program for use with families; works cooperatively with the counselor or social worker; makes home visits if necessary; supports the America's Choice(tm) program in family counseling; reports to the School Director;

There are a total of 34 full time staff and two part-time staff for 232 students. There is a staff: student ratio of approximately 7:1. Class sizes will not be any larger than 25 students to 1 teacher. The goal is to have a class size of 22:1.

There will be time for staff teams to meet at least twice per week. The School Director will be responsible for arranging schedules and the school day to ensure that the teams have an opportunity to meet. Once every month, the School Director will conduct a staff meeting for all employees. The concerns of the staff and the ways of structuring the instructional program will be the primary focus of the meetings. Bi-weekly accountability assessments will be discussed.

The parent and teacher organization will plan meetings once per month for the school community. By improving communication and involving the group in school issues, new and innovative means for addressing pressing school issues may be brought forward.

All teaching staff will be hired to fulfill specific content areas. Grades PK-2 will be divided into two-teacher teams: Academic and Artistic. Grades 3-8 will be divided into three teacher teams per class to teach Math/Science, English/Language Arts/Social Studies and Performing Arts. Arts teachers will maintain a full class load each day. Students will rotate through all Arts Disciplines over the course of the year. All members of a grade level team (academic and artistic) will participate in the annual and semi-annual productions.

d. Employment Policies:

All WEDJ PCS employees will be employed through the use of annual employment contracts. The Board of Directors will prepare the annual contracts of the Executive Director and School Director. All other contracts will be initiated by the school Director and approved by the Chairman of the Board. The employment contracts will contain provisions on termination and non-renewal and retention of employees. Salaries will be based on the DCPS scale with steps designed to accommodate training and experience. Staff policies will include a grievance procedure, rules and regulations about workplace expectations, a sexual harassment policy, and a zero-tolerance drug free workplace policy. All staff members will be presented with a staff/faculty handbook prior to the signing of an employment contract. WEDJ PCS is committed to equal opportunity employment policies and procedures. WEDJ PCS will provide a comprehensive benefits program for employees, including, but not limited to, health plans, 403(b) savings plans, and EAP assistance.

For those members of the DCPS pension plan, teachers/staff may continue to participate in the city program. Provisions will be made to ensure that those contributions are appropriately allocated.

The timetable for establishing these policies is as follows:

1. January 2004 - approval of the charter application;
2. August 2003 – initiate the development of policies that effect human resources and the basic operation of the school;
3. January 2004 – first draft of policies presented to the Board;
4. February 2004 – modifications and improvements on existing policies;
5. March 2004 - the Board will review policies with DCPCSB;
6. April 2004 – Board will approve key policies;
7. May 2004 – the Board will adopt the last of the policies.

e. Use of Volunteers:

In order to ensure full community participation, volunteers will be actively sought and engaged. Parents/guardians will, at the most elementary level, be used as additional chaperones for trips and events on the school campus. Other opportunities for volunteers will include answering phones in the main office, photocopying for teachers, working in the library and technical labs, costume, set and auxiliary help for productions, fundraising, PTA, etc. We are discussing a partnership with ExperienceCorps to provide the school with stipended retirees as volunteer classroom aides, tutors and mentors for students in grades K-6. We are also seeking funding from the US Corporation for National and Community Service to host Americorps volunteers as teaching assistants.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety See §2202(11) and §2204(c) (4), D.C. School Reform Act.

The William E. Doar, Jr. PCS for the Performing Arts will comply with all District of Columbia and federal codes, regulations and laws governing the health and safety of

buildings and its occupants including the Americans With Disabilities Act. If a parent, child, school staff member, or other member of the public charter school community has or is suspected of having a reportable communicable disease (as identified by the District of Columbia's Commission of Public Health), the school's Director will be responsible for ensuring that the District of Columbia's Preventive Health Services Administration is notified and that the school staff cooperates fully with said entity. Since over 70% of the William E. Doar, Jr. PCS's students will be eligible for a free or reduced price breakfast/lunch under the United States Department of Agriculture's Free Lunch Program (in compliance with the District of Columbia's Public Schools regulations), the charter school will comply with all local and federal regulations for preparing and serving meals.

WEDJ PCS will admit students with medical needs. None of those needs will trigger any current special law or regulation other than regular school law compliance. These are medical needs that are normally serviced by a parent or a babysitter at home. WEDJ PCS will employ a part time nurse with whom the staff may consult regarding any questions. There will be a designated area in which the school nurse will function which will contain a refrigerator designated for medications. The school will be kept neat and clean. Any special materials that the student needs will be kept away from the rest of the class in a secure, clean cabinet or refrigerated compartment. Medication will only be administered under the direction of the school nurse (or the physician if one is present). The Board of Directors will establish and approve the policies and procedures to govern the administration of medication in accordance with the applicable laws.

b. Safety and Fire Codes for Buildings (e.g., Compliance of facilities with Americans with Disabilities Act) See *D.C. Code sec. 5-501 et seq.*

The William E. Doar, Jr. PCS for the Performing Arts will comply with all District of Columbia and Federal codes, regulations and laws governing the health and safety of buildings and its occupants including the Americans With Disabilities Act. The Board will ensure that all facilities are inspected and given a Certificate of Occupancy before anyone enters the building. The Board will have the buildings inspected regularly by a certified contractor to ensure that the facilities remain in compliance.

c. Transportation See §2208, *D.C. School Reform Act*.

The William E. Doar, Jr. PCS for the Performing Arts will offer transportation services as required in the IEPs of classified students. The Board will not offer transportation services to other students. Students and their families will be notified of the students' eligibility for reduced fares on Metro systems.

d. Enrollment Data See §2204(c) (12), *D.C. School Reform Act*.

In accordance with the District of Columbia School Reform Act §2204(c)(12) William E. Doar, Jr. PCS for the Performing Arts will provide enrollment data to the District of Columbia's Schools in compliance with Section 3, Article 2 of the 1925 Act.

e. Maintenance and Dissemination of Student Records:

In accordance with the District of Columbia School Reform Act Parts B and D, and other applicable Laws, including D.C. Code sec. 31401 et seq. (Compulsory School Attendance); D.C. Code sec. 31-501 et seq. (Immunization of School Students); D.C. Code sec. 31-601 et seq. (Tuition of Nonresidents); D.C. Code sec. 29-501 et seq. (Non-profit Corporations), William E. Doar, Jr. PCS for the Performing Arts will seek the

b. Major Contracts Planned

We have major contracts planned with America's Choice and for food service, special education services, and auditing services. All major contracts will be subject to review by the District of Columbia Public Charter School Board and will be advertised in the D.C. Register as required.

Major contracts will be handled in the following manner:

1. Scope of work will be determined by the Director, Business Manager, or a subcommittee of the Board of Directors;
2. Contracts will be reviewed by a person with expertise in the field so that the scope of work is correct;
3. All contracts shall be approved by the Board of Directors (see Bylaws);
4. Technically difficult contracts or with sums of \$25,000 or more shall be reviewed by the Board's attorney before being approved by the Board of Directors;
5. Contracts of \$25,000 or more shall be placed for bid with a notice in the D.C. Register;
6. The contracts will be awarded based upon the bidders ability to deliver goods and services in the time prescribed and at a level of appropriate quality and reasonable cost.

Major contracts will be monitored in the following manner:

1. The Executive Director will monitor the work of the contractor on an operational basis; and the Business Manager will monitor contracts on a financial compliance basis;
2. All invoices shall be matched against materials received and all materials checked to see that the proper amount is present and that the material is in new condition;
3. All invoices shall be matched against services received and all checked to ensure that the services were provided as specified;
4. No contract shall be paid without the approval of the Board of Directors;

c. Orientation of Parents, Teachers and Other Community Members

We have budgeted for, and will expect, all teachers to participate in up to 15 days of training provided by in-house and contract providers during the summer. In addition, we have budgeted for ongoing staff development throughout the school year. Staff will have at least a week of common planning time before the school year starts to work together and plan for the school year.

Before formal orientation begins, prospective teachers will receive a copy of the school's information packet that offers background information, a description of our program, literature about our curriculum, general information about charter schools along with contact information for School Directorship.

At the time a parent applies to WEDJ PCS, he or she will receive one of our information packets. These packets will offer a description of our program, background

information, FAQs, general information about charter schools and sources of additional information about our school. An orientation for new parents will occur before the official start of school, where the Director and executive director will provide an overview of the school's mission and goals as well as more specific information about the school day and year schedule. Parents will have the opportunity to meet school personnel and gain an understanding about the school's expectations of its students and families and how parents can support their children's educational experience and become involved in the school. Early in the school year interested parents will be provided with training on volunteering in the classroom or tutoring.

Our school will have an open door policy. All members of the community will be welcome to arrange a visit by contacting the school office in advance. Community members can also learn about our school from our website.

d. Services Sought from the District of Columbia Public Schools

We will make the free/reduced rate student lunch program available to our students. Additionally, we do not intend to function as an LEA for Special Education students. We will seek services for assessment from DCPS.

D. Public Charter School Accountability Plan

1. Goals Against Which the school's Success Will be Judged:

WEDJ PCS has identified a number of the goals against which the school will be judged. We have chosen to employ these standards because they reflect not only the rigorous academic education, but also the artistic performance standards that are the foundation upon which WEDJ PCS is built. We will use standardized tests, such as the Stanford 9, to compare the progress of WEDJ PCS students against other students, as well as to measure individual progress from year to year. **Baseline literacy assessments will be done at the beginning of each year to assess instructional needs of incoming students.** WEDJ PCS will utilize portfolio assessment with descriptive statistics to describe student progress in areas not measured by the standardized test. In addition WEDJ PCS will employ unobtrusive measures such as rates of attendance, incident and accident reports and similar measures to assess the effectiveness of its goals. We will also employ standards to measure the artistic preparation of WEDJ PCS students.

Learning Expectations and Student Achievement

- Demonstrate evidence of high-quality academic achievement
- Demonstrate academic improvement from year to year
- Demonstrate proficiency in chosen art (visual art, dance, music, theatre)

Reflection and Critique

- Establish a culture of reflection of reflection, critique, revision and collaboration among teachers, parents, and students
- Use assessment of student work and student learning styles to improve curriculum and instruction
- Provide a safe and supportive environment in which students can share ideas and help each other to learn
- Use the unique quality of the arts as a means for focused and expressive reflection through creation

Student Culture

- Promote a strong culture of arts appreciation, best effort, high expectations and respect for diversity
- Create a respectful, compassionate, nurturing, engaging, and physically and emotionally safe place
- Create a student-centered environment where teachers encourage students not only to solve problems but to pose problems
- Welcome family members as partners who can play an integral role in shaping the school's culture

School Structures

- To support high-quality teaching and learning, both artistically and academically
- Engage all members of the learning community in continuous improvement through a system of shared decision-making and ongoing school review

School Review

- Involve teachers, students, administrators and parents as a collaborative community of reflective learners engaged in ongoing assessment, planning, and action to improve teaching and learning
- Regularly collect and analyze evidence to assess progress toward a common vision, set improvement goals, and develop a comprehensive school improvement plan
- Conduct an inclusive annual school review

Individual Progress on Standardized Tests

- Help each student make steady increases in standardized test scores from one year to the next until he/she is performing at or above grade level in Reading and Math
- Help students who have already demonstrated proficiency in Reading and Math skills to grow and challenge themselves, and measure their progress

2. Indicators of Performance

WEDJ PCS has developed a detailed set of performance benchmarks to measure the school's progress toward implementation of each of the core practices we have adopted. The indicators are specific, realistic, and internally consistent, and chart a clear path toward realization of the goals that have been set. They are laid out in terms of performance goal, performance indicators, and annual target.

In relation to standardized assessment, we propose that the most relevant indicator is comparison of same-student scores from one year to the next and over time. Progress would constitute most students realizing an increase in their scores, preferably an increase that reflects a full grade level's growth or more. However, of greatest importance is the trend for steadily upward progress.

3. Baseline Performance

For the core goals, a baseline can be established by standardized tests in the fall of the first few years of the operation of the school and in the fall of the first year of any new grade added during growth phases. We will also obtain student records from the student's previous school and use the data available to form a baseline in as many areas as

possible.

Performance baselines for art curriculum have been set by the MENC Standards for Education in the Arts.

District-wide assessments (Stanford 9) can be used to establish a partial baseline assessment of student skills at the start of the school year, against which progress during the year can be measured. Baselines for student achievement can also be established by other types of assessment conducted at the beginning of the school year, and used as a standard for comparison with later work. Portfolios, performance assessments, and individual assessments can all be conducted from a baseline assessment.

4. Measurement

The annual school review is an important tool for assessing whole school progress toward its goals, during which the school assesses its strengths and weaknesses against the benchmarks. The school review is based upon collection of data and evidence on progress toward established goals.

The school will analyze fall and spring Stanford 9, or other districtwide assessment, results to see what they tell us about the progress of individual students. Spring results can also be compared with results from the previous spring, if available. We would like to report results in terms of how many individual students improved, and by how much, and whether any students declined. We find whole school scores to be much less relevant, at least in the school's first years, because they can reflect the skill levels children entered with more than they reflect how well they are learning.

Quantitative data will be treated using inferential statistics and descriptive statistics. We will also gather data from unobtrusive measures, which will primarily use descriptive techniques for analysis.

5. Reporting Performance and Progress

Parents will receive formal reports on student performance quarterly, by means of report cards that the school will design or adopt. Report cards for parents will be aligned with grade-level content.

WEDJ PCS shall publish an annual report that contains the data on each of the above issues. The Annual Report shall be made available in the school, sent to the DCPCSB, mailed to the D.C. Public Library, and a summary of progress reported on our web site. Parents will also be given an executive summary of the Annual Report.

6. Accountability Plan Matrix attached

William E. Doar, Jr. Public Charter School for the Performing Arts

Public Charter School Accountability Plan

School Years 2004 – 2005 to 2009 – 2010

The mission of William E. Doar, Jr. Public Charter School is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit.

I. Academic Performance Objectives

Performance Objectives and Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
GOAL1: Each student will demonstrate increased academic achievement annually in each content area: 1.1 Students will be competent in basic readiness skills when entering kindergarten from pre-kindergarten. 2 Students will achieve proficiency or better in reading and mathematics based on standardized tests. Students will demonstrate "Adequate Yearly Progress" as defined in "No	<p>The percentage of students in WEDJ PCS for at least three years who:</p> <ol style="list-style-type: none"> 1.Score at or above the proficient level on the Brigance Preschool Screening, the Sunshine Literacy Assessment, and the Developmental Reading Assessment 2.Score at or above the proficient level in reading on the District standardized assessment. 3.Score at or above the proficient level in mathematics on the District standardized assessment. 4.Make "Adequate Yearly Progress" in reading and mathematics. <p>Mastery of content and performance standards.</p>	<ul style="list-style-type: none"> • BRIGANCE Pre-School Screens Pre-K • Sunshine Literacy Assessment grades K-3 • Developmental Reading Assessment grades 4-6 • DCPS selected districtwide achievement test • WEDJ selected pre-test/post-test • Performance Task Rubrics • Student Portfolios • School Progress Reports • Teacher-made Tests • Logs 	September 2004	May 2005	Spring 2010	<ol style="list-style-type: none"> 1. Implement effective instructional program, install a standards-driven, performance-based developmental curriculum, and operate a consistent evaluation system as described in the Charter contract 2. Implement an effective planning process based on the principles of the America's Choice whole school design with community, teachers, staff, students, and parents. 3. Implement a system of assessment tin which staff will analyze student -generated data on a regular basis and modify instructional practices to assist class-as-a-whole and individual student development. 4. Implement a professional development program the supports the regular use of Best Practices in the instructional program. 5. Implement a student monitoring program that provides an early warning to instructional staff and parents that a student is not performing at an appropriate level. 6. Implement programs during school and after school that allows a student to have extended learning opportunities with instructional staff.

Child Left Behind".

Goal 2: Each student shall demonstrate proficiency in a chosen art (visual art, dance, music, theater.)	Participation in a public performance demonstrating their skill in the art form the student has selected.	<ol style="list-style-type: none">1. Teacher portfolio of student achievement2. Videotape of performance art and the work itself for visual arts.3. Assessment of performance by rubric	October 2004	May 2005	May 2010	<ol style="list-style-type: none">1. Implement a program in which students experience the different art media and express a preference for participating in at least one in each year in school.2. Implement a rubric for each art form by which to assess student performance.3. Implement an assessment program that enables each student to develop the capacity to self-asses performance based on rubric and age-appropriate concepts and performance skills.
Goal 3: Each student identified as Limited English Proficient shall attain proficiency in Standard English.	The number and percentage of students identified as LEP who then become proficient in English and lose their LEP designation.	<ol style="list-style-type: none">1. Oral and written English Language Proficiency test.1. Portfolio Assessment3. Public art performance that uses the English language	September 2004	June 2005	June 2010	<ol style="list-style-type: none">1. Implement ESL program for identified students2. Implement pre, on-going, and post testing programs
Goal 4: Each	Students ability to	1. Portfolio Assessments	September 2004	June 2005	June 2010	1. Implement an assessment program that

student shall develop the capacity for Reflection and Critique.	reflect upon and critique both academic and artistic performance orally and/or in writing	2. Teacher logs				enables each student to self assess performance based on age-appropriate concepts and performance skills
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II. Student Non-Academic Performance Objectives

Performance Objectives and Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
GOAL 1: Each student shall develop technological competence to: 1.1 Enable students to attain standards. 1.2 Increase students' capacity to communicate effectively in writing or visually 1.3 Enable students to develop multiple problem solving strategies that may be applied to any academic, artistic, or real-life endeavor.	1. Students demonstrate to the ability to perform the basic functional tasks of computer operations. 2. Students demonstrate the ability to format and appropriately manipulate text and/or other data in word processing and data base applications. 3. Students demonstrate the ability to present information and/or artistic works using a variety of applications and programs for computers and related technology. Students demonstrate the skills to collect, organize, and display information using a variety of electronic resources including	1. Student portfolios, electronic and hardcopy. 2. An annual survey conducted to assess student use of the computer and related technology: teachers, parents, and students. 3. School-made diagnostic test to determine student proficiency in use of computer and related technologies 4. Log of teacher lesson plans that demonstrate the integration of technology into lessons. 5. minutes of staff meetings, grade level meetings, and staff develop programs to demonstrate the integration of technology into instructional program. 6. Log of technology coordinators tutorials and training sessions.	October 2004	June 2005	June 2010	1. WEDJ PCS will employ a full-time technology coordinator to work with teachers on lessons plans, training, and integrating technology into instructional programming to improve student learning. 2. A computer laboratory with 30 computers plus an instructional computer with an instructional screen will be installed for use by all teachers and for professional development programs. 3. Each classroom will have four computers with three for student use and one for instructional use. 4. All computers will be linked to the internet with proper safeguards and firewalls installed on the server. 5. Each computer will have installed age-appropriate and skill-appropriate instructional, educational, and application software. 6. The school will purchase for a central distribution media room technology related equipment for instructional and student use; e.g., cameras (video and digital), synthesizers (graphic and music), scanners. 7. WEDJ PCS will implement a staff development program for technology that is part of the regular staff development program plus a weekly tutorial for teachers by request and by assignment. 8. Teachers will discuss the use of technology

	the Web, all disk media, CD media, and other media that can be connected to a computer.					in their regular grade level meetings and staff meetings.
GOAL 2: Students will learn in a school environment	1. Teachers and students are able to	1. Record of the number of students who are sent to the principal's office or for	Fall 2004	June 2004	June 2010	1. Implement community development program for school in which all members learn to be part of the school learning community.

that supports cooperative interaction among students, is drug free, and in which students feel safe.	<p>learn together without disruptions caused by serious student discipline problems.</p> <ol style="list-style-type: none"> 1. There will be few student suspensions and no student expulsions. 2. There will be no student fights or other violent behavior. 3. The number of students or staff who use or dispense drugs or other illegal substances on the school campus will be zero. 5. No student nor staff member will have weapons on campus. 	<p>whom parent conferences are held to resolve behavioral problems.</p> <ol style="list-style-type: none"> 1. School Incident Data reports that are maintained in the school. 2. Observations that are maintained by the Executive Director and Principal in observations of classrooms and the school 3. Discipline records 4. Suspension and expulsions records 6. Records of drug or illegal substance problems on-campus. 				<ol style="list-style-type: none"> 2. Provide student handbooks to students and parents regarding the expectations for members of the school community. 3. Develop a strong parent organization for the growth and development of the school community. 4. Enforce all policies regarding student conduct quickly, efficiently, consistently, and fairly. Engage parents early before conduct becomes a school problem. 5. Provide security in school, hallways, and classrooms through diligent staff 6. Implement an efficient and effective data collection and analysis system. 7. Use the professional development program to support staff in development of a supportive, cooperative learning community. 8. Implement a strong anti-drug program.
Goal 3: Attendance for all students will be at least 90%.	<ol style="list-style-type: none"> 1. Attendance Reports that show students at 90% or better 2. Truancy rates 	<ol style="list-style-type: none"> 1. Record collection system for attendance 2. Truancy reports, suspension reports, and extended absence reports 	June 2004	June 2004	June 2010	<ol style="list-style-type: none"> 1. Implement an attendance system that all staff understand and can utilize easily. The system will have staff enter attendance information via computers so that the system can be monitored easily on a class by class basis. 2. Implement system for contacting parents when a student is unexpectedly absent. 3. Recognize students with perfect attendance and near perfect attendance each month

III. Organizational and Management Performance Objectives

Performance Objectives or Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Goal 1: The staff will implement America's Choice whole school reform design in the academic and arts curriculum.	<ol style="list-style-type: none"> 1. Structure of school conforms to America's Choice model. 2. Materials, text, and assessment strategies model America's Choice. 3. Professional development program is conducted in cooperation with America's Choice. 	<ol style="list-style-type: none"> 1. Organization chart for school staff. 2. Teacher lesson plans, book orders, material orders, signed contract with America's Choice. 3. Record of professional development program, sign-in sheets relative to attendance, program identifying topics and presenters and dates for staff development. 	July 2004	June 2005	June 2010	<ol style="list-style-type: none"> 1. Sign contract with America's Choice to provide professional development for staff and curricular materials for instructional use. 2. Implement organizational structure appropriate for America's Choice. 3. Plan professional development calendar. 4. Implement coaching program to support instructional staff in implementing America's Choice. 5. Monitor staff and student performance through regular assessments and portfolio assessments. 6. Survey staff mid-year.
Goal 2: Staff will integrate content so that students can transfer learning from one course to another.	<ol style="list-style-type: none"> 1. Students draw from all content knowledge in discussing a particular point or concept in any given class. 2. Teachers plan for linkage across content areas. 3. Students can integrate knowledge across content areas in test situations. 	<ol style="list-style-type: none"> 1. Grade level meetings minutes 2. Teacher lesson plans and assessments. 3. Classrooms Observations by Senior Administration 4. Analysis of tests, papers, and other assessments. 5. Minutes of staff meetings to plan to content integration. 6. Professional development program record. 	<p>July 2004</p> <p>August 2004</p>	<p>June 2005</p> <p>June 2005</p>	<p>June 2010</p> <p>June 2010</p>	<ol style="list-style-type: none"> 1. Discuss the requirement for content integration in teacher orientation meetings, employment/contract meeting, staff handbook. 2. Observe and evaluate teachers for their ability to teach across discipline lines. 3. Reward teachers who integrate the content areas and the arts on a consistent basis. 4. Monitor assessment devices to ensure that students are rewarded for integrating academic and arts disciplines into answers. <p>1. School recruits and employs artists who can perform and teach at the</p>

	<p>instructors.</p> <p>2. School engages in at least one contract with professional arts organization to help coach students and to work with staff.</p>	<p>1. Artist/teacher lesson plans for the arts classes.</p> <p>2. List of guests to teach arts classes.</p> <p>3. Contract with a professional art company in District.</p>	July 2004	July 2005	June 2010	<p>professional level.</p> <p>2. School develops strong relationships with artist organizations and associations that provide guest artists or artists-in-residence participation.</p> <p>3. School formalizes relationship with at least one professional artist organization to work with school in the arts education of its students.</p> <p>1. The Board meets on a regularly scheduled basis.</p> <p>2. The Board develops a committee system to address the issues facing the school in terms of policy and procedures.</p> <p>3. The Board meets with the administration outside of regularly scheduled meetings to resolve issues and support in solving problems; e.g., pursuit of grants, renovations, lease, equipment issues.</p> <p>4. Board implements a system for drafting and approving a Policies and Procedures manual, a Staff handbook, and a Student Handbook.</p> <p>5. Board approves and funds a professional development program.</p> <p>6. Board requires administrative and instructional staff to seek out individuals and organizations that could meet the artistic learning needs of students.</p> <p>7. Board hires and administration monitors a staff member to write grant applications.</p>
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						8. The Board and Administration implement a rigorous self-study program as directed by the authorizing agency. 9. The timely submission of all reports. 10. The Board and Administration vigorously pursue meeting and exceeding occupancy requirements and engaging in contracts that support the safety and orderliness of the school facility. 11. The Board finds facilities that support the artistic program.
<u>Governance</u> GOAL 4: The Board of Trustees and school administrators shall work cooperatively to: 4.1 Develop a learning community that integrates the academic and the arts for the development of the whole child; 4.2 Provide educational leadership for the community and develop a shared vision for the school with the staff, parents, students, artistic	1. Charter contract. 2. Policies and procedures that support staff and the vision of the school. 3. Regular attendance at Board meetings by trustees and executive director. 4. Support of the administrative staff in the school's operation as requested by the administrative staff. 5. Policies and Procedures manual, Employee Handbook, Student Handbook,, By-Laws, Human Resource Policies and Procedures, Student Disciplinary Policies and Procedures, dismissals, and other changes in	1. Minutes of Board meeting 2. WEDJ PCS's Mission Statement 3. Prompt signing of documents for school operation 4. Support for meeting the school vision by helping to locate grants and support of staff in pursuing grants. 5. Policies and Procedures manual, Staff Handbook, and Student Handbook. 6. Professional Development Program and support for continuing education 7. Reports of administrator and trustee meetings with artistic organizations and other organizations in the				

<p>community, and broader community.</p> <p>4.3 establish annual goals and policies that support the school's vision.</p> <p>4.4 Ensure the safety and adequacy of all school facilities.</p> <p>4.5 Annually audit and evaluate their own school leadership, governance, and teamwork.</p>	<p>participation of governing structure.</p> <p>School's mission and school's goals are aligned and promulgated effectively to all vested communities.</p> <p>School leaders communicate a commitment to quality instruction by supporting professional development within the school and encourage staff to pursue additional formal studies so that the entire school staff is motivated to achieve excellence.</p> <p>The school has a formalized plan of near-term and long-term goals and objectives that is promulgated to the staff and by which the staff can assess their own performance and the performance of their students.</p>	<p>broader business community.</p> <p>8. Submission of grant applications.</p> <p>9. Brochures, newsletters, and press releases.</p> <p>10. Self-Study documents</p> <p>11. Bylaws</p> <p>12. Inspection reports for facility, Certificate of Occupancy, and employment of appropriate personnel and/or contracts with organizations to maintain the safety and adequacy of school facility.</p>				
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	Governance structure officials receive training to support their responsibilities.					
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DESCRIPTION	Year 1	Year 2
REVENUES		

Per Pupil Charter Payments	1,599,408.00	2,049,556.00
Federal Entitlements	197,896.00	260,062.64
Income from Grants and Donations	110,000.00	110,000.00
Activity Fees	-	-
Other Income	1,098,523.53	1,243,611.19
TOTAL REVENUES	3,005,827.53	3,663,229.83

EXPENSES

Personnel Salaries and Benefits

Principal/Executive Salary	314,694.00	406,000.00
Teachers Salaries	776,156.00	886,484.50
Teacher Aides/Assistance Salaries	152,250.00	194,250.00
Other Education Professionals Salaries		
Clerical Salaries	68,600.00	121,643.84
Custodial Salaries		
Other Staff Salaries	79,452.05	113,846.15
Employee Benefits	236,665.85	289,378.16
Staff Development Costs	70,000.00	70,000.00
Subtotal: Personnel Costs	1,698,817.90	2,061,602.65

Direct Student Costs

Textbooks	26,389.64	13,194.82
Student Supplies and Materials	6,160.00	1,320.00
Library and Media Center Materials	2,000.00	1,000.00
Computers and Materials	46,610.00	49,804.82
Other Instructional Equipment (arts, music and dance equipment)	25,415.00	93,302.45
Classroom Furnishings and Supplies	85,000.00	36,000.00
Student Assessment Materials	4,425.00	5,378.00
Contracted Instructional/Student Services	25,000.00	25,000.00
Miscellaneous Student Costs (field trips, curriculum contracts, royalties, etc)	32,000.00	32,000.00
Subtotal: Direct Student Costs	252,999.64	257,000.09

Occupancy Expenses

Rent	375,000.00	472,500.00
Mortgage Principal Payments		
Mortgage Interest Payments		
Maintenance and Repairs	50,000.00	50,000.00
Renovation/Leasehold Improvements		
Utilities	13,500.00	13,500.00
Janitorial Supplies	3,000.00	3,000.00
Equipment Rental and Maintenance	25,000.00	25,000.00
Contracted Building Services		
Subtotal: Occupancy Expenses	486,500.00	584,000.00

DESCRIPTION**EXPENSES (cont'd.)****Year One Year Two****Office Expenses**

Office Supplies and Materials	15,000.00	15,000.00
Office Equipment Rental and Maintenance	11,000.00	10,000.00
Telephone/Telecommunications	12,000.00	12,000.00
Legal, Accounting and Payroll Services	11,000.00	6,000.00
Printing and Copying	10,000.00	10,000.00
Postage and Shipping	3,000.00	2,000.00
Other	52,000.00	42,500.00
Subtotal: Office Expenses	114,000.00	97,500.00

General Expenses

Insurance	29,000.00	29,000.00
Interest Expense		
Transportation		
Food Service	167,040.00	213,120.00
Administration Fee	35,000.00	35,000.00
Other General Expense	119,000.00	119,000.00
Subtotal: General Expenses	350,040.00	396,120.00
TOTAL EXPENSES	2,882,357.54	3,376,222.74

EXCESS (OR DEFICIENCY)	123,469.99	287,007.08
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DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	1,699,408	2,049,556	2,643,282	3,237,028	3,386,462
Federal Entitlements	197,869	280,063	347,500	439,949	474,289
Income from Grants and Donations	110,000	110,000	120,000	125,000	140,000
Activity Fees	0	0	0	0	0
Other Income ⁽¹⁾	1,088,524	1,243,611	1,633,103	1,975,581	1,913,420
TOTAL REVENUES	\$3,005,828	\$3,663,230	\$4,743,885	\$5,777,559	\$5,913,152

EXPENSES					
Personnel Salaries and Benefits	1,698,818	2,061,603	2,489,638	3,182,771	3,338,201
Direct Student Costs ⁽²⁾	253,000	257,000	280,000	280,000	280,000
Occupancy	486,500	472,500	498,125	520,831	548,978
Office Expenses ⁽⁴⁾	114,000	104,500	107,000	107,000	107,000
General Expenses ⁽⁵⁾	350,040	487,620	552,980	612,840	632,160
TOTAL EXPENSES	\$2,882,358	\$3,383,223	\$3,905,743	\$4,683,543	\$4,884,359

⁽¹⁾ "Other Income" includes: Facilities Allotments, Special Education Allocation, Lunch Reimbursements, AmeriCorps Funding, and Title V 2(b) funding. See Revenues Yr 1-5 page for breakdown of each category.

⁽²⁾ Includes Instructional and Technology Expenses. See Expenses Yr 1-5 for breakdown of each category.

⁽³⁾ Occupancy includes Facilities Rent and O&M. See Expense Yr 1-5 for breakdown of these categories.

⁽⁴⁾ Includes Administrative Expenses, Consulting and Medical. See Expenses Yr 1-5 for breakdown of each category.

⁽⁵⁾ Includes Food Service Expenses, Charter Board Expenses, and Chartering Authority Fee.

See Expenses Yr 1-5 for breakdown of each category

Line	Item	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	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1,183,803.37
588,408.00
87,888.00
110,000.00
0
1,308,573.53
3,805,827.53
8,188,730.81
312,884.00
778,158.00
152,280.00
-
68,800.00
-
78,452.05
238,888.85
70,000.00
28,388.84
6,180.80
2,000.00
48,878.80
25,415.80
85,008.80
4,425.80
25,080.80
32,800.00
15,800.80
11,808.80
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18,000.00
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52,800.80
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375,088.88
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98,880.80
13,800.80
3,008.00
25,808.80
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28,800.00
-
167,048.80
36,000.00
118,000.00
2,882,357.54
44,878.88
3,287,373.57

**WEDJ School Annual Revenues
Projected Expenses Years 1-5**

Annual growth rate: 0.00%

Salaries	Year 1	Year 2	Year 3	Year 4	Year 5
Administrators	314,894	408,000	473,000	498,500	530,500
Teachers	778,158	808,485	899,189	1,381,892	1,448,082
Office Staff	69,600	121,844	157,808	193,973	203,014
Assistants	152,250	194,250	278,069	367,111	384,222
Maint./Sec./Food	79,452	113,848	160,000	198,667	205,833
Total Salaries	1,392,162	1,702,224	2,068,067	2,837,842	2,769,662
Other Expenses					
Employee Benefits	236,666	289,378	351,571	474,830	498,539
Facilities Rent (Including prop. Tax)	375,000	472,500	496,125	520,931	548,978
Operations & Maintenance	91,500	91,500	91,500	91,500	91,500
Food Service	167,040	213,120	278,480	339,840	355,680
Staff Development	70,000	70,000	70,000	70,000	70,000
Administrative	62,000	62,000	62,000	62,000	62,000
Instructional	163,000	182,000	185,000	185,000	185,000
Technology	90,000	75,000	75,000	75,000	75,000
Charter Board Expenses	148,000	148,000	150,000	148,500	150,000
Chartering Authority Fee	35,000	35,000	35,000	35,000	35,000
Consultant & Medical ⁽¹⁾	52,000	42,500	45,000	45,000	45,000
Total Other Expenses	1,490,208	1,880,898	1,837,876	2,046,801	2,114,697
Gross Expenses	2,882,358	3,383,223	3,905,743	4,883,643	4,884,359
Annual Revenue	2,895,828	3,663,230	4,823,896	6,862,559	6,773,152
Grants and Donations	110,000	110,000	120,000	125,000	140,000
Gross Revenues	3,005,828	3,883,230	4,743,896	6,777,559	6,913,152
Less Gross Expenses	2,882,358	3,383,223	3,905,743	4,883,643	4,884,359
NET REVENUES	123,469	280,007	838,153	1,094,016	1,028,793

media center

⁽¹⁾ Includes costs for consultant pre-opening and nurse Yrs 1-5

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 1								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Amerlcorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,318.00	33,981.84	13,912.38	19,440.00	29,285.71	30,708.00	474,547.92
K	153,280.00	39,620.00	18,878.80	7,729.09	10,800.00	29,285.71	17,060.00	276,653.61
1	148,434.00	43,582.00	20,766.68	8,502.00	11,880.00	29,285.71	18,766.00	281,216.39
2	148,434.00	43,582.00	20,766.68	8,502.00	11,880.00	29,285.71	18,766.00	281,216.39
3	298,868.00	87,164.00	41,533.36	17,004.00	23,760.00	29,285.71	37,532.00	533,147.07
4	288,244.00	87,164.00	41,533.36	17,004.00	23,760.00	29,285.71	37,532.00	524,523.07
5	288,244.00	87,164.00	41,533.36	17,004.00	23,760.00	29,285.71	37,532.00	524,523.07
6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual Revenues	1,599,408.00	459,592.00	218,994.08	89,657.45	125,280.00	205,000.00	197,896.00	2,895,827.53

* These amounts have not yet been set by the federal government and are estimates only

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 3								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Americorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,316.00	33,981.84	13,912.36	19,830.74	16,666.67	32,578.12	464,189.73
K	306,560.00	79,240.00	37,757.60	15,458.18	22,034.16	16,666.67	36,197.91	513,914.52
1	296,868.00	87,164.00	41,533.36	17,004.00	24,237.58	16,666.67	39,817.70	523,291.30
2	148,434.00	43,582.00	20,766.68	8,502.00	12,118.79	16,666.67	19,908.85	269,978.98
3	296,868.00	87,164.00	41,533.36	17,004.00	24,237.58	16,666.67	39,817.70	523,291.30
4	288,244.00	87,164.00	41,533.36	17,004.00	24,237.58	16,666.67	39,817.70	514,667.30
5	288,244.00	87,164.00	41,533.36	17,004.00	24,237.58	16,666.67	39,817.70	514,667.30
6	445,302.00	130,748.00	62,300.04	25,506.00	36,358.36	16,666.67	59,726.55	776,603.62
7	296,868.00	87,164.00	41,533.36	17,004.00	24,237.58	16,666.67	39,817.70	523,291.30
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual Revenues	2,643,292.00	760,704.00	362,472.96	148,398.55	211,527.94	150,000.00	347,499.92	4,623,895.36

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 4								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Amerlcorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,316.00	33,981.84	13,912.38	20,029.05	15,000.00	33,555.48	463,698.72
K	306,580.00	79,240.00	37,757.60	15,458.18	22,254.50	15,000.00	37,283.85	513,554.13
1	296,868.00	87,184.00	41,533.36	17,004.00	24,479.95	15,000.00	41,012.23	523,061.54
2	296,868.00	87,184.00	41,533.36	17,004.00	24,479.95	15,000.00	41,012.23	523,061.54
3	296,868.00	87,184.00	41,533.36	17,004.00	24,479.95	15,000.00	41,012.23	523,061.54
4	288,244.00	87,184.00	41,533.36	17,004.00	24,479.95	15,000.00	41,012.23	514,437.54
5	288,244.00	87,184.00	41,533.36	17,004.00	24,479.95	15,000.00	41,012.23	514,437.54
6	445,302.00	130,746.00	62,300.04	25,506.00	36,719.93	15,000.00	61,518.34	777,092.31
7	445,302.00	130,746.00	62,300.04	25,506.00	36,719.93	15,000.00	61,518.34	777,092.31
8	296,868.00	87,184.00	41,533.36	17,004.00	24,479.95	15,000.00	41,012.23	523,061.54
Annual Revenues	3,237,028.00	935,032.00	445,539.68	182,406.55	262,603.12	150,000.00	439,949.37	5,652,558.72

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 5								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Americorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,316.00	33,981.84	13,912.36	20,229.34	0.00	34,582.12	449,905.67
K	306,560.00	79,240.00	37,757.60	15,458.18	22,477.05	0.00	38,402.36	499,895.19
1	296,868.00	87,164.00	41,533.36	17,004.00	24,724.75	0.00	42,242.60	509,536.71
2	296,868.00	87,164.00	41,533.36	17,004.00	24,724.75	0.00	42,242.60	509,536.71
3	296,868.00	87,164.00	41,533.36	17,004.00	24,724.75	0.00	42,242.60	509,536.71
4	288,244.00	87,164.00	41,533.36	17,004.00	24,724.75	0.00	42,242.60	500,912.71
5	288,244.00	87,164.00	41,533.36	17,004.00	24,724.75	0.00	42,242.60	500,912.71
6	445,302.00	130,746.00	62,300.04	25,506.00	37,087.13	0.00	63,363.89	764,305.06
7	445,302.00	130,746.00	62,300.04	25,506.00	37,087.13	0.00	63,363.89	764,305.06
8	445,302.00	130,746.00	62,300.04	25,506.00	37,087.13	0.00	63,363.89	764,305.06
Annual Revenues	3,385,462.00	978,614.00	466,306.36	190,908.55	277,591.53	0.00	474,269.15	5,773,151.58

First Stage Clearance - Technical Quality Matrix
Resubmission for Application Weaknesses and Issues to be Addressed

	Item No.	Item Description	Reference Page
	1	Enrollment Projections and rationale that demonstrates best educational practices with supporting pedagogy	Pgs 5-8, 59
	2	Clearly Delineated Academic and Governance Goals	Pgs 12-13, Also see Accountability Plan and Matrix
	3	Philosophy of Multiple Intelligences	Pgs 9-10
	4	Design of Upper and Lower curriculum with arts-integration	Pgs 15-31 and Appendix A: Curriculum
	5	Assessments, purposes and outcomes; uses to improve instruction; alignment with proposed standards; student groupings	Pgs 35-36
	6	Retention of Students	Pg 36
	7	Promotion; mastery of skills and meeting standards	Pg 36
	8	Extra-curricular activities (i.e. staffing, hours, funding)	Pg 39, 43
	9	Technology Integration; professional development in technology; instruction in technology	Pgs 20-28
	10	Parents and community leaders	Pgs 36-37, 79
	11	Board By-laws	Appendix C
	12	Roles of Trustees, replacement, meeting schedule.	Pgs 51-52
	13	Parent board members	Pgs 46-49
	14	Recruiting plan	Pgs 58-59
	15	Expulsions and Involuntary Transfers	Pgs 62-67
	16	Roles of Administrators	Pgs 53-54, 68-70
	17	Facility: location, performing arts spaces, projected growth, Memorandum of Understanding	Pgs 4, 56-57, Also see Appendix E.
	18	Staff Development/Staff Orientation	Pgs 42-43
	19	Academic Goals and Performance Indicators	Accountability Plan and Matrix
	20	Revised budget including: line items for America's Choice, History Alive and University of Chicago Everyday Math; salaries for administrators, staff and teachers, sources of revenue	Section F

Account Type	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 Mar	Month 10 Apr	Month 11 May	Month 12 June
1. Cash on Hand (start of month)	2,000.00	\$45,372	\$394,272	\$226,029	\$0	\$501,808	\$220,173	\$118,443	\$411,181	\$225,144	\$31,348	\$380,077	\$175,182
2. Bank deposits													
Per Fund Center Payments		300,852.00			300,852.00			300,852.00			300,852.00		
Federal Disbursements							35,158.40	8,789.80	8,789.80	8,789.80	8,789.80	8,789.80	8,789.80
Grants and Donations	18,000.00	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)	(1,500.00)
Activities Fees													
Other Income	110,000.00	114,808.00			319,808.00	(85,000.00)	87,587.83	136,787.41	21,889.41	21,889.41	136,787.41	21,889.41	88,800.41
3. Total Receipts	128,000.00	513,250.00	(1,500.00)	(1,500.00)	718,250.00	(85,500.00)	121,256.03	543,939.01	29,189.01	29,189.01	543,939.01	29,189.01	94,189.01
4. Total Cash Available	130,000.00	558,621.51	392,772.02	224,528.78	718,250.00	435,408.31	341,428.81	862,382.48	440,378.80	254,333.37	575,288.84	389,268.87	289,358.86
5. Disbursements													
Personnel Salaries and Benefits													
Principal/Executive Salary	18,778.49	24,328.48	24,328.48	24,328.48	24,328.48	24,328.48	24,328.48	24,328.48	24,328.48	24,328.48	24,328.48	24,328.48	24,328.48
Teachers Salaries		80,367.89	80,367.89	80,367.89	80,367.89	80,367.89	80,367.89	80,367.89	80,367.89	80,367.89	80,367.89	80,367.89	80,367.89
Teacher Compensation Salaries		-	-	-	-	-	-	-	-	-	-	-	-
Other Education Personnel Salaries													
Contract Salaries		5,800.00	5,800.00	5,800.00	5,800.00	5,800.00	5,800.00	5,800.00	5,800.00	5,800.00	5,800.00	5,800.00	5,800.00
Contract Salaries													
Other Staff Salaries		5,561.84	5,561.84	5,561.84	5,561.84	5,561.84	5,561.84	5,561.84	5,561.84	5,561.84	5,561.84	5,561.84	5,561.84
Expense Salaries	2,852.00	18,567.15	18,567.15	18,567.15	18,567.15	18,567.15	18,567.15	18,567.15	18,567.15	18,567.15	18,567.15	18,567.15	13,715.15
Over Development Costs		5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33
Direct Student Costs													
Textbooks		8,789.55	8,789.55	8,789.55									
Students supplies and materials		3,080.00	3,080.00										
Library and Media Center Materials		888.67	888.67	888.67									
Computers and Materials		3,884.17	3,884.17	3,884.17	3,884.17	3,884.17	3,884.17	3,884.17	3,884.17	3,884.17	3,884.17	3,884.17	3,884.17
Other Instructional Equipment		2,117.82	2,117.82	2,117.82	2,117.82	2,117.82	2,117.82	2,117.82	2,117.82	2,117.82	2,117.82	2,117.82	2,117.82
Classroom Furnishings and Supplies		7,083.33	7,083.33	7,083.33	7,083.33	7,083.33	7,083.33	7,083.33	7,083.33	7,083.33	7,083.33	7,083.33	7,083.33
Student Assessment Materials		1,108.25		1,108.25							1,108.25		
Communication/Information/Technology Services		2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33
Miscellaneous Student Costs				3,200.00	3,200.00	3,200.00	3,200.00	3,200.00	3,200.00	3,200.00	3,200.00	3,200.00	3,200.00
Office Expenses													
Office Supplies as mentioned	13,000.00	500.00		500.00			500.00			500.00			
Other Equipment Rental and Maintenance	2,000.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00
Telephone/Internet/Accessories		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
LCCS/Accounting and payroll Services	2,000.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00	750.00
Printing and Copying	5,000.00	418.67	418.67	418.67	418.67	418.67	418.67	418.67	418.67	418.67	418.67	418.67	418.67
Postage and Shipping	500.00	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33
Other	12,000.00		4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Occupancy Expenses													
Rent				37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00
Mortgage Interest Payments													
Maintenance and Repairs	21,250.00	2,365.83	2,365.83	2,365.83	2,365.83	2,365.83	2,365.83	2,365.83	2,365.83	2,365.83	2,365.83	2,365.83	2,365.83
Utilities		1,125.00	1,125.00	1,125.00	1,125.00	1,125.00	1,125.00	1,125.00	1,125.00	1,125.00	1,125.00	1,125.00	1,125.00
Janitorial Supplies		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00
Equipment Rental and Maintenance				2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
Contracted Building Services													
General Expenses													
Payment of LDC					1,131.41	1,131.41	1,131.41	1,131.41	1,131.41	1,131.41	-	-	-
Insurance	7,250.00			7,250.00			7,250.00			7,250.00			
Interest Expenses													
Transportation													
Food Service				18,704.00	18,704.00	18,704.00	18,704.00	18,704.00	18,704.00	18,704.00	18,704.00	18,704.00	18,704.00
Administrative Fee	150.00							34,850.00					
Other General Expenses	1,850.00	9,879.17	9,879.17	9,879.17	9,879.17	9,879.17	9,879.17	9,879.17	9,879.17	9,879.17	9,879.17	9,879.17	9,879.17
6. Total Disbursements	84,628.49	184,349.49	188,743.24	231,317.24	216,341.80	215,235.44	222,985.44	251,191.88	215,235.44	222,985.44	215,210.28	214,104.03	207,252.02
6a. Gross Against LDC	-	-	-	6,788.48	-	-	-	-	-	-	-	-	-
7. Fund Balance (end of month)	45,371.51	394,272.02	226,028.78	0.00	501,808.31	220,172.88	118,443.47	411,180.79	225,144.36	31,347.84	390,078.67	175,161.85	82,006.83

Total
2,711,118.37
259,408.00
87,888.00
-
0
983,586.08
2,880,890.08
5,382,008.45
-
-
308,694.00
734,412.27
-
-
60,800.00
-
68,738.73
188,805.82
70,000.00
-
28,380.84
8,180.00
2,000.00
48,810.00
25,415.00
85,000.00
4,425.00
25,000.00
32,000.00
-
15,000.00
11,000.00
12,000.00
1,000.00
10,000.00
3,000.00
52,000.00
-
375,000.00
-
50,000.00
13,500.00
3,000.00
25,000.00
-
-
28,000.00
-
-
187,040.00
35,000.00
118,000.00
2,620,791.45
6,788.46
2,771,217.00

WEDJ School Annual Revenues
Projected Expenses Years 1-5

Annual growth rate: 0.00%

Salaries	Year 1	Year 2	Year 3	Year 4	Year 5
Administrators	308,694	408,000	473,000	498,500	530,500
Teachers	724,412	868,485	989,189	1,381,892	1,448,092
Office Staff	69,600	121,844	157,808	193,873	203,014
Assistants	-	-	-	-	-
Maint/Sec./Food	66,740	95,631	134,400	165,200	172,900
Total Salaries	1,169,446	1,489,769	1,764,398	2,239,364	2,352,506
Other Expenses					
Employee Benefits	198,806	253,259	299,948	403,086	423,451
Facilities Rent (including prop. Tax)	375,000	472,500	496,125	520,931	546,978
Operations & Maintenance	91,500	91,500	91,500	91,500	91,500
Food Service	187,040	213,120	276,480	339,840	355,880
Staff Development	70,000	70,000	70,000	70,000	70,000
Administrative	62,000	62,000	62,000	62,000	62,000
Instructional	163,000	182,000	185,000	185,000	185,000
Technology	90,000	75,000	75,000	75,000	75,000
Charter Board Expenses	147,000	148,000	150,000	148,500	150,000
Chartering Authority Fee	35,000	35,000	35,000	35,000	35,000
Consultant & Medical ⁽¹⁾	52,000	42,500	45,000	45,000	45,000
Total Other Expenses	1,451,345	1,644,879	1,786,063	1,973,857	2,039,809
Gross Expenses	2,620,792	3,134,638	3,550,460	4,213,221	4,392,115
Annual Revenue	2,680,890	3,277,401	4,263,969	5,207,549	5,304,652
Grants and Donations					
Gross Revenues	2,680,890	3,277,401	4,263,969	5,207,549	5,304,652
Less Gross Expenses	2,620,792	3,134,638	3,550,460	4,213,221	4,392,115
NET REVENUES	60,098	142,763	713,519	994,328	912,537

⁽¹⁾ Includes costs for consultant pre-opening and nurse Yrs 1-5

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 1								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Americorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,316.00	33,981.84	0.00	0.00	29,285.71	30,708.00	441,195.55
K	153,280.00	39,620.00	18,878.80	0.00	0.00	29,285.71	17,060.00	258,124.51
1	148,434.00	43,582.00	20,766.68	0.00	0.00	29,285.71	18,766.00	260,834.39
2	148,434.00	43,582.00	20,766.68	0.00	0.00	29,285.71	18,766.00	260,834.39
3	296,868.00	87,164.00	41,533.36	0.00	0.00	29,285.71	37,532.00	492,383.07
4	288,244.00	87,164.00	41,533.36	0.00	0.00	29,285.71	37,532.00	483,759.07
5	288,244.00	87,164.00	41,533.36	0.00	0.00	29,285.71	37,532.00	483,759.07
6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual Revenues	1,599,408.00	459,592.00	218,994.08	0.00	0.00	205,000.00	197,896.00	2,680,890.08

* These amounts have not yet been set by the federal government and are estimates only

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 2								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Amerlcorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,316.00	33,981.84	0.00	0.00	12,750.00	31,629.24	425,581.08
K	306,560.00	79,240.00	37,757.60	0.00	0.00	12,750.00	35,143.60	471,451.20
1	148,434.00	43,582.00	20,766.68	0.00	0.00	12,750.00	19,328.98	244,861.66
2	148,434.00	43,582.00	20,766.68	0.00	0.00	12,750.00	19,328.98	244,861.66
3	296,868.00	87,164.00	41,533.36	0.00	0.00	12,750.00	38,657.96	476,973.32
4	288,244.00	87,164.00	41,533.36	0.00	0.00	12,750.00	38,657.96	468,349.32
5	288,244.00	87,164.00	41,533.36	0.00	0.00	12,750.00	38,657.96	468,349.32
6	296,868.00	87,164.00	41,533.36	0.00	0.00	12,750.00	38,657.96	476,973.32
7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual Revenues	2,049,556.00	586,376.00	279,406.24	0.00	0.00	102,000.00	260,062.64	3,277,400.88

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 3								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Americorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,316.00	33,981.84	0.00	0.00	16,666.67	32,578.12	430,446.62
K	306,560.00	79,240.00	37,757.60	0.00	0.00	16,666.67	36,197.91	476,422.17
1	296,868.00	87,164.00	41,533.36	0.00	0.00	16,666.67	39,817.70	482,049.73
2	148,434.00	43,582.00	20,766.68	0.00	0.00	16,666.67	19,908.85	249,358.20
3	296,868.00	87,164.00	41,533.36	0.00	0.00	16,666.67	39,817.70	482,049.73
4	288,244.00	87,164.00	41,533.36	0.00	0.00	16,666.67	39,817.70	473,425.73
5	288,244.00	87,164.00	41,533.36	0.00	0.00	16,666.67	39,817.70	473,425.73
6	445,302.00	130,746.00	62,300.04	0.00	0.00	16,666.67	59,726.55	714,741.25
7	296,868.00	87,164.00	41,533.36	0.00	0.00	16,666.67	39,817.70	482,049.73
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual Revenues	2,643,292.00	760,704.00	362,472.96	0.00	0.00	150,000.00	347,499.92	4,263,968.88

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 4								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Amerlcorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,316.00	33,981.84	0.00	0.00	15,000.00	33,555.46	429,757.30
K	306,560.00	79,240.00	37,757.60	0.00	0.00	15,000.00	37,283.85	475,841.45
1	296,868.00	87,164.00	41,533.36	0.00	0.00	15,000.00	41,012.23	481,577.59
2	296,868.00	87,164.00	41,533.36	0.00	0.00	15,000.00	41,012.23	481,577.59
3	296,868.00	87,164.00	41,533.36	0.00	0.00	15,000.00	41,012.23	481,577.59
4	288,244.00	87,164.00	41,533.36	0.00	0.00	15,000.00	41,012.23	472,953.59
5	288,244.00	87,164.00	41,533.36	0.00	0.00	15,000.00	41,012.23	472,953.59
6	445,302.00	130,746.00	62,300.04	0.00	0.00	15,000.00	61,518.34	714,866.38
7	445,302.00	130,746.00	62,300.04	0.00	0.00	15,000.00	61,518.34	714,866.38
8	296,868.00	87,164.00	41,533.36	0.00	0.00	15,000.00	41,012.23	481,577.59
Annual Revenues	3,237,028.00	935,032.00	445,539.68	0.00	0.00	150,000.00	439,949.37	5,207,549.05

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 5								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	Amerlcorps Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	275,904.00	71,316.00	33,981.84	0.00	0.00	0.00	34,562.12	415,763.96
K	306,560.00	79,240.00	37,757.60	0.00	0.00	0.00	38,402.36	461,959.96
1	296,868.00	87,164.00	41,533.36	0.00	0.00	0.00	42,242.60	467,807.96
2	296,868.00	87,164.00	41,533.36	0.00	0.00	0.00	42,242.60	467,807.96
3	296,868.00	87,164.00	41,533.36	0.00	0.00	0.00	42,242.60	467,807.96
4	288,244.00	87,164.00	41,533.36	0.00	0.00	0.00	42,242.60	459,183.96
5	288,244.00	87,164.00	41,533.36	0.00	0.00	0.00	42,242.60	459,183.96
6	445,302.00	130,746.00	62,300.04	0.00	0.00	0.00	63,363.89	701,711.93
7	445,302.00	130,746.00	62,300.04	0.00	0.00	0.00	63,363.89	701,711.93
8	445,302.00	130,746.00	62,300.04	0.00	0.00	0.00	63,363.89	701,711.93
Annual Revenues	3,385,462.00	978,614.00	466,306.36	0.00	0.00	0.00	474,269.15	5,304,651.51

**WEDJ School
Assumptions
Years 1-5**

Enrollment:

SPED % of Enrollment	
Level 1	6.00%
Level 2	6.00%
Level 3	4.00%

Revenues:

FY 2004 Allocations		SPED Allotments	
Grade 3	6,747.00	Level 1	3,605.00
Grade 4	6,551.00	Level 2	5,572.00
Grade 5	6,551.00	Level 3	9,833.00
Grade 6	6,747.00		
Grade 7	6,747.00		
Grade 8	6,747.00		
Facilities Allotment (2004 base)		Americorps Funding	
Year 1	1,981.00	Year 1	0.00
Year 2	1,981.00	Year 2	0.00
Year 3	1,981.00	Year 3	0.00
Year 4	1,981.00	Year 4	0.00
Year 5	1,981.00	Year 5	0.00
Lunch Reimbursement		Federal Entitlement	
Year 1	-	Year 1	853.00
Year 2	-	Year 2	878.59
Year 3	-	Year 3	904.95
Year 4	-	Year 4	932.10
Year 5	-	Year 5	960.06

Expenses:

Staffing						
	<u>Administrators</u>		<u>Teachers</u>		<u>Office Staff</u>	
Year 1	1:37	6	1:14	15	1:100	2
Year 2	1:35	8	1:16	19	1:73	4
Year 3	1:31	12	1:18	21	1:73	5
Year 4	1:31	15	1:16	30	1:73	6
Year 5	1:31	16	1:16	31	1:73	7
	<u>Assistants</u>		<u>Maint/Sec./Food</u>			
Year 1	1:22	7	1:73	3		
Year 2	1:22	9	1:65	5		
Year 3	1:22	13	1:60	6		
Year 4	1:22	17	1:60	8		
Year 5	1:22	18	1:60	8		
Employee Benefits (% of salary)		Salaries (Average Annual)				
Year 1	17%	Administrators	49,231			
Year 2	17%	Teachers	46,837			
Year 3	17%	Office Staff	30,000			
Year 4	18%	Assistants	-			
Year 5	18%	Maint/Sec./Food	21,000			

Textbooks and Equipment

Unless otherwise noted, all pricing is based on enrollment assumptions for Yr 1 in each grade.

District of Columbia Public Charter School Board

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Appendix A: Curriculum

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades PK-4

Based on the National Standards for Arts Education

District of Columbia – Does not currently have standards for dance

The draft framework for the new arts curriculum in the District of Columbia was completed in 1996 and reflects the change from a competency-based system to one that is performance-based. The district board of education currently requires music and art instruction in grades 7 and 8.

DANCE (PK-4)

Children in grades PK-4 love to move and learn through engagement of the whole self. They need to become literate in the language of dance in order to use this natural facility as a means of communication and self-expression, and as a way of responding to the expression of others. Dancing and creating dances provide them with skills and knowledge necessary for all future learning in dance and give them a way to celebrate their humanity.

Dance education begins with an awareness of the movement of the body and its creative potential. At this level, students become engaged in body awareness and movement exploration that promote a recognition and appreciation of self and others. Students learn basic movement and choreographic skills in musical/rhythmic contexts. The skills and knowledge acquired allow them to begin working independently and with a partner in creating and performing dances.

Experiences in perceiving and responding to dance expand students' vocabularies, enhance their listening and viewing skills, and enable them to begin thinking critically about dance. They investigate questions such as "What is it? How does it work? Why is it important?" Practicing attentive audience behavior for their peers leads to describing movement elements and identifying expressive movement choices. Students learn to compare works in terms of the elements of space, time, and force/energy and to experience the similarities and differences between dance and other disciplines.

Through dance education, students can also come to an understanding of their own culture and begin to respect dance as a part of the heritage of many cultures. As they learn and share dances from around the globe, as well as from their own communities, children gain skills and knowledge that will help them participate in a diverse society.

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades PK-4

Dance & Movement – DM

Content Standard #1: Identifying and demonstrating movement elements and skills in performing dance

STANDARD	ACTIVITIES
DM1a: Students accurately demonstrate nonlocomotor/axial movements (such as bend, twist, stretch, swing)	Students explore all the ways to move while standing in place. Repeat while seated and lying down.
DM1b: Students accurately demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip), traveling forward, backward, sideward, diagonally, and turning	Students travel across the space in groups doing the same movement – ex slide. Students observe the many different ways to perform each skill.
DM1c: Students create shapes at low, middle, and high levels	Students explore shapes in relationship to space: from 4-point stance to 1-point stance.
DM1d: Students demonstrate the ability to define and maintain personal space	Students learn dance in assigned formations that designate personal space for each dancer
DM1e: Students demonstrate movements in straight and curved pathways	Students use locomotor skills to travel in different pathways through space.
DM1f: Students demonstrate accuracy in moving to a musical beat and responding to changes in tempo	Students learn movement to specific counts and then dance the movement to songs of varying tempo
DM1g: Students demonstrate kinesthetic awareness,	Students learn, memorize, and perform a selection for an audience

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades PK-4

concentration, and focus in performing movement skills	
DM1h: Students attentively observe and accurately describe the action (such as skip, gallop) and movement elements (such as levels, directions) in a brief movement study	Students work in groups to create short movement phrases. Each group performs for the others

Content Standard #2: Understanding choreographic principles, processes, and structures

STANDARD	ACTIVITIES
DM2a: Students create a sequence with a beginning, middle, and end, both with and without a rhythmic accompaniment; identify each of these parts of the sequence	Working in groups or alone, students create phrases or whole dances
DM2b: Students improvise, create, and perform dances based on their own ideas and concepts from other sources	Working in groups or alone, students create phrases or whole dances
DM2c: Students use improvisation to discover and invent movement and to solve movement problems	Freeze Dance: Students improvise to music until instructor pauses – students must freeze in place Students improvise based on their mood, their favorite color, their favorite animal, or in a defined spatial relationship
DM2d: Students create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space, and/or force/energy)	Students create a phrase based on what they did to get ready for school, then vary it.
DM2e: Students demonstrate the ability to work effectively one	Students create a short phrase alone, then teach a partner

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades PK-4

on one and with a partner	their phrase. Each group performs both phrases together
DM2f: Students demonstrate the following partner skills: copying, leading and following, mirroring	Students pair off, each partner chooses a leader and a follower. The follower mirrors the leader as they move. Then change roles

Content Standard #3: Understanding dance as a way to create and communicate meaning

STANDARD	ACTIVITIES
DM3a: Students observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures)	Students see a performance or watch a video and compare it to watching a soccer game
DM3b: Students take an active role in a class discussion about interpretations of and reactions to a dance	Students see a performance or watch a video, imitate their favorite parts and demonstrate how they would change the dance if they could
DM3c: Students present their own dances to peers and discuss their meanings with competence and confidence	Students perform for other classes or the school in a staged performance that includes a question and answer session

Content Standard #4: Applying and demonstrating critical and creative thinking skills in dance

STANDARD	ACTIVITIES
DM4a: Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and	Students improvise with rules such as, travel without

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades PK-4

discuss the reasons for that choice	letting your feet touch the floor
DM4b: Students observe two dances and discuss how they are similar and different in terms of one of the elements of dance by observing body shapes	Students see a concert, video, or the dances of fellow students

Content Standard #5: Demonstrating and understanding dance in various cultures and historical periods

STANDARD	ACTIVITIES
DM5a: Students perform folk dances from various cultures with competence and confidence	Students learn and perform several folk dances as part of a heritage lesson
DM5b: Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context	Each student learns a short dance or phrase from a community resource or family member to demonstrate and share with the class.
DM5c: Students accurately answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?)	The class makes lists of why people dance now and why people danced in Native American Societies. Include the setting and what the dances looked like. Based on the lists, students create movement phrases to represent the time period.

Content Standard #6: Making connections between dance and healthful living

STANDARD	ACTIVITIES
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William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades PK-4

DM6a: Students identify at least three personal goals to improve themselves as dancers	Students write down there goals very specifically. They keep a copy and the teacher keeps a copy. At the end of the semester, the teacher re-distributes the goals so the students gauge their progress and reevaluate.
DM6b: Students explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples	Students write about the relationship between health and the ability to dance. Does the physicality of dance make you feel healthy, resulting in a healthier lifestyle; or does a healthy lifestyle lead to better dancing and stronger interest?

Content Standard #7: Making connections between dance and other disciplines

STANDARD	ACTIVITIES
DM7a: Students create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)	Students create a dance about a particular event in history. The dancers must clearly articulate their ideas through movement.
DM7b: Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)	Students create a collage of images based on a piece they see performed. Each student must describe their collage to the class.

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades 5-8

DANCE (5-8)

Through creating, performing, and responding to dance, middle school students can continue to develop skills and knowledge that enhance the important development of self-image and social relationships. Cooperation and collaboration are emphasized at this age, fostering positive interactions.

Dance education can offer a positive, healthy alternative to the many destructive choices available to adolescents. Students are encouraged to take more responsibility for the care, conditioning, and health of their bodies (both within and outside the dance class), thus learning that self-discipline is a prerequisite for achievement in dance.

Students in grades 5-8 develop a sense of themselves in relation to others and in relation to the world. As a result, they are ready to respond more thoughtfully to dance, to perceive details of style and choreographic structure, and to reflect upon what is communicated. The study of dance provides a unique and valuable insight into the culture or period from which it has come. Informed by social and cultural experiences, movement concepts, and dance-making processes, students integrate dance with other art forms.

Content Standard #1: Identifying and demonstrating movement elements and skills in performing dance

STANDARD	ACTIVITIES
DM1a: Students demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery	Students participate in dance class on a regular basis.
DM1b: Students accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions (e.g., ballet, square, Ghanasian, Middle Eastern, modern)	Students participate in dance class on a regular basis and gain exposure to several genres through those classes.
DM1c: Students accurately transfer a spatial pattern from the visual to the kinesthetic	Students draw a pattern on paper, then walk the pattern in space, then put movement that allows students to dance the pattern
DM1d: Students accurately transfer a rhythmic pattern from the aural to the kinesthetic	Students take an African or Tap class

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades 5-8

DM1e: Students identify and clearly demonstrate a range of dynamics / movement qualities	Students create a phrase and manipulate it to create dynamic range and build movement qualities
DM1f: Students demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills	Students perform for each other as a part of each class. The group gives feedback in the form of constructive praise and criticism.
DM1g: Students demonstrate accurate memorization and reproduction of movement sequences	Students perform for each other as a part of each class. Critical Feedback from the instructor builds student awareness of their accuracy in reproduction.
DM1h: Students describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary	Students participate in dance class on a regular basis. Students make observations using dance vocabulary each class.

Content Standard #2: Understanding choreographic principles, processes, and structures

STANDARD	ACTIVITIES
DM2a: Students clearly demonstrate the principles of contrast and transition	Students learn several pieces for performance with formation changes
DM2b: Students effectively demonstrate the processes of reordering and chance	Students participate in Improvisation and Partnering class. Students learn phrases from each other and put them together different ways based on a roll of a dice
DM2c: Students successfully demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative	Students learn several pieces for a concert
DM2d: Students demonstrate the ability to work cooperatively in a small group during the choreographic process	Students participate in Choreography Class
DM2e: Students demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight	Students participate in Improvisation and Partnering class.

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades 5-8

Content Standard #3: Understanding dance as a way to create and communicate meaning

STANDARD	ACTIVITIES
DM3a: Students effectively demonstrate the difference between pantomiming and abstracting a gesture	Students participate in Improvisation and Partnering class. Create a gestural phrase then abstract it
DM3b: Students observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance	Students participate in Improvisation and partnering class (grades 5-6) or in a choreography class (grades 7-8)
DM3c: Students demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance	Students participate in choreography class
DM3d: Students create a dance that successfully communicates a topic of personal significance	Students participate in choreography class

Content Standard #4: Applying and demonstrating critical and creative thinking skills in dance

STANDARD	ACTIVITIES
DM4a: Students create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice	Students participate in Improvisation and partnering or choreography class.
DM4b: Students demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way	Students go to see a performance as a field trip.
DM4c: Students compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force/energy (movement qualities)	Students go to see a performance as a field trip.
DM4d: Students identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)	As a class students create criteria for evaluating dance. Apply the criteria to self: turn in a self-evaluation.

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades 5-8

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Content Standard #5: Demonstrating and understanding dance in various cultures and historical periods

STANDARD	ACTIVITIES
DM5a: Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles	Students participate in a world dance appreciation unit/class.
DM5b: Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America	Students participate in a musical.
DM5c: Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers	Students participate in a world dance appreciation unit/class. Special project: Do research and present to class, including a section where class learns part of the dance.
DM5d: Students accurately describe the role of dance in at least two different cultures or time periods	Students participate in a world dance appreciation unit/class. Based on presentations above, students make the comparison.

Content Standard #6: Making connections between dance and healthful living

STANDARD	ACTIVITIES
DM6a: Students identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals	As a class students create criteria for evaluating dance. Apply the criteria to self: turn in a self-evaluation.
DM6b: Students explain strategies to prevent dance injuries	Students participate in dance classes on a regular basis. Part of dance education is learning how to prepare the body to move safely.

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades 5-8

DM6c: Students create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes	Students participate in dance classes on a regular basis. Special project to create a warm-up and take turns warming up the class.
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Content Standard #7: Making connections between dance and other disciplines

STANDARD	ACTIVITIES
DM7a: Students create a project that reveals similarities and differences between the arts	Students put on concert complete with sets, costumes, live music, and visual media (such as video).
DM7b: Students cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, and pattern)	Students put on concert complete with sets, costumes, live music, and visual media (such as video). Use the show as source material for examples.
DM7c: Students observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations	Students watch a video tape of their show.

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades 9-12

GRADES 9-12 CONTENT AND ACHIEVEMENT STANDARDS

The standards in this section describe the cumulative skills and knowledge expected of students upon graduating high school. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex art works, and will provide more sophisticated responses to works of art. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

The standards establish "proficient" and "advanced" achievement standards for grades 9-12 in each discipline. The proficient level is intended for students who have completed courses of study involving relevant skills and knowledge in that discipline for one to two years beyond grade 8. The advanced level is intended for students who have completed courses of study involving relevant skills and knowledge in that discipline for three to four years beyond grade 8. Students at the advanced level are expected to achieve the standards established for the proficient as well as the advanced levels. Every student is expected to achieve the proficient level in at least one arts discipline by the time he or she graduates from high school.

The advanced standards are more pertinent to students involved in intense coursework in the field of dance. In the case of WEDJ School, perhaps dance company members or dance majors.

DANCE (9-12)

High 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.

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades 9-12

Content Standard #1: Identifying and demonstrating movement elements and skills in performing dance

Proficient:

STANDARD	ACTIVITIES
DM1a: Students demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements	Students participate in dance class on a regular basis.
DM1b: Students identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions	Students participate in dance class on a regular basis from more than one genre of dance
DM1c: Students demonstrate rhythmic acuity	Students participate in dance class on a regular basis, including study of African or tap dance.
DM1d: Students create and perform combinations and variations in a broad dynamic range	Students participate in Choreography Class. Students create a phrase and manipulate it to create dynamic range and build movement qualities
DM1e: Students demonstrate projection while performing dance skills	Students participate in dance class on a regular basis. Students perform for each other as a part of each class.
DM1f: Students demonstrate the ability to remember extended movement sequences	Students perform for each other as a part of each class. Critical Feedback from the instructor builds student awareness of their accuracy in reproduction.

Advanced:

STANDARD	ACTIVITIES
DM1aa: Students demonstrate a high level of consistency and reliability in performing technical skills	Students participate in dance class on a regular basis at a level that challenges and motivates each student. Students are tested

William E. Doar, Jr Public Charter School for the Performing Arts
Dance and Movement
Grades 9-12

	on their progress and achievements.
DM1bb: Students perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance	Students participate in dance class on a regular basis at a level that challenges and motivates each student. Students are encouraged to discover how each skill and communicate in different ways. Performing for each other in class to hone artistry as well as consistency is vital to artistic excellence.
DM1cc: Students refine technique through self-evaluation and correction	Students participate in dance class on a regular basis at a level that challenges and motivates each student. Students use pre-determined criterion to self-evaluate including video usage.

Content Standard #2: Understanding choreographic principles, processes, and structures

Proficient:

STANDARD	ACTIVITIES
DM2a: Students use improvisation to generate movement for choreography	Students participate in choreography class.
DM2b: 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	Students participate in choreography class. Experimentation with each form leads to greater understanding of the possibilities to clearly and accurately express the choreographer's intent.
DM2c: Students choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures	Students participate in choreography class. Creating a dance for a specific number of dancers requires the student to fully understand the tools of choreography.

Advanced:

STANDARD	ACTIVITIES
DM2aa: Students demonstrate further development and refinement of the proficient skills to create a small group	Students participate in choreography class. Group piece has focus on developing a main idea and variation on thematic material.

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Dance and Movement
Grades 9-12

dance with coherence and aesthetic unity	
DM2bb: Students accurately describe how a choreographer manipulated and developed the basic movement content in a dance	Students write a written critique of classmate's work.

Content Standard #3: Understanding dance as a way to create and communicate meaning

Proficient:

STANDARD	ACTIVITIES
DM3a: Students formulate and answer questions about how movement choices communicate abstract ideas in dance	Students go see a professional performance as a field trip. Class discusses meaning of each piece and the choreographic intent. Discuss how choices affected the outcome of the piece.
DM3b: Students demonstrate understanding of how personal experience influences the interpretation of a dance	Students go see a professional performance as a field trip. Discuss meaning of each piece as it relates to individual's personal experience.
DM3c: Students create a dance that effectively communicates a contemporary social theme	Students participate in Choreography class. Students choose a social theme to work with as a basis for movement.

Advanced:

STANDARD	ACTIVITIES
DM3aa: Students examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives	As a part of choreography class, study costumes, lighting design, casting, music, and formation building/blocking on stage.
DM3bb: Students compare and contrast how meaning is communicated in two of their own choreographic works	Students participate in choreography class. Students objectively evaluate their own work and the work of peers.

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Content Standard #4: Applying and demonstrating critical and creative thinking skills in dance

Proficient:

STANDARD	ACTIVITIES
DM4a: 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	Students participate in choreography class. Part of class is keeping a journal of weekly progress.
DM4b: Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others	As a class students create criteria for evaluating dance. Apply the criteria to self: turn in a self-evaluation.
DM4c: 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?)	Students see professional performance and apply aesthetic criteria to it. Discuss the role and importance of repertory and dance history.

Advanced:

STANDARD	ACTIVITIES
DM4aa: Students discuss how skills developed in dance are applicable to a variety of careers	Students research careers in the dance field. Identify skill set needed to succeed. How do these skill sets apply to other careers not related to dance?
DM4bb: 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)	Students participate in a dance history class/unit. This is a movement exercise to bring history to life.
DM4cc: Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance	What are the stereotypes in dance? Are they true?

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Content Standard #5: Demonstrating and understanding dance in various cultures and historical periods

Proficient:

STANDARD	ACTIVITIES
DM5a: Students perform and describe similarities and differences between two contemporary theatrical forms of dance	Students perform in a concert that includes a wide variety of dance genres. Compare/contrast modern dance and musical theater.
DM5b: Students perform or discuss the traditions and technique of a classical dance form (e.g., Balinese, ballet)	Students perform in a concert that includes a wide variety of dance genres. Students discuss the heritage of a classical form performed.
DM5c: Students create and answer twenty-five questions about dance and dancers prior to the twentieth century	Students participate in a Dance History unit/course. Each student studies a different dancer/choreographer.
DM5d: Students analyze how dance and dancers are portrayed in contemporary media	Students participate in a Dance History unit/course. Students discuss the contemporary media's view of dance and dancers as well as how it has changed over the years.

Advanced:

STANDARD	ACTIVITIES
DM5aa: Students create a time line illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts	Students participate in a Dance History unit/course. This exercise is a good beginning overview of the course. From this point, specific events/people can be studied against the larger frame-work.
DM5bb: Students compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts	Students participate in a Dance History unit/course.

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Dance and Movement
Grades 9-12

Content Standard #6: Making connections between dance and healthful living

Proficient:

STANDARD	ACTIVITIES
DM6a: Students reflect upon their own progress and personal growth during their study of dance	Students participate in dance class on a regular basis. Students review video footage of themselves from previous classes/years. Discuss growth and areas of further improvement.
DM6b: Students effectively communicate how lifestyle choices affect the dancer	Students choose a famous dancer and research the lifestyle choices and the affects on that dancer's career.
DM6c: Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media	Students participate in a Dance History unit/course. Students bring in articles and research from both the past and present. Create an image/text collage for display in classroom. Discuss findings as a class.

Advanced:

STANDARD	ACTIVITIES
DM6aa: Students discuss challenges facing professional performers in maintaining healthy lifestyles	Students participate in dance class on a regular basis. Students choose the genre of most personal interest and research the lifestyle issues associated with that particular genre of dance.

Content Standard #7: Making connections between dance and other disciplines

Proficient:

STANDARD	ACTIVITIES
DM7a: Students create an interdisciplinary project based on a theme identified by the student	Students put on concert complete with sets, costumes, live music, and visual media (such as video). Use the show as source material for examples.

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Dance and Movement
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DM7b: Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials	Students put on concert complete with sets, costumes, live music, and visual media (such as video). Use the show as source material for examples.
DM7c: Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project	Upon reflection of the show, discuss the use of technology within the performance. New ideas? Things to do differently next time?

Advanced:

STANDARD	ACTIVITIES
DM7aa: 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	Students participate in a Dance History unit/course. As a means of understanding the choreography as a whole, knowledge of the social context is necessary. The same holds true for visual art. Class will study the work in their proper historical context and make observations.
DM7bb: 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)	Students put on concert complete with sets, costumes, live music, and visual media (such as video). Use the show as source material for examples. Address how technology has progressed from a preservation tool into a strong part of the performance itself.

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Kindergarten

Reading Standard 1: Print-Sound Code	
STANDARD	ACTIVITIES
A Knowledge of Letters and Sounds	<ol style="list-style-type: none"> 1. recognize and name most letters 2. recognize and say the common sounds of most letters and write a letter that goes with a spoken sound 3. use their knowledge of sounds and letters to write
B. Phonemic Awareness	<ol style="list-style-type: none"> 1. Produce rhyming words and recognize pairs of rhyming words 2. Isolate initial consonants in single-syllable words (for example, /t/ is the first sound in <i>top</i>) 3. When a single-syllable word is pronounced (for example, <i>cat</i>), identify the onset (/c/) and rime (-at) and begin to fully separate the sounds (/c/-/a/-/t/) by saying each sound aloud Blend onsets (/c/) and rimes (-at) to form words (<i>cat</i>) and begin to blend separately spoken phonemes to make a meaningful one-syllable word (for example, when the teacher says a word slowly, stretching it out as "mmm-ahhh-mmm," children can say the words being stretched out is <i>mom</i>)
C. Reading Words	<ol style="list-style-type: none"> 1. Use their knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words (consonant-vowel-consonant) 2. Read simple texts containing familiar letter-sound correspondences and high-frequency words 3. Read some words on their own, including a small number (about 20) of simple, high-frequency words that are recognized by "sight"-that is, when children encounter the words in a story, they do not need to sound the words out

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Kindergarten

Reading Standard 2: Getting the Meaning	
STANDARD	ACTIVITIES
A. Accuracy	1. Read Level B books that they have not seen before, but they have been previewed for them, attending to each words in sequence and getting most of them correct
B. Fluency	1. Read "emergently"-that is, "reread" a favorite story, re-creating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understands that the print on the page controls what is said
C. Self-Monitoring and Self-Correcting Strategies	1. They are looking at the correct page 2. The word they are saying is one they are pointing to 3. What they read makes sense 4. Ask why a character would do that 5. Say that don't understand something 6. Say the character "is scared because..." or "did that because..."

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Kindergarten

Reading Standard 2: Getting the Meaning (continued)	
STANDARD	ACTIVITIES
D. Comprehension	<ol style="list-style-type: none">1. Give evidence that they are following the meaning of what they are reading (for example, Retelling what they have read using their own words or colloquial phrasing)2. Retell the story in their own words or re-enact it, getting the events in the correct sequence3. Respond to simple questions about the book's content (for example, "Can you tell me what this story was about?" "What was Maria trying to do?" "How did Sam feel?" "Why did Antoine hide under the bed?")4. Create artwork or a written response that shows comprehension of the story that was read5. Use knowledge from their own experience to make sense of and talk about the text6. Makes predictions based on illustrations or portions of stories

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Kindergarten

Reading Standard 3: Reading Habits	
STANDARD	ACTIVITIES
A. Reading a Lot	<ol style="list-style-type: none">1. Choose reading as a way to enjoy free time and ask for books to be read aloud to them2. Listen to one or two books read aloud each day in school and discuss these books with teacher guidance3. Hear another one or two books read to them each day at home or in after-school care4. "Reread" or read along-alone or with a partner or adult-two to four familiar books each day5. Engage with a range of genres: literature (stories, songs, poems, plays); functional texts (how-to books, signs, labels, messages); and informational texts (all-about books, attribute texts)
B. Reading Behaviors	<ol style="list-style-type: none">1. Hold a book right side up and turn pages in the correct direction2. Be able to follow text with a finger, pointing to each word as it is read3. Pay attention to what the words they read are saying
C. Discussing Books	<ol style="list-style-type: none">1. Give reactions to the book, with backup reasons2. Listen carefully to each other3. Relate their contributions to what others have said4. Ask each other to clarify things they say5. Use newly learned vocabulary

Kindergarten

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Writing Standard 1: Habits and Processes	
STANDARD	ACTIVITIES
A. Habits and Processes	<ol style="list-style-type: none">1. Write daily2. Generate content and topics for writing3. Write without resistance when given the time, place and materials4. Use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations and other graphic representations, as well as gestures, intonations and role-played voices5. Make and effort to reread their own writing and listen to that of others, showing attentiveness to meaning by, for example, asking for more information or laughing

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Kindergarten

Writing Standard 2: Writing Purposes and Resulting Genres	
STANDARD	ACTIVITIES
A. Sharing Events, Telling Stories: Narrative Writing	<ol style="list-style-type: none">1. Contain a "story" that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate, sum up or tie together2. Tell events as they move through time (control for chronological ordering)3. May include gestures, drawings and/or intonations that support meaning4. May incorporate storybook language (for example, "and they lived happily ever after")
B. Informing Others: Report or Informational Writing	<ol style="list-style-type: none">1. Gather, collect and share information about a topic2. Maintain a focus-stay on topic3. Exclude extraneous information when prompted
C. Getting Things Done: Functional Writing	<ol style="list-style-type: none">1. Tell someone what to do (for example, give directions, send messages)2. Name or label objects and places
D. Producing Literature	<ol style="list-style-type: none">1. Create their own stories, poems, plays and songs2. Use literary forms and language (for example, if they produce a poem, student should write with some poetic language, perhaps even using poetic devices such as imagery and repetition)
E. Responding to Literature	<ol style="list-style-type: none">1. Re-enact and retell stories (borrow and burrow into stories, poems, plays and songs)

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Writing Standard 3: Language Use and Conventions	
STANDARD	ACTIVITIES
A. Style and Syntax	<ol style="list-style-type: none"> 1. Uses the syntax of oral language and so is easy to read aloud 2. Approximates some of the phrasing and rhythms of literary language
B. Vocabulary and Word Choice	<ol style="list-style-type: none"> 1. Use words in their writing that they use in their conversation, usually represented phonetically 2. Use in their writing some words they like from the books read to them 3. Make choices about which words to use on the basis of whether they accurately convey the child's meaning
C. Spelling	<ol style="list-style-type: none"> 1. Independently create text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher 2. Reread their own text, with a match between what they say and the words they have written on paper 3. Pause voluntarily in the midst of writing to reread what they have written (tracking) 4. Leave space between words 5. Control for directionality (left to right, top to bottom) 6. Represent words frequently with the initial consonant sound
D. Punctuation, Capitalization and Other Conventions	

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 1

Reading Standard 1: Print-Sound Code	
STANDARD	ACTIVITIES
A Knowledge of Letters and Sounds	
B. Phonemic Awareness	1. Separate the sounds by saying each sound aloud (for example, /c/-/a/-/t/) 2. Blend separately spoken phonemes to make a meaningful word
C. Reading Words	1. Know the regular letter-sound correspondences and use them to recognize or figure out regularly spelled one- and two-syllable words 2. Use onsets and rimes to create new words that include blends and digraphs 3. Recognize about 150 high-frequency words as they encounter the words on reading

Reading Standard 2: Getting the Meaning	
STANDARD	ACTIVITIES
A. Accuracy	1. Read Level I books that they have not seen before, but they have been previewed for them, with 90% or better accuracy of word recognition (self-correction allowed)
B. Fluency	1. Independently read aloud from Level I books that have been previewed for them, using intonation, pauses and emphasis that signal the structures of the sentences and the meaning of the text 2. Use the cues of punctuation-including commas, periods, questions marks-to guide them in getting meaning and fluently reading aloud

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 1

Reading Standard 2: Getting the Meaning (continued)	
STANDARD	ACTIVITIES
C. Self-Monitoring and Self-Correcting Strategies	<ol style="list-style-type: none">1. Notice whether the words sound right, given their spelling2. Notice whether the words make sense on context3. Notice when sentences don't make sense4. Solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to know words and word parts (for example, using <i>tree</i> and <i>my</i> to get <i>try</i>)5. Check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text
D. Comprehension	<ol style="list-style-type: none">1. Retell the story2. Tell what the book is about (summarize it)3. Describe in their own words what new information they gained from the text4. Answer comprehension questions similar to those for kindergarten5. extend the story6. Makes predictions about what might happen next and say why7. Talk about the motives of characters8. Describe the causes and effects of specific events

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 1

Reading Standard 3: Reading Habits	
STANDARD	ACTIVITIES
A. Independent and Assisted Reading	<ol style="list-style-type: none">1. Read four or more books every day independently or with assistance2. Discuss at least one of those books with another student or group3. Read some favorite books many times, gaining deeper comprehension4. Read their own writing and sometimes the writing of their classmates5. Read functional messages they encounter in the classroom (for example, labels, signs, instructions)
B. Being Read To	<ol style="list-style-type: none">1. Hear two to four books or other texts (for example, poems, letters, instructions, newspaper or magazine articles, dramatic scripts, songs, brochures) read aloud every day2. Listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance
C. Discussing Books	<ol style="list-style-type: none">1. Demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning2. Compare two books by the same author3. Talk about several books on the same theme4. Refer explicitly to parts of the text when presenting or defending a claim5. Politely disagree when appropriate6. Ask others questions that seek elaboration and justification7. Attempt to explain why their interpretation of a book is valid

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English/Language Arts

D. Vocabulary	<ol style="list-style-type: none">1. Make sense of new words from how the words are used, refining their sense of the words as they encounter them again2. Notice and show interest in understanding unfamiliar words in texts that are read to them3. Talk about the meaning of some new words encountered in independent and assisted reading4. Know how to talk about what words mean in terms of functions (for example, "A shoe is a thing you wear on your foot") and features (for example, "Shoes have laces")5. Learn new words every day from talk and books read aloud
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Writing Standard 1: Habits and Processes	
STANDARD	ACTIVITIES
A. Habits and Processes	<ol style="list-style-type: none">1. Write daily2. Generate topics and content for writing3. Reread their work often with the expectation that others will be able to read it4. Solicit and provide responses to writing5. Revise, edit and proofread as appropriate6. Apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work)7. Polish as least 10 pieces throughout the year

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 1

Writing Standard 2: Writing Purposes and Resulting Genres	
STANDARD	ACTIVITIES
A. Sharing Events, Telling Stories: Narrative Writing	<ol style="list-style-type: none">1. Evidence a plan in their writing, including making decisions about where in a sequence of events they should enter2. Develop a narrative or retelling containing two or more appropriately sequenced events that reader can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together3. Frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions4. Demonstrates a growing awareness of author's craft by employing some writing strategies, such as using dialogue, transitions or time cue words; giving concrete details; and providing some sense of closure (for example, "The End", "And I will never forget that day," "I was glad to have my dog back. I will never forget to love him again.")5. Imitate narrative elements and derive stories from books they have read or had read to them6. In some cases, begin to recount not just events but also reactions, signaled by phrases like "I wondered", "I noticed", "I thought" or "I said to myself"

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English/Language Arts

Grade 1

Writing Standard 2: Writing Purposes and Resulting Genres (continued)	
STANDARD	ACTIVITIES
B. Informing Others: Report or Informational Writing	<ol style="list-style-type: none">1. Gather information pertinent to a topic, sort into major categories- possibly using headlines or chapters- and report it to others2. Independently recognize and exclude or delete extraneous information according to appropriate standards governing what "fits"3. Demonstrate a growing desire and ability to communicate with readers by using details to develop their points; sometimes including pictures, diagrams, maps and other graphics that enhance the reader's understanding of the text; and paying attention to signing off
C. Getting Things Done: Functional Writing	<ol style="list-style-type: none">1. Give instructions2. Describe, in appropriate sequence and with a few details, the steps one must take to make or do a particular thing3. Claim, mark or identify objects and places

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 1

Writing Standard 2: Writing Purposes and Resulting Genres (continued)	
STANDARD	ACTIVITIES
D. Producing Literature	<ol style="list-style-type: none">1. Writes stories, memoirs, poems, songs and other literary forms2. Demonstrate not only an awareness of but also an ability to reproduce some of the literary language and styles they hear and read in the classroom (these may include alliteration, metaphor, simile, rhythm, complex syntax, descriptive detail, sound effects, dialogue, gestures, familiar story grammars or plot lines, and poetic line breaks and rhyme schemes)3. Imitate a text or write in a genre when they respond to it
E. Responding to Literature	<ol style="list-style-type: none">1. Re-enact and retell stories, songs, poems, plays and other literary works they encounter2. Produce simple evaluative expressions about the text (for example, "I like the story because," "I like the part where")3. Make simple comparisons of the story to events or people in their own lives4. Compare two books by the same author5. Discuss several books in the same theme6. Make explicit references to parts of the text when presenting or defending a claim7. Present a plausible interpretation of a book

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 1

Writing Standard 3: Language Use and Conventions	
STANDARD	ACTIVITIES
A. Style and Syntax	<ol style="list-style-type: none">1. Vary sentence openers instead of relying on the same sentence stem (for example, "I like books," "I like dogs," "I like my mom")2. Use a wide range of the syntactic patterns typical of spoken language3. Embed literary language where appropriate4. Sometimes mimic sentence structures from various genres they are reading
B. Vocabulary and Word Choice	<ol style="list-style-type: none">1. Produce writing that uses the full range of words in their speaking vocabulary2. Select a more precise word when prompted3. Use newly learned words they like from their reading, the books they hear read, words on the classroom walls and talk

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 1

Writing Standard 3: Language Use and Conventions (continued)	
STANDARD	ACTIVITIES
C. Spelling	<ol style="list-style-type: none">1. Produce writing that contains a large proportions of correctly spelled, high-frequency words2. Write text that usually can be read by the child and others-regardless of the scarcity of correctly spelled words-because most of the perceived sounds in unfamiliar words are phonetically represented3. Draw on a range of resources for deciding how to spell unfamiliar words, including strategies like segmenting, sounding out and matching to familiar words and word parts4. Automatically spell some familiar words and word endings correctly
D. Punctuation, Capitalization and Other Conventions	<ol style="list-style-type: none">1. Demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, question marks, ellipses, colons and capitalization of proper names and sentence beginnings2. Use punctuation accurately and sometimes use conventions that are borrowed from a favorites author to add emphasis, suggest mood, be clear and direct readers to use particular intonations

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 2

Reading Standard 1: Print-Sound Code	
STANDARD	ACTIVITIES
A. Phonemic Awareness	
B. Reading Words	1. Read regularly spelled one and two-syllable words automatically 2. Recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings

Reading Standard 2: Getting the Meaning	
STANDARD	ACTIVITIES
A Accuracy	1. Independently read aloud unfamiliar Level L books with 90% or better accuracy of word recognition (self-correction allowed)
B. Fluency	1. Independently read aloud from unfamiliar Level L books that have been previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text 2. Uses the cues of punctuation-including commas, periods, question marks and quotation marks-to guide them in getting meaning and fluently reading aloud
C. Self-Monitoring and Self- Correcting Strategies	1. Know when they don't understand a paragraph and search for clarification clues within the texts 2. Examine the relationship between earlier and later parts of a text and figure out how they make sense together

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English/Language Arts

D. Comprehension	<ol style="list-style-type: none">1. Recognize and be able to talk about organizing structure2. Combine information from two different parts of the text3. Infer cause-and effect relationships that are not stated explicitly4. Compare the observations of the author to their own observations when reading nonfiction texts5. Discuss how, why and what-if questions about nonfiction texts6. Discuss or write about the themes of a book-what the "messages" of the book might be7. Trace characters and plots across multiple episodes, perhaps ones that are read on several successive days8. Relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc.
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William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 2

Reading Standard 3: Reading Habits	
STANDARD	ACTIVITIES
A. Independent Reading and Assisted Reading	<ol style="list-style-type: none">1. Read on or two short books or long chapters every day and discuss what they read with another student or the group2. Read good children's literature every day3. Read multiple books by the same author and be able to discuss differences and similarities among these books4. Reread some favorite books or parts of longer books, gaining deeper knowledge of author's craft5. Read narrative accounts, responses to literature (pieces written by other students, book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry, plays and other genres6. Read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display7. Read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus and invitations) and some of those encountered outside school8. Voluntarily read to each other, signaling their sense of themselves as readers

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 2

Reading Standard 3: Reading Habits (continued)	
STANDARD	ACTIVITIES
B. Being Read To	<ol style="list-style-type: none">1. Have worthwhile literature read to them to model the language and craft of good writing2. Listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance3. Hear texts read aloud from a variety of genres4. Use strategies explicitly modeled by adults in read-alouds and assisted readings
C. Discussing Books	<ol style="list-style-type: none">1. Demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning2. Recognize genre features and compare works by different authors in the same genre3. Discuss recurring themes across works4. Paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase5. Sometimes challenge another speaker on whether facts are accurate, including reference to the texts6. Ask other speakers to provide supporting information or details7. Politely correct someone who paraphrases or interprets their ideas incorrectly (for example, "That's not what I meant...")

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 2

Reading Standard 3: Reading Habits (continued)	
STANDARD	ACTIVITIES
D. Vocabulary	<ol style="list-style-type: none">1. Recognize when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading2. Talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text3. Notice and show interest in understanding unfamiliar words in texts that are read to them4. Know how to talk about what nouns meaning terms of functions (for example, "An apple is something you eat"), features (for example, "Some apples are red") and category (for example, "An apple is a kind of fruit")5. Learn new words every day from their reading and talk

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 2

Writing Standard 1: Habits and Processes	
STANDARD	ACTIVITIES
A. Habits and Processes	<ol style="list-style-type: none">1. Writes daily2. Generate their own topics and make decisions about which pieces to work on over several days or longer3. Extend pieces of writing by, for example, turning a narrative into a poem or a short description into a long report4. Regularly solicit and provide useful feedback5. Routinely reread, revise, edit and proofread their work6. Take on strategies and elements of author's craft that the class has discusses in their study of literacy works7. Apply commonly agreed-upon criteria and their own judgment to assess the quality of their own work8. Polish at least 10 pieces throughout the year

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English/Language Arts

Grade 2

Writing Standard 2: Writing Purposes and Resulting Genres	
STANDARD	ACTIVITIES
A. Sharing Events, Telling Stories: Narrative Writing	<ol style="list-style-type: none"> 1. Incorporate some literary or "writing" language that does not sound like speech (for example, "Slowly, slowly he turned," "For days and weeks and months, I've worked for this moment") 2. Create a believable world and introduce characters, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods 3. Develops internal events as well as external ones (for example, the child may tell not only what happened to a characters but also what the characters wondered, remembered and hoped) 4. Write in first and third person 5. Use dialogue effectively
B. Informing Others: Report or Informational Writing	<ol style="list-style-type: none"> 1. Have an obvious organizational structure (often patterned after chapter book headings) 2. Communicate big ideas, insights or theories that have been elaborated on or illustrates through facts, details, quotations, statistic and information 3. Usually have a concluding sentence or section 4. Use diagrams, charts or illustrations as appropriate to the text
C. Getting Things Done: Functional and Procedural Writing	<ol style="list-style-type: none"> 1. Establish a context for the piece 2. Identify the topic 3. Show the steps in an action in enough detail to follow them 4. Include relevant information 5. Use language that is straightforward and clear 6. Frequently use pictures to illustrate steps in the procedure

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English/Language Arts

D. Producing Literature	<ol style="list-style-type: none">1. Write stories, poems, memoirs, songs and drama-conforming to appropriate expectations for each form2. Write a story using styles learned from studying authors and genres3. Write poetry using techniques they observe through a study of the genre
E. Responding to Literature	<ol style="list-style-type: none">1. Provide a retelling2. Write letters to the author, telling what they thought or asking questions3. Make a plausible claim about what they have read (for example, suggesting a big idea or theme and offering evidence from the text)4. Write variations on texts they have read, telling the story from a new point of view, putting in a new setting, altering a crucial characters or rewriting the ending5. Make connections between the text and their own ideas and lives

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 2

Grade 2 Writing Standard 3: Language and Conventions	
STANDARD	ACTIVITIES
A Style and Syntax	<ol style="list-style-type: none">1. Use all sentence patterns typical of spoken language2. Incorporate transition words and phrases3. Use variations embeddings (phrases, modifiers) as well as coordination and subordination4. Use varying sentence patterns and lengths to slow reading down, speed it up or create a mood5. Embed literary language where appropriate6. Reproduce sentence structures found in the various genres they are reading
B. Vocabulary and Word Choice	<ol style="list-style-type: none">1. Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion2. Make word choices that reveal they have a large enough vocabulary to exercise options in word choice3. Make choices about which words to use on the basis of whether they accurately convey the intended meaning4. Extend their writing vocabulary by using specialized words related to the topic or setting of their writing (for example, the names of kinds of trees if they are writing about a forest)

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 2

Grade 2 Writing Standard 3: Language and Conventions (continued)	
STANDARD	ACTIVITIES
C. Spelling	<ol style="list-style-type: none">1. Use a discernable logic to guide their spelling of unfamiliar words, making incorrect spellings less random2. Produce writing in which most high-frequency words with regularly spelled patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent <i>e</i> and one-syllable words with blends3. Correctly spell most inflectional endings, including plurals and verb tenses4. Use correct spelling patterns and rules most of the time5. Use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling, think about the base and prefixes and suffixes they know)6. Engage in the editing process, perhaps with a partner, to correct spelling errors
D. Punctuation, Capitalization and Other Conventions	<ol style="list-style-type: none">1. Use capital letters at the beginnings of sentences2. Use periods to end sentences3. Approximate the use of quotation marks4. Use capital letters and exclamation marks for emphasis5. Use question marks6. Use common contractions

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 3

Reading Standard 1: Print-Sound Code	
STANDARD	ACTIVITIES

Reading Standard 2: Getting the Meaning	
STANDARD	ACTIVITIES
A. Accuracy	1. Independently read aloud unfamiliar Level O books with 90% or better accuracy of word recognition (self-correction allowed)
B. Fluency	1. Independently read aloud from Level O books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text 2. Easily read words with irregularly spelled suffixes (for example, <i>-ous</i> , <i>-ion</i> , <i>-I've</i>) 3. Use the cues of punctuation to guide themselves on getting meaning and fluently reading aloud from the increasingly complex texts they read 4. Use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud

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English/Language Arts

Grade 3

Reading Standard 2: Getting the Meaning (continued)	
STANDARD	ACTIVITIES
C. Self-Monitoring and Self-Correction	<ol style="list-style-type: none">1. Monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense2. Use their ear for syntax to help figure out the meaning of new words3. Infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading4. Analyze the relations among different parts of a text5. Raise questions about what the author was trying to say and use the text to help answer the questions
D. Comprehension	

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Reading Standard 3: Reading Habits	
STANDARD	ACTIVITIES
A. Reading a Lot	<ol style="list-style-type: none">1. Read 30 chapter books a year, independently or with assistance, and regularly participate in discussion of their reading with another student, a group or an adult2. Read and hear texts read aloud from a variety of genre, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays3. Read multiple books by the same author and be able to identify differences and similarities among them4. Reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author's craft5. Read their own writings and the writing of their classmates, including pieces compiled in class books or places on public display6. Read the functional and instructional messages that see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school7. Listen to and discuss at least one chapter read to them every day8. Voluntarily read to each other, signaling their sense of themselves as readers

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English/Language Arts

Reading Standard 3: Reading Habits	
STANDARD	ACTIVITIES
B. Literature	<ol style="list-style-type: none">1. Read good children's literature every day2. Have worthwhile literature read to them to model the language and craft of good writing3. Discuss underlying themes or messages when interpreting fiction4. Read and respond to poems, stories, memoirs and plays written by peers5. Identify and discuss recurring themes across works6. Evaluate literary merits and participate informatively in peer talk about selecting book to read7. Examine the reasons for character's actions, accounting for situation and motive8. Read multiple books by the same author and be able to identify differences and similarities among them9. Recognize genre features, understand differences among genres and compare works by different authors in the same genre10. Note and talk about author's craft: content, point of view, word choice, plot, beginnings and endings and character development

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English/Language Arts

Grade 3

Reading Standard 3: Reading Habits	
STANDARD	ACTIVITIES
C. Discussing Literature	<ol style="list-style-type: none">1. Demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning2. Note and talk about author's craft: word choice, beginnings and endings, plot and character development3. Use comparisons and analogies to explain ideas4. Refer to knowledge built during discussion5. Use information that is accurate, accessible and relevant6. Restate their own ideas with greater clarity when a listener indicates non-comprehension7. Ask other students questions requiring them to support their claims or arguments8. Indicate when their own or other's ideas need further support or explanation

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English/Language Arts

Grade 3

Reading Standard 3: Reading Habits	
STANDARD	ACTIVITIES
D. Vocabulary	<ol style="list-style-type: none">1. Learn new words every day from their reading2. Recognize when they don't know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use else and look for clues there)3. Know meanings of roots, prefixes and suffixes4. Talk about the meaning of most of the new words encountered in independent and assisted reading5. Notice and show interest in understanding unfamiliar words in texts that are read to them6. Know how to talk about what nouns mean in terms of function (for example, "Water is for drinking"), features (for example, "water is wet") and category (for example, "Water is a liquid")7. Know how to talk about verbs as "action words"8. Talks about words as they relate to other words: synonyms, antonyms or which word is more precise

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 3

Writing Standard 1: Habits and Processes	
STANDARD	ACTIVITIES
A. Habits and Processes	<ol style="list-style-type: none">1. Write daily2. Generate their own topics and spend the necessary amount of time to revisit and refine their writing3. Extend and rework pieces of writing (for example, turn a paragraph from a memoir into a fully developed piece)4. Routinely rework, revise, edit and proofread their work5. Over the course of the year, polish 10 or 12 pieces for an audience in and beyond the classroom6. Write for specific purposes of their own (for example, writing a thank-you letter, writing a birthday card for a parent or friend)7. Consciously appropriate specific elements of a favorite author's craft to refine the quality of their own work8. Apply criteria (both public and personal) to judge the quality of their writing

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English/Language Arts

Grade 3

Writing Standard 2: Writing Purposes and Resulting Genres	
STANDARD	ACTIVITIES
A. Sharing Events, Telling Stories: Narrative Writing	<ol style="list-style-type: none">1. Orient or engage the reader (set the time, indicate the location, where they story takes place, introduce the characters or enter immediately into the story line)2. Create a believable world and introduce characters through the precise choice of detail3. Create a sequence of events that unfolds naturally4. Provide pacing5. Develop a characters, often by providing motivation for action and having the character solve the problem6. Develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies7. Add reflective comments (especially in an autobiographical narrative)8. Provide some kind of conclusion

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English/Language Arts

Grade 3

Writing Standard 2: Writing Purposes and Resulting Genres (continued)	
STANDARD	ACTIVITIES
B. Informing Others: Report or Informational Writing	<ol style="list-style-type: none">1. Introduce the topic, sometimes providing a context2. Have an organizational structure that is useful to the reader3. Communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistic and information4. Use diagrams, charts or illustrations appropriate to the text5. Have a concluding sentences or section6. Employ a straightforward tone of voice
C. Getting Things Done: Functional and Procedural Writing	<ol style="list-style-type: none">1. Engage the reader by establishing a context for the piece2. Identify the topic3. Provide a guide to action4. Show the steps in an action in considerable detail5. Include relevant information6. Use language that is straightforward and clear7. May use illustrations detailing steps in the procedure

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Grade 3

Writing Standard 2: Writing Purposes and Resulting Genres (continued)	
STANDARD	ACTIVITIES
D. Producing Literature	<ol style="list-style-type: none">1. Write stories, songs, memoirs, poetry and plays-conforming to appropriate expectations for each form2. Produce a piece that incorporates elements appropriate to the genre after engaging in a genre study3. Build on the thread of a story by extending or changing the story line
E. Responding to Literature	<ol style="list-style-type: none">1. Support an interpretation by making specific references to the text2. Provide enough detail from the text so the reader can understand the interpretation3. Go beyond retelling4. Compare two works by an author5. Discuss several works that have a common idea or theme6. Make connections between the text and their own ideas and lives

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English/Language Arts

Grade 3

Writing Standard 3: Language Use and Conventions	
STANDARD	ACTIVITIES
A. Style and Syntax	<ol style="list-style-type: none">1. Use appropriately a variety of syntactic patterns (for example, equal weight in compound sentences, subordination in complex sentences) to show relationship of ideas2. Incorporate transitional words and phrases appropriate to thinking3. Embed phrases and modifiers that make their writing lively and graphic4. Use varying sentence patterns and lengths to slow reading down, speed it up or create a mood5. Embed literary language where appropriate6. Reproduce sentence structures from various genres they are reading
B. Vocabulary	<ol style="list-style-type: none">1. Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion2. Makes word choices that reveal they have a large enough vocabulary to exercise options in word choice (for example, more precise and vivid words)3. Extend their writing vocabulary by using specialized words related to topic or setting of their writing (for example, the names of breeds of dogs if they are writing about dogs)

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Grade 3

Writing Standard 3: Language Use and Conventions (continued)	
STANDARD	ACTIVITIES
C. Spelling	<ol style="list-style-type: none">1. Notice when words do not look correct and use strategies to correct the spelling (for example, experiment with alternative spellings, look the word up in a dictionary or word list)2. Correctly spell all familiar high-frequency words3. Correctly spell with short vowels and common endings4. Correctly spell most inflectional endings, including plurals and verb tenses5. Use correct spelling pattern and rules such as consonant doubling, dropping <i>e</i> and changing <i>y</i> to <i>I</i>6. Correctly spell most derivational words (for example, <i>-tion</i>, <i>-ment</i>, <i>-ly</i>)
D. Punctuation, Capitalization and Other Conventions	<ol style="list-style-type: none">1. Use capital letters at the beginnings of sentences2. Use periods and other end punctuation correctly nearly all of the time3. Approximate the use of commas4. Use questions marks5. Use capital and lowercase letter6. Use contractions

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 4

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text	
STANDARD	ACTIVITIES
A. The student reads at least twenty-five book or book equivalents each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks and on-line materials. Such reading should represent a diverse literary forms and from at least five different writers.	<ol style="list-style-type: none"> 1. Maintain an annotated list of works read 2. Generate a reading log or journal 3. Participate in formal and informal book talks
B. The students reads and comprehends at least four book (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre	<ol style="list-style-type: none"> 1. Makes and supports warranted and responsible assertions about the texts; 2. Supports assertions with elaborated and convincing evidence; 3. Draws the texts together to compare and contrast themes, characters and ideas; 4. Makes perceptive and well-developed connections; 5. Evaluates writing strategies and elements of the author's craft
C. The student reads and comprehends informational materials to develop understanding and expertise	<ol style="list-style-type: none"> 1. Restates or summarizes information; 2. Relates new information to prior knowledge and experience; 3. Extends ideas; 4. Makes connections to related topics or information
D. The student reads aloud, accurately (in the range of 85-90%), familiar material of the quality and complexity of grade level texts, and in a way makes meaning clear to listeners	<ol style="list-style-type: none"> 1. Self-correcting when subsequent reading indicates an earlier miscue; 2. Using a range of cuing systems, e.g., phonics and context clues, to determine pronunciation and meanings; 3. Reading with a rhythm, flow and meter that sounds like everyday speech

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 4

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback.	
STANDARD	ACTIVITIES
A. The student produces an informational report	<ol style="list-style-type: none">1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest;2. Develops a controlling idea that conveys a perspective on the subject;3. Creates an organizing structure appropriate to a specific purpose, audience and context;4. Includes appropriate facts and details;5. Excludes extraneous and inappropriate information;6. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;7. Provides a sense of closure to the writing.
B. The student produces a response to literature	<ol style="list-style-type: none">1. Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;2. Advances a judgment that is interpretive, analytic, evaluative or reflective;3. Supports judgment through references to the text, references to other works, authors or non-print media, or references to personal knowledge;4. Demonstrates an understanding of the literary work;5. Provides a sense of closure to the writing

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English/Language Arts

Grade 4

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
C. The student produces a narrative account (fictional or autobiographical)	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a point of view and otherwise developing reader interest; 2. Established a situation, plot, point of view, setting and conflict (and for autobiography, the significance of events); 3. Create an organizing structure; 4. Includes sensory details and concrete language to develop plot and character; 5. Excludes extraneous details and inconsistencies; 6. Develops complex characters; 7. Uses a range of appropriate strategies, such as dialogue and tension or suspense; 8. Provides a sense of closure to the writing
D. The student produces a narrative procedure	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest; 2. Provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps; 3. Makes use of appropriate writing strategies such as creating a visual hierarchy and using white spaces and graphics as appropriate; 4. Includes relevant information; 5. Excludes extraneous information; 6. Anticipates problems, mistakes and misunderstandings that might arise for the reader; 7. Provides a sense of closure to the writing

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English/Language Arts

Grade 4

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas.	
STANDARD	ACTIVITIES
A. The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer	<ol style="list-style-type: none"> 1. Initiates new topics in addition to responding to adult-initiated topics; 2. Asks relevant questions; 3. Responds to questions with appropriate elaboration; 4. Uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether..."; 5. Confirms understanding by paraphrasing the adult's directions or suggestions
B. The student participates in group meetings	<ol style="list-style-type: none"> 1. Displays appropriate turn-taking behaviors; 2. Actively solicits another person's comment or opinion; 3. Offers own opinion forcefully without dominating; 4. Responds appropriately to comments and questions; 5. Volunteers contributions and responds when directly solicited by teacher or discussion leader; 6. Gives reasons in support of opinions expressed; 7. Clarifies, illustrates or expands on a response when asked to do so; asks classmates for similar expansions

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 4

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (Continued)	
STANDARD	ACTIVITIES
C. The student prepares and delivers an individual presentation	<ol style="list-style-type: none">1. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;2. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;3. Uses notes or other memory aids to structure the presentation;4. Engages the audience with appropriate verbal cues and eye contact;5. Projects a sense of individuality and personality in selecting and organizing content, and in delivery
D. The student makes informed judgments about television, radio, film, theatre, dance and music productions	<ol style="list-style-type: none">1. Demonstrates an awareness of the presence of media in the daily lives of most people;2. Evaluates the role of the media in focusing attention and in forming an opinion;3. Judges the extent to which the media provide a source of entertainment as well as a source of information;4. Defines the role of advertising as part of media presentation

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English/Language Arts

Grade 4

ELA Standard 4-Conventions, Grammar and Usage of the English Language: The student exhibits the appropriate application of conventions and grammar in both written and spoken formats.	
STANDARD	ACTIVITIES
A. The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.	<ol style="list-style-type: none">1. Grammar;2. Paragraph structure;3. Punctuation;4. Sentence construction;5. Spelling;6. Usage.
B. The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences and contexts that apply to the work	<ol style="list-style-type: none">1. Adding or deleting details;2. Adding or deleting explanations;3. Clarifying difficult passages; rearranging words, sentences and paragraphs to improve or clarify meaning;4. Sharpening the focus;5. Reconsidering the organizational structure

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Grade 4

ELA Standard 5-Literature	
STANDARD	ACTIVITIES
A. The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes	<ol style="list-style-type: none">1. Identifies recurring themes across works2. Analyzes the impact of authors' decisions regarding word choice and content;3. Considers the differences among genres;4. Evaluates literary merit;5. Considers the function of point of view or persona;6. Examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;7. Identifies stereotypical characters as opposed to fully developed characters;8. Critiques the degree to which a plot is contrived or realistic;9. Makes inferences and draws conclusions about contexts, events, characters and settings.
B. The student produces work in at least one literary genre that follows the conventions of the genre.	

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English/Language Arts

Grade 5

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text	
STANDARD	ACTIVITIES
A. The student reads at least twenty-five book or book equivalents each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks and on-line materials. Such reading should represent a diverse literary forms and from at least five different writers.	<ol style="list-style-type: none">1. Maintain an annotated list of works read2. Generate a reading log or journal3. Participate in formal and informal book talks
B. The students reads and comprehends at least four book (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre	<ol style="list-style-type: none">1. Makes and supports warranted and responsible assertions about the texts;2. Supports assertions with elaborated and convincing evidence;3. Draws the texts together to compare and contrast themes, characters and ideas;4. Makes perceptive and well-developed connections;5. Evaluates writing strategies and elements of the author's craft6. Constructs a book review7. Produces a literary response paper

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English/Language Arts

Grade 5

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text (continued)	
STANDARD	ACTIVITIES
C. The student reads and comprehends informational materials to develop understanding and expertise	<ol style="list-style-type: none">1. Restates or summarizes information;2. Relates new information to prior knowledge and experience;3. Extends ideas;4. Makes connections to related topics or information.5. Write a report of information to support or enhance a project6. Incorporate expert opinion into a speech or position paper
D. The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond)	<ol style="list-style-type: none">1. Identifies the author's purpose and stance;
E. The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done)	<ol style="list-style-type: none">1. Identifies the institutional context of the document;2. Identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information

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English/Language Arts

Grade 5

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback.(continued)	
STANDARD	ACTIVITIES
A. The student produces a report	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest; 2. Develops a controlling idea that conveys a perspective on the subject; 3. Creates an organizing structure appropriate to a specific purpose, audience and context; 4. Includes appropriate facts and details; 5. Excludes extraneous and inappropriate information; 6. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote, comparing and contrasting, naming and explaining benefits or limitations; 7. Provides a sense of closure to the writing 8. An I-search essay 9. A report produces as part of studies in other subjects
B. The student produces a response to literature	<ol style="list-style-type: none"> 1. Engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; 2. Advances a judgment that is interpretive, analytic, evaluative or reflective; 3. Supports judgment through references to the text, references to other works, authors or non-print media, or references to personal knowledge; 4. Demonstrates an understanding of the literary work; 5. Anticipates and answers a reader's questions; 6. Provides a sense of closure to the writing

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English/Language Arts

Grade 5

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
C. The student produces a narrative account (fictional or autobiographical)	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a point of view an otherwise developing reader interest; 2. Established a situation, plot, point of view, setting and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events); 3. Create an organizing structure; 4. Includes sensory details and concrete language to develop plot and character; 5. Excludes extraneous details and inconsistencies; 6. Develops complex characters; 7. Uses a range of appropriate strategies, such as dialogue and tension or suspense, naming and specific narrative action, e.g., movement, gestures, expressions;; 8. Provides a sense of closure to the writing 9. A biographical account 10. A fiction or non-fiction story 11. A personal narrative

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Grade 5

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
D. The student produces a narrative procedure	<ol style="list-style-type: none">1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest;2. Provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectation through predictable structures, e.g., heading; and provides transitions between steps;3. Provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;4. Makes use of appropriate writing strategies such as creating a visual hierarchy and using white spaces and graphics as appropriate;5. Includes relevant information;6. Excludes extraneous information;7. Anticipates problems, mistakes and misunderstandings that might arise for the reader;8. Provides a sense of closure to the writing

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English/Language Arts

Grade 5

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
E. The student produces a persuasive essay	<ol style="list-style-type: none"> 1. Develops a controlling idea that makes a clear and knowledgeable judgment; 2. Creates and organizes a structure that is appropriate to the needs, values and interests of a specifies audience, and arranges details, reasons, examples and anecdotes effectively and persuasively; 3. Includes appropriate information and arguments; 4. Excludes information and arguments that are irrelevant; 5. Anticipate and addresses reader concerns and counter-arguments; 6. Supports arguments with detailed evidence, citing sources of information as appropriate; 7. Provides a sense of closure to the writing

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas.	
STANDARD	ACTIVITIES
A. The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer	<ol style="list-style-type: none"> 1. Initiates new topics in addition to responding to adult-initiated topics; 2. Asks relevant questions; 3. Responds to questions with appropriate elaboration; 4. Uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether,,"; 5. Confirms understanding by paraphrasing the adult's directions or suggestions

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 5

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (continued)	
STANDARD	ACTIVITIES
B. The student participates in group meetings	<ol style="list-style-type: none">1. Displays appropriate turn-taking behaviors;2. Actively solicits another person's comment or opinion;3. Offers own opinion forcefully without dominating;4. Responds appropriately to comments and questions;5. Volunteers contributions and responds when directly solicited by teacher or discussion leader;6. Gives reasons in support of opinions expressed;7. Clarifies, illustrates or expands on a response when asked to do so; asks classmates for similar expansions;8. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solutions, evaluate solution)

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 5

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (continued)	
STANDARD	ACTIVITIES
C. The student prepares and delivers an individual presentation	<ol style="list-style-type: none">1. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;2. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;3. Uses notes or other memory aids to structure the presentation;4. Develops several main points relating to a single thesis;5. Engages the audience with appropriate verbal cues and eye contact;6. Projects a sense of individuality and personality in selecting and organizing content, and in delivery
D. The student makes informed judgments about television, radio, film, theatre, dance and music productions	<ol style="list-style-type: none">1. Demonstrates an awareness of the presence of media in the daily lives of most people;2. Evaluates the role of the media in focusing attention and in forming an opinion;3. Judges the extent to which the media provide a source of entertainment as well as a source of information;4. Defines the role of advertising as part of media presentation

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 5

ELA Standard 4-Conventions, Grammar and Usage of the English Language: The student exhibits the appropriate application of conventions and grammar in both written and spoken formats.	
STANDARD	ACTIVITIES
A. The student demonstrates a understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work	<ol style="list-style-type: none">1. Grammar;2. Paragraph structure;3. Punctuation;4. Sentence construction;5. Spelling;6. Usage.
B. The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light if the purposes, audiences and contexts that apply to the work	<ol style="list-style-type: none">1. Adding or deleting details;2. Adding or deleting explanations;3. Clarifying difficult passages; rearranging words, sentences and paragraphs to improve or clarify meaning;4. Sharpening the focus;5. Reconsidering the organizational structure.

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 5

ELA Standard 5-Literature	
STANDARD	ACTIVITIES
A. The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes	<ol style="list-style-type: none"> 1. identifies recurring themes across works 2. Interprets the impact of authors' decisions regarding word choice, content and literary elements; 3. Identifies the characteristics of literary forms and genres; 4. Evaluates literary merit; 5. Identifies the effect of point of view; 6. Analyzes the reasons for a character's actions, taking into account the situation and basic motivation of the character; 7. Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes; 8. Identifies stereotypical characters as opposed to fully developed characters; 9. Identifies the effect of literary devices such as figurative language, allusion, diction, dialogue and description 10. America's Choice Author Study
B. The student produces work in at least one literary genre that follows the conventions of the genre	<ol style="list-style-type: none"> 1. America's Choice Genre Study

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text	
STANDARD	ACTIVITIES
A. The student reads at least twenty-five book or book equivalents each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks and on-line materials. Such reading should represent a diverse literary forms and from at least five different writers.	<ol style="list-style-type: none"> 1. Maintain an annotated list of works read 2. Generate a reading log or journal 3. Participate in formal and informal book talks
B. The students reads and comprehends at least four book (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre	<ol style="list-style-type: none"> 1. Makes and supports warranted and responsible assertions about the texts; 2. Supports assertions with elaborated and convincing evidence; 3. Draws the texts together to compare and contrast themes, characters and ideas; 4. Makes perceptive and well-developed connections; 5. Evaluates writing strategies and elements of the author's craft 6. Constructs a book review 7. Produces a literary response paper

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text (continued)	
STANDARD	ACTIVITIES
C. The student reads and comprehends informational materials to develop understanding and expertise	<ol style="list-style-type: none">1. Restates or summarizes information;2. Relates new information to prior knowledge and experience;3. Extends ideas;4. Makes connections to related topics or information.5. Write a report of information to support or enhance a project6. Incorporate expert opinion into a speech or position paper7. Develop a proposal based in data obtained from reading informational texts
D. The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond)	<ol style="list-style-type: none">1. Identifies the social context of the document2. Identifies the author's purpose and stance
E. The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done)	<ol style="list-style-type: none">1. Identifies the institutional context of the document;2. Identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback.	
STANDARD	ACTIVITIES
A. The student produces a report	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest; 2. Develops a controlling idea that conveys a perspective on the subject; 3. Creates an organizing structure appropriate to a specific purpose, audience and context; 4. Includes appropriate facts and details; 5. Excludes extraneous and inappropriate information; 6. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote, comparing and contrasting, naming and explaining benefits or limitations; 7. Provides a sense of closure to the writing 8. An I-search essay 9. A report produces as part of studies in other subjects
B. The student produces a response to literature	<ol style="list-style-type: none"> 1. Engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; 2. Advances a judgment that is interpretive, analytic, evaluative or reflective; 3. Supports judgment through references to the text, references to other works, authors or non-print media, or references to personal knowledge; 4. Demonstrates an understanding of the literary work; 5. Anticipates and answers a reader's questions; 6. Provides a sense of closure to the writing

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
C. The student produces a narrative account (fictional or autobiographical)	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a point of view an otherwise developing reader interest; 2. Established a situation, plot, point of view, setting and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events); 3. Create an organizing structure; 4. Includes sensory details and concrete language to develop plot and character; 5. Excludes extraneous details and inconsistencies; 6. Develops complex characters; 7. Uses a range of appropriate strategies, such as dialogue and tension or suspense, naming and specific narrative action, e.g., movement, gestures, expressions;; 8. Provides a sense of closure to the writing 9. A biographical account 10. A fiction or non-fiction story 11. A personal narrative

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
D. The student produces a narrative procedure	<ol style="list-style-type: none">1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest;2. Provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectation through predictable structures, e.g., heading; and provides transitions between steps;3. Provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;4. Makes use of appropriate writing strategies such as creating a visual hierarchy and using white spaces and graphics as appropriate;5. Includes relevant information;6. Excludes extraneous information;7. Anticipates problems, mistakes and misunderstandings that might arise for the reader;8. Provides a sense of closure to the writing

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
E. The student produces a persuasive essay	<ol style="list-style-type: none"> 1. Develops a controlling idea that makes a clear and knowledgeable judgment; 2. Creates and organizes a structure that is appropriate to the needs, values and interests of a specifies audience, and arranges details, reasons, examples and anecdotes effectively and persuasively; 3. Includes appropriate information and arguments; 4. Excludes information and arguments that are irrelevant; 5. Anticipate and addresses reader concerns and counter-arguments; 6. Supports arguments with detailed evidence, citing sources of information as appropriate; 7. Provides a sense of closure to the writing

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas.	
STANDARD	ACTIVITIES
A. The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer	<ol style="list-style-type: none"> 1. Initiates new topics in addition to responding to adult-initiated topics; 2. Asks relevant questions; 3. Responds to questions with appropriate elaboration; 4. Uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether..."; 5. Confirms understanding by paraphrasing the adult's directions or suggestions

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (continued)	
STANDARD	ACTIVITIES
B. The student participates in group meetings	<ol style="list-style-type: none">1. Displays appropriate turn-taking behaviors;2. Actively solicits another person's comment or opinion;3. Offers own opinion forcefully without dominating;4. Responds appropriately to comments and questions;5. Volunteers contributions and responds when directly solicited by teacher or discussion leader;6. Gives reasons in support of opinions expressed;7. Clarifies, illustrates or expands on a response when asked to do so; asks classmates for similar expansions;8. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solutions, evaluate solution)

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (continued)	
STANDARD	ACTIVITIES
C. The student prepares and delivers an individual presentation	<ol style="list-style-type: none">1. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;2. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;3. Uses notes or other memory aids to structure the presentation;4. Develops several main points relating to a single thesis;5. Engages the audience with appropriate verbal cues and eye contact;6. Projects a sense of individuality and personality in selecting and organizing content, and in delivery
D. The student makes informed judgments about television, radio, film, theatre, dance and music productions	<ol style="list-style-type: none">1. Demonstrates an awareness of the presence of media in the daily lives of most people;2. Evaluates the role of the media in focusing attention and in forming an opinion;3. Judges the extent to which the media provide a source of entertainment as well as a source of information;4. Defines the role of advertising as part of media presentation

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 4-Conventions, Grammar and Usage of the English Language: The student exhibits the appropriate application of conventions and grammar in both written and spoken formats.	
STANDARD	ACTIVITIES
A. The student demonstrates a understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work	<ol style="list-style-type: none">1. Grammar;2. Paragraph structure;3. Punctuation;4. Sentence construction;5. Spelling;6. Usage.
B. The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light if the purposes, audiences and contexts that apply to the work	<ol style="list-style-type: none">1. Adding or deleting details;2. Adding or deleting explanations;3. Clarifying difficult passages; rearranging words, sentences and paragraphs to improve or clarify meaning;4. Sharpening the focus;5. Reconsidering the organizational structure.

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 6

ELA Standard 5-Literature	
STANDARD	ACTIVITIES
A. The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes	<ol style="list-style-type: none"> 1. identifies recurring themes across works 2. Interprets the impact of authors' decisions regarding word choice, content and literary elements; 3. Identifies the characteristics of literary forms and genres; 4. Evaluates literary merit; 5. Identifies the effect of point of view; 6. Analyzes the reasons for a character's actions, taking into account the situation and basic motivation of the character; 7. Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes; 8. Identifies stereotypical characters as opposed to fully developed characters; 9. Identifies the effect of literary devices such as figurative language, allusion, diction, dialogue and description 10. America's Choice Author Study
B. The student produces work in at least one literary genre that follows the conventions of the genre	<ol style="list-style-type: none"> 1. America's Choice Genre Study

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text	
STANDARD	ACTIVITIES
A. The student reads at least twenty-five book or book equivalents each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks and on-line materials. Such reading should represent a diverse literary forms and from at least five different writers.	<ol style="list-style-type: none"> 1. Maintain an annotated list of works read 2. Generate a reading log or journal 3. Participate in formal and informal book talks
B. The students reads and comprehends at least four book (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre	<ol style="list-style-type: none"> 1. Makes and supports warranted and responsible assertions about the texts; 2. Supports assertions with elaborated and convincing evidence; 3. Draws the texts together to compare and contrast themes, characters and ideas; 4. Makes perceptive and well-developed connections; 5. Evaluates writing strategies and elements of the author's craft 6. Constructs a book review 7. Produces a literary response paper

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text (continued)	
STANDARD	ACTIVITIES
C. The student reads and comprehends informational materials to develop understanding and expertise	<ol style="list-style-type: none"> 1. Restates or summarizes information; 2. Relates new information to prior knowledge and experience; 3. Extends ideas; 4. Makes connections to related topics or information. 5. Write a report of information to support or enhance a project 6. Incorporate expert opinion into a speech or position paper 7. Develop a proposal based in data obtained from reading informational texts
D. The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond)	<ol style="list-style-type: none"> 1. Identifies the social context of the document 2. Identifies the author's purpose and stance 3. Examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented 4. Analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it
E. The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done)	<ol style="list-style-type: none"> 1. Identifies the institutional context of the document; 2. Identifies the sequence of activities needed to carry out a procedure; 3. Identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback.	
STANDARD	ACTIVITIES
A. The student produces a report	<ol style="list-style-type: none">1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest;2. Develops a controlling idea that conveys a perspective on the subject;3. Creates an organizing structure appropriate to a specific purpose, audience and context;4. Includes appropriate facts and details;5. Excludes extraneous and inappropriate information;6. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote, comparing and contrasting, naming and explaining benefits or limitations;7. Provides a sense of closure to the writing8. A report produces as part of studies in other subjects9. A saturation report
B. The student produces a response to literature	<ol style="list-style-type: none">1. Engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;2. Advances a judgment that is interpretive, analytic, evaluative or reflective;3. Supports judgment through references to the text, references to other works, authors or non-print media, or references to personal knowledge;4. Demonstrates an understanding of the literary work;5. Anticipates and answers a reader's questions;6. Provides a sense of closure to the writing

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
C. The student produces a narrative account (fictional or autobiographical)	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a point of view and otherwise developing reader interest; 2. Established a situation, plot, point of view, setting and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events); 3. Create an organizing structure; 4. Includes sensory details and concrete language to develop plot and character; 5. Excludes extraneous details and inconsistencies; 6. Develops complex characters; 7. Uses a range of appropriate strategies, such as dialogue and tension or suspense, naming and specific narrative action, e.g., movement, gestures, expressions;; 8. Provides a sense of closure to the writing 9. A fiction or non-fiction story 10. An historical account 11. A detailed travel diary 12. A news account of an event, fiction or non-fiction

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
D. The student produces a narrative procedure	<ol style="list-style-type: none">1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest;2. Provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectation through predictable structures, e.g., heading; and provides transitions between steps;3. Provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;4. Makes use of appropriate writing strategies such as creating a visual hierarchy and using white spaces and graphics as appropriate;5. Includes relevant information;6. Excludes extraneous information;7. Anticipates problems, mistakes and misunderstandings that might arise for the reader;8. Provides a sense of closure to the writing

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
E. The student produces a persuasive essay	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest; 2. Develops a controlling idea that makes a clear and knowledgeable judgment; 3. Creates and organizes a structure that is appropriate to the needs, values and interests of a specifies audience, and arranges details, reasons, examples and anecdotes effectively and persuasively; 4. Includes appropriate information and arguments; 5. Excludes information and arguments that are irrelevant; 6. Anticipate and addresses reader concerns and counter-arguments; 7. Supports arguments with detailed evidence, citing sources of information as appropriate; 8. Provides a sense of closure to the writing

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas.	
STANDARD	ACTIVITIES
A. The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer	<ol style="list-style-type: none"> 1. Initiates new topics in addition to responding to adult-initiated topics; 2. Asks relevant questions; 3. Responds to questions with appropriate elaboration; 4. Uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether..."; 5. Confirms understanding by paraphrasing the adult's directions or suggestions

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (continued)	
STANDARD	ACTIVITIES
B. The student participates in group meetings	<ol style="list-style-type: none">1. Displays appropriate turn-taking behaviors;2. Actively solicits another person's comment or opinion;3. Offers own opinion forcefully without dominating;4. Responds appropriately to comments and questions;5. Volunteers contributions and responds when directly solicited by teacher or discussion leader;6. Gives reasons in support of opinions expressed;7. Clarifies, illustrates or expands on a response when asked to do so; asks classmates for similar expansions;8. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solutions, evaluate solution)

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (continued)	
STANDARD	ACTIVITIES
C. The student prepares and delivers an individual presentation	<ol style="list-style-type: none"> 1. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; 2. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials; 3. Uses notes or other memory aids to structure the presentation; 4. Develops several main points relating to a single thesis; 5. Engages the audience with appropriate verbal cues and eye contact; 6. Projects a sense of individuality and personality in selecting and organizing content, and in delivery
D. The student makes informed judgments about television, radio, film, theatre, dance and music productions	<ol style="list-style-type: none"> 1. Demonstrates an awareness of the presence of media in the daily lives of most people; 2. Evaluates the role of the media in focusing attention and in forming an opinion; 3. Judges the extent to which the media provide a source of entertainment as well as a source of information; 4. Defines the role of advertising as part of media presentation

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 4-Conventions, Grammar and Usage of the English Language: The student exhibits the appropriate application of conventions and grammar in both written and spoken formats.	
STANDARD	ACTIVITIES
A. The student demonstrates a understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work	<ol style="list-style-type: none"> 1. Grammar; 2. Paragraph structure; 3. Punctuation; 4. Sentence construction; 5. Spelling; 6. Usage.
B. The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light if the purposes, audiences and contexts that apply to the work	<ol style="list-style-type: none"> 1. Adding or deleting details; 2. Adding or deleting explanations; 3. Clarifying difficult passages; rearranging words, sentences and paragraphs to improve or clarify meaning; 4. Sharpening the focus; 5. Reconsidering the organizational structure.

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 7

ELA Standard 5-Literature	
STANDARD	ACTIVITIES
A. The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes	<ol style="list-style-type: none"> 1. identifies recurring themes across works 2. Interprets the impact of authors' decisions regarding word choice, content and literary elements; 3. Identifies the characteristics of literary forms and genres; 4. Evaluates literary merit; 5. Identifies the effect of point of view; 6. Analyzes the reasons for a character's actions, taking into account the situation and basic motivation of the character; 7. Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes; 8. Identifies stereotypical characters as opposed to fully developed characters; 9. Identifies the effect of literary devices such as figurative language, allusion, diction, dialogue and description 10. America's Choice Author Study
B. The student produces work in at least one literary genre that follows the conventions of the genre	<ol style="list-style-type: none"> 1. America's Choice Genre Study

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 8

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text	
STANDARD	ACTIVITIES
A. The student reads at least twenty-five book or book equivalents each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks and on-line materials. Such reading should represent a diverse literary forms and from at least five different writers.	<ol style="list-style-type: none"> 1. Maintain an annotated list of works read 2. Generate a reading log or journal 3. Participate in formal and informal book talks
B. The students reads and comprehends at least four book (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre	<ol style="list-style-type: none"> 1. Makes and supports warranted and responsible assertions about the texts; 2. Supports assertions with elaborated and convincing evidence; 3. Draws the texts together to compare and contrast themes, characters and ideas; 4. Makes perceptive and well-developed connections; 5. Evaluates writing strategies and elements of the author's craft 6. Construct a book review 7. Produce a literary response paper 8. Produce a research report

William E. Doar, Jr. Public Charter School for the Performing Arts
English/Language Arts

Grade 8

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text (continued)	
STANDARD	ACTIVITIES
C. The student reads and comprehends informational materials to develop understanding and expertise	<ol style="list-style-type: none"> 1. Restates or summarizes information; 2. Relates new information to prior knowledge and experience; 3. Extends ideas; 4. Makes connections to related topics or 5. Write a report of information to support or enhance a project 6. Incorporate expert opinion into a speech or position paper 7. Develop a proposal based in data obtained from reading informational texts 8. Use information to support or enhance a project 9. Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text (continued)	
STANDARD	ACTIVITIES
D. The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond)	<ol style="list-style-type: none"> 1. Identifies the social context of the document; 2. Identifies the author's purpose and stance; 3. Analyzes the arguments and positions advances and the evidence offered in support of them, or formulates an argument and offers evidence to support it; 4. Examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented; 5. Identifies or uses commonly used persuasive techniques.

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Grade 8

ELA Standard 1-Reading: The student demonstrates comprehension and show evidence of a warranted and responsible interpretation of text (continued)	
STANDARD	ACTIVITIES
E. The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done)	A. Identifies the institutional context of the document; B. Identifies the sequence of activities needed to carry out a procedure; C. Analyzes or uses the formatting techniques used to make a document user-friendly; D. Identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information

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English/Language Arts

Grade 8

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback.	
STANDARD	ACTIVITIES
A. The student produces a report	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest; 2. Develops a controlling idea that conveys a perspective on the subject; 3. Creates an organizing structure appropriate to a specific purpose, audience and context; 4. Includes appropriate facts and details; 5. Excludes extraneous and inappropriate information; 6. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote, comparing and contrasting, naming and explaining benefits or limitations; 7. Provides a sense of closure to the writing 8. A report produces as part of studies in other subjects 9. A saturation report
B. The student produces a response to literature	<ol style="list-style-type: none"> 1. Engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; 2. Advances a judgment that is interpretive, analytic, evaluative or reflective; 3. Supports judgment through references to the text, references to other works, authors or non-print media, or references to personal knowledge; 4. Demonstrates an understanding of the literary work; 5. Anticipates and answers a reader's questions; 6. Provides a sense of closure to the writing

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Grade 8

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
C. The student produces a narrative account (fictional or autobiographical)	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a point of view an otherwise developing reader interest; 2. Established a situation, plot, point of view, setting and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events); 3. Create an organizing structure; 4. Includes sensory details and concrete language to develop plot and character; 5. Excludes extraneous details and inconsistencies; 6. Develops complex characters; 7. Uses a range of appropriate strategies, such as dialogue and tension or suspense, naming and specific narrative action, e.g., movement, gestures, expressions;; 8. Provides a sense of closure to the writing 9. A fiction or non-fiction story 10. An historical account 11. A detailed travel diary 12. A news account of an event, fiction or non-fiction

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Grade 8

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
D. The student produces a narrative procedure	<ol style="list-style-type: none">1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest;2. Provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectation through predictable structures, e.g., heading; and provides transitions between steps;3. Provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;4. Makes use of appropriate writing strategies such as creating a visual hierarchy and using white spaces and graphics as appropriate;5. Includes relevant information;6. Excludes extraneous information;7. Anticipates problems, mistakes and misunderstandings that might arise for the reader;8. Provides a sense of closure to the writing

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Grade 8

ELA Standard 2-Writing: The student shapes language to communicate effectively through planning, drafting and response to feedback. (continued)	
STANDARD	ACTIVITIES
E. The student produces a persuasive essay	<ol style="list-style-type: none"> 1. Engages the reader by establishing a context, creating a persona and otherwise developing reader interest; 2. Develops a controlling idea that makes a clear and knowledgeable judgment; 3. Creates and organizes a structure that is appropriate to the needs, values and interests of a specifies audience, and arranges details, reasons, examples and anecdotes effectively and persuasively; 4. Includes appropriate information and arguments; 5. Excludes information and arguments that are irrelevant; 6. Anticipate and addresses reader concerns and counter-arguments; 7. Supports arguments with detailed evidence, citing sources of information as appropriate; 8. Provides a sense of closure to the writing

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas.	
STANDARD	ACTIVITIES
A. The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer	<ol style="list-style-type: none"> 1. Initiates new topics in addition to responding to adult-initiated topics; 2. Asks relevant questions; 3. Responds to questions with appropriate elaboration; 4. Uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether..."; 5. Confirms understanding by paraphrasing the adult's directions or suggestions

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ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (continued)	
STANDARD	ACTIVITIES
B. The student participates in group meetings	<ol style="list-style-type: none">1. Displays appropriate turn-taking behaviors;2. Actively solicits another person's comment or opinion;3. Offers own opinion forcefully without dominating;4. Responds appropriately to comments and questions;5. Volunteers contributions and responds when directly solicited by teacher or discussion leader;6. Gives reasons in support of opinions expressed;7. Clarifies, illustrates or expands on a response when asked to do so; asks classmates for similar expansions;8. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solutions, evaluate solution)

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Grade 8

ELA Standard 3-Speaking, Listening and Viewing: The student speaks, listens and views to express, explore and learn about ideas. (continued)	
STANDARD	ACTIVITIES
C. The student prepares and delivers an individual presentation	<ol style="list-style-type: none">1. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;2. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;3. Uses notes or other memory aids to structure the presentation;4. Develops several main points relating to a single thesis;5. Engages the audience with appropriate verbal cues and eye contact;6. Projects a sense of individuality and personality in selecting and organizing content, and in delivery
D. The student makes informed judgments about television, radio, film, theatre, dance and music productions	<ol style="list-style-type: none">1. Demonstrates an awareness of the presence of media in the daily lives of most people;2. Evaluates the role of the media in focusing attention and in forming an opinion;3. Judges the extent to which the media provide a source of entertainment as well as a source of information;4. Defines the role of advertising as part of media presentation

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Grade 8

ELA Standard 4-Conventions, Grammar and Usage of the English Language: The student exhibits the appropriate application of conventions and grammar in both written and spoken formats.	
STANDARD	ACTIVITIES
A. The student demonstrates a understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work	1. Grammar; 2. Paragraph structure; 3. Punctuation; 4. Sentence construction; 5. Spelling; 6. Usage.
B. The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light if the purposes, audiences and contexts that apply to the work	1. Adding or deleting details; 2. Adding or deleting explanations; 3. Clarifying difficult passages; rearranging words, sentences and paragraphs to improve or clarify meaning; 4. Sharpening the focus; 5. Reconsidering the organizational structure.

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English/Language Arts

Grade 8

ELA Standard 5-Literature	
STANDARD	ACTIVITIES
A. The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes	<ol style="list-style-type: none">1. identifies recurring themes across works2. Interprets the impact of authors' decisions regarding word choice, content and literary elements;3. Identifies the characteristics of literary forms and genres;4. Evaluates literary merit;5. Identifies the effect of point of view;6. Analyzes the reasons for a character's actions, taking into account the situation and basic motivation of the character;7. Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes;8. Identifies stereotypical characters as opposed to fully developed characters;9. Identifies the effect of literary devices such as figurative language, allusion, diction, dialogue and description10. America's Choice Author Study
B. The student produces work in at least one literary genre that follows the conventions of the genre	<ol style="list-style-type: none">1. America's Choice Genre Study

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America's Choice ELA Standards through grade 10

E1 Reading/ E6 Public Documents/E7 Functional Documents

- E1a The student reads at least twenty-five book or book equivalents each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks and on-line materials. Such reading should represent a diverse literary forms and from at least five different writers.
- E1b The students reads and comprehends at least four book (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:
- \$ makes and supports warranted and responsible assertions about the texts;
 - \$ supports assertions with elaborated and convincing evidence;
 - \$ draws the texts together to compare and contrast themes, characters and ideas;
 - \$ makes perceptive and well-developed connections;
 - \$ evaluates writing strategies and elements of the author's craft.
- E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:
- \$ restates or summarizes information;
 - \$ relates new information to prior knowledge and experience;
 - \$ extends ideas;
 - \$ makes connections to related topics or information.
- E6 Public Documents
- E6a The student critiques public documents with an eye to strategies common in public discourse, including:
- \$ effective use of argument;
 - \$ use of the power of anecdote;
 - \$ anticipation of counter-claims;
 - \$ appeal to audiences both friendly and hostile to the position presented;
 - \$ use of emotionally laden words and imagery;
 - \$ citing of appropriate references or authorities.
- E6b The student produces public documents, in which the student:
- \$ exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;
 - \$ utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader's emotions and argument dependent upon the writer's

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- persona;
- \$ uses arguments that are appropriate in terms of the knowledge, values and degree of understanding of the intended audience;
- \$ uses a range of strategies to appeal to readers.

- E7 Functional Documents

- E7a The student critiques functional documents with an eye to strategies common to effective functional documents, including:
 - \$ visual appeal, e.g., format, graphics, white space, headers;
 - \$ logic of the sequence in which the directions are given;
 - \$ awareness of possible reader misunderstandings.

- E7b The student produces functional documents appropriate to audience and purpose, in which the student:
 - \$ reports, organizes and conveys information and ideas accurately;
 - \$ includes relevant narrative details, such as scenarios, definitions and examples;
 - \$ anticipates readers' problems, mistakes and misunderstandings;
 - \$ uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics and color;
 - \$ establishes a persona that is consistent with the document's purpose;
 - \$ employs word choices that are consistent with the persona and appropriate for the intended audience.

- E2 Writing

- E2a The student produces a report that:
 - \$ engages the reader by establishing a context, creating a persona and otherwise developing reader interest;
 - \$ develops a controlling idea that conveys a perspective on the subject;
 - \$ creates an organizing structure appropriate to a specific purpose, audience and context;
 - \$ includes appropriate facts and details;
 - \$ excludes extraneous and inappropriate information;
 - \$ uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote, comparing and contrasting, naming and explaining benefits or limitations, demonstrating claims or assertions and providing a scenario to illustrate;
 - \$ provides a sense of closure to the writing.

- E2b The student produces a response to literature that:
 - \$ engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
 - \$ advances a judgment that is interpretive, analytic, evaluative or reflective;

- \$ supports judgment through references to the text, references to other works, authors or non-print media, or references to personal knowledge;

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- \$ demonstrates an understanding of the literary work through suggesting an interpretation;
- \$ anticipates and answers a reader's questions;
- \$ recognizes possible ambiguities, nuances and complexities;
- \$ provides a sense of closure to the writing.

E2 Writing (continued)

E2c The student produces a narrative account (fictional or autobiographical) that:

- \$ engages the reader by establishing a context, creating a point of view and otherwise developing reader interest;
- \$ established a situation, plot, point of view, setting and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- \$ create an organizing structure;
- \$ includes sensory details and concrete language to develop plot and character;
- \$ excludes extraneous details and inconsistencies;
- \$ develops complex characters;
- \$ uses a range of appropriate strategies, such as dialogue and tension or suspense, naming and specific narrative action, e.g., movement, gestures, expressions;;
- \$ provides a sense of closure to the writing.

E2d The student produces a narrative procedure that:

- \$ engages the reader by establishing a context, creating a persona and otherwise developing reader interest;
- \$ provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectation through predictable structures, e.g., heading; and provides smooth transitions between steps;
- \$ provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- \$ makes use of appropriate writing strategies such as creating a visual hierarchy and using white spaces and graphics as appropriate;
- \$ includes relevant information;
- \$ excludes extraneous information;
- \$ anticipates problems, mistakes and misunderstandings that might arise for the reader;
- \$ provides a sense of closure to the writing.

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E2 Writing (continued)

E2e The student produces a persuasive essay that:

- \$ engages the reader by establishing a context, creating a persona and otherwise developing reader interest;
- \$ develops a controlling idea that makes a clear and knowledgeable judgment;
- \$ creates an organizing structure that is appropriate to the needs, values and interests of a specifies audience, and arranges details, reasons, examples and anecdotes effectively and persuasively;
- \$ includes appropriate information and arguments;
- \$ excludes information and arguments that are irrelevant;
- \$ anticipate and addresses reader concerns and counter-arguments;
- \$ supports arguments with detailed evidence, citing sources of information as appropriate;
- \$ uses a range of strategies to elaborate and persuade, such as definitions, descriptions illustrations, examples from evidence and anecdotes;
- \$ provides a sense of closure to the writing.

E2f The student produces a reflective essay that:

- \$ engages the reader by establishing a context, creating a persona and otherwise developing reader interest;
- \$ analyzes a condition or situation of significance;
- \$ develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience;
- \$ creates an organizing structure appropriate to purpose and audience;
- \$ uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- \$ provides a sense of closure to the writing.

E3 Speaking, Listening and Viewing

E2a The student participates in one-to-one conferences with a teacher, paraprofessional or adult volunteer, in which the student:

- \$ initiates new topics in addition to responding to adult-initiated topics;
- \$ asks relevant questions;
- \$ responds to questions with appropriate elaboration;
- \$ uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...";
- \$ confirms understanding by paraphrasing the adult's directions or suggestions.

E3b The student participates in group meetings, in which the student:

- \$ displays appropriate turn-taking behaviors;
- \$ actively solicits another person's comment or opinion;

- \$ offers own opinion forcefully without dominating;

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- \$ responds appropriately to comments and questions;
 - \$ volunteers contributions and responds when directly solicited by teacher or discussion leader;
 - \$ gives reasons in support of opinions expressed;
 - \$ clarifies, illustrates or expands on a response when asked to do so; asks classmates for similar expansions;
 - \$ employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solutions, evaluate solution);
 - \$ divides labor so as to achieve the overall group goal efficiently.
- E3c The student prepares and delivers an individual presentation, in which the student:
- \$ shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
 - \$ shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
 - \$ uses notes or other memory aids to structure the presentation;
 - \$ develops several main points relating to a single thesis;
 - \$ engages the audience with appropriate verbal cues and eye contact;
 - \$ projects a sense of individuality and personality in selecting and organizing content, and in delivery.
- E3 Speaking, Listening and Viewing (continued)
- E3d The student makes informed judgments about television, radio, film, theatre, dance and music productions; that is, the student:
- \$ demonstrates an awareness of the presence of media in the daily lives of most people;
 - \$ evaluates the role of the media in focusing attention and in forming an opinion;
 - \$ judges the extent to which the media provide a source of entertainment as well as a source of information;
 - \$ defines the role of advertising as part of media presentation.
- E3 Speaking, Listening and Viewing (continued)
- E3e The student listens to and analyzes a public speaking performance; that is, the student:
- \$ takes notes on salient information;
 - \$ identifies types of arguments (e.g., causation, authority, analogy) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization);
 - \$ accurately summarizes the essence of each speaker's remarks;
 - \$ formulates a judgment about the issues under discussion.

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E4 Conventions, Grammar and Usage of the English Language

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

- \$ grammar;
- \$ paragraph structure;
- \$ punctuation;
- \$ sentence construction;
- \$ spelling;
- \$ usage.

E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences and contexts that apply to the work. Strategies for revising include:

- \$ adding or deleting details;
- \$ adding or deleting explanations;
- \$ clarifying difficult passages; rearranging words, sentences and paragraphs to improve or clarify meaning;
- \$ sharpening the focus;
- \$ reconsidering the organizational structure;
- \$ rethinking and/or rewriting the piece in light of different audiences and purposes.

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E5 Literature

E5a The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes; that is, the student:

- \$ makes thematic connections among literary texts, public discourse and media;
- \$ evaluates the impact of authors; decisions regarding word choice, style, content and literary elements;
- \$ analyzes the characteristics of literary forms and genres;
- \$ evaluates literary merit;
- \$ explains the effect of point of view;
- \$ makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes and styles;
- \$ interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- \$ evaluates the stance of a writer in shaping the presentation of a subject;
- \$ interprets ambiguities, subtleties, contradictions, ironies and nuances;
- \$ understands the role of tone in presenting literature (both fictional and non-fictional);
- \$ demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

E5b The student produces work in at least one literary genre that follows the conventions of the genre.

William E. Doar, Jr Public Charter School for the Performing Arts
Mathematics
Grade 1

M1 Arithmetic and Number Concepts

The student demonstrates understanding of a mathematical concept by using it to solves problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams, or words, as appropriate), and explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet this standard.

The student produces evidence that demonstrates understanding of arithmetic and number concepts; that is, the student:

M1a: Adds, subtracts, multiplies and divides whole numbers, with and without calculators	
STANDARD	ACTIVITIES
adds, i.e., joins things together increases;	Adds two digit whole numbers
subtracts, i.e., takes away, compares, finds the difference	Subtracts two whole numbers without regrouping
multiplies, i.e., uses repeated addition, counts by multiples, combines things that come in groups, makes arrays, uses area models, computes simple scales, uses simple rates	
divides, i.e., puts things into groups, shares equally; calculates simple rates	
analyzes problems situations and contexts in order to figure out when to add, subtract, multiply or divide	
solves arithmetic problems by relating addition, subtraction, multiplication and division to one another	
computes answers mentally, e.g. $27 + 45$, 30×4 ;	Adds one digit numbers mentally
uses simple concepts of negative numbers, e.g., on a number line, in counting, in temperature, "owning"	

M1b Demonstrates understanding of the base ten place value system and uses this knowledge to solve arithmetic tasks; that is:	
STANDARD	ACTIVITIES
counts 1, 10, 100 or 1000 more than or less than, e.g., 1 less than 10000, 10 more than 380, 1000 more than 23000, 100 less than 9000	
uses knowledge about ones, tens, hundreds and thousands to figure out answers to multiplication and division tasks, e.g., 36×10 , 18×100 , 7×1000 , $4000 \div 4$	Finds patterns in numbers that are multiples of 10

Estimates, approximates, round off, uses landmark numbers or uses exact numbers, as appropriate, in calculations

STANDARD	ACTIVITIES

M1d Describes and compares quantities by using concrete and real world models of simple fractions; that is:	
STANDARD	ACTIVITIES
finds simple parts of whole	
recognizes simple fractions as instructions to divide, e.g., $\frac{1}{4}$ of something is the same as dividing something by 4;	
recognizes the place of fractions on number lines, e.g., in measurement	
uses drawings, diagrams or models to show what the numerator and denominator mean, including when adding like fractions, e.g., $\frac{1}{8} + \frac{5}{8}$, or when showing that $\frac{3}{4}$ is more than $\frac{3}{8}$	
uses beginning proportional reasoning and simple ratios, e.g., "about half of the people"	

M1e Describes and compares quantities by using simple decimals; that is:	
STANDARD	ACTIVITIES
adds, subtracts, multiplies and divides money amounts	
Recognizes relationships among simple fractions, decimals and percents, i.e., that $\frac{1}{2}$ is the same as 0.5 and $\frac{1}{2}$ is the same as 50%, with concrete materials, diagrams and in real world situations, e.g., when discovering the chance of a coin landing on heads or tails	

M1f Describes and compares quantities by using whole numbers up to 10000; that is:	
STANDARD	ACTIVITIES
connects ideas of quantities to the real world, E.g., how many people fit in the school's cafeteria; how far away is a kilometer;	Counts and orders numbers to 1000
finds, identifies and sorts numbers by their properties, e.g., odd, even, multiple, square	

M2 Geometry and Measurement Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

M2a Gives and responds to directions about location, e.g., by using words such as "in front of," "right," and "above"	
STANDARD	ACTIVITIES
Can understand and apply terms of location	Compare and describe locations of objects

M2b	Visualizes and represents two dimensional views of simple rectangular three dimensional shapes, e.g., by showing the front view and the side view of a building made of cubes	
	STANDARD	ACTIVITIES
	Fine two dimensional shapes in three dimensional shapes	Find squares and rectangles on sides of buildings
M2c	Uses simple two dimensional coordinate systems to find locations on a map and represent points and simple figures	
	STANDARD	ACTIVITIES
M2d	Uses many types of figures (angles, triangles, squares, rectangles, rhombi, parallelograms, quadrilaterals, polygons, prisms, pyramids, cubes, circles and spheres) and identifies the figures by their properties, e.g., symmetry, number of faces, two- or three- dimensionality, no right angles	
	STANDARD	ACTIVITIES
	Combines figures	Make shapes by combining shapes
M2e	Solves problems by showing relationships between and among figures., e.g., using congruence and similarity, and using transformations including flips, slides and rotations	
	STANDARD	ACTIVITIES
M2f	Extends and creates geometric patterns using concrete and pictorial models	
	STANDARD	ACTIVITIES
M2g	Uses basic ways of estimating and measuring the size of figures and objects in the real world, including length, width, perimeter and area	
	STANDARD	ACTIVITIES
	Measures length	Measuring with rulers to the nearest inch
M2h	Uses models to reason about the relationship between the perimeter and area of rectangle in simple situations	
	STANDARD	ACTIVITIES
M2i	Selects and uses units, both formal and informal as appropriate, for estimating and measuring quantities such as weight, length, area, volume and time	
	STANDARD	ACTIVITIES
M2j	Carries out simple unit conversions, such as between cm and m, and between hours and minutes	

STANDARD	ACTIVITIES
M2k Uses scales in maps and uses, measures and creates scales for rectangular scale drawings based on work with concrete models and graph paper	
STANDARD	ACTIVITIES

M3 Function and Algebra Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

M3a Uses linear patterns to solve problems; that is:	
STANDARD	ACTIVITIES
shows how one quantity determines another in a linear ("repeating") pattern, i.e., describes, extends and recognizes the linear pattern by its rule, such as, the total number of legs on a given number of horses can be calculated by counting by fours	Counts forwards by 2's, 5's, and 10's
shows how one quantity determines another in a functional relationship based on a linear pattern, e.g., for the "number of people and total number of eyes," figure out how many eyes 100 people have all together	
M3b Builds iterations of simple non-linear pattern, including multiplicative and squaring pattern (e.g., "growing" patterns) with concrete materials and recognizes that these patterns are not linear	
STANDARD	ACTIVITIES
M3d Uses letters, boxes or other symbols to stand for any number, measured quantity or object in simple situations with concrete materials, i.e., demonstrates understanding and use of a beginning concept of a variable	
STANDARD	ACTIVITIES

M4 Statistics and Probability Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-

are required to meet this standard.

The student produces evidence that demonstrates understanding of statistics and probability concepts in the following areas; that is, the student:

M4a	Collects and organizes data to answer a question or test a hypothesis by comparing sets of data	
	STANDARD	ACTIVITIES
	Collects data	Counts objects, measures temperature

M4b	Displays data in line plots, graphs, table and charts	
	STANDARD	ACTIVITIES
	Represents data	Collects data and represents it with bar graphs and tally charts

M4c	Makes statements and draws simple conclusions based on data; that is:	
	STANDARD	ACTIVITIES
	reads data in line plots, graphs, tables and charts	Interprets information in a display
	compares data in order to make true statements, e.g., "seven plants grew at least 5 cm";	
	identifies and uses the mode necessary for making true statements, e.g., "more people chose red";	
	makes true statements based on a simple concept of average (median and mean), for a small sample size and where the situation is made evident with concrete materials or clear representations;	
	interprets data to determine the reasonableness of statements about the data, e.g., "twice as often," "three times faster";	
	uses data, including statements about the data, to make a simple concluding statement about a situation, e.g., "This kind of plant grows better near sunlight because the seven plants that were near the window grew at least 5 cm."	

M4d	Gathers data about an entire group of by sampling group members to understand the concept of sample, i.e., that a large sample leads to more reliable information, e.g., when flipping coins	
	STANDARD	

M4e	Predicts results, analyzes data and finds out why some results are more likely, less likely or equally likely	
	STANDARD	ACTIVITIES

M4f	Finds all possible combinations and arrangements within certain constraints involving a limited number of variables	
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STANDARD	ACTIVITIES

M5 Problem Solving and Reasoning

The student demonstrates logical reasoning throughout work in mathematics, i.e., concepts and skills, problem solving and projects; demonstrates problem solving by using mathematical concepts and skill to solve non-routine problems that do not lay out specific and detailed steps to follow; and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation	
M5a Given the basic statement of a problem situation, the student:	
STANDARD	ACTIVITIES
makes the important decisions about the approach, materials and strategies to use, i.e., does not merely fill in a given chart, use a pre-specified manipulative, or go through a predetermined set of steps;	
uses previously learned strategies, skills, knowledge and concepts to make decisions	
uses strategies, such as using manipulatives or drawing sketches to model problems	

Implementation	
M5b The student makes the basic choices involved in planning and carrying out a solution; that is, the student:	
STANDARD	ACTIVITIES
makes up and uses a variety of strategies and approaches to solving problems and uses or learns approaches that other people use, as appropriate;	
makes connections among concepts in order to solve problems;	
solves problems in ways that make sense and explains why these ways make sense, e.g., defends the reasoning, explains the solution	

Conclusion	
M5c The student moves beyond a particular problem by making connections, extensions, and/or generalizations; for example, the student:	
STANDARD	ACTIVITIES
explains a pattern that can be used in similar situations	
explains how the problem is similar to other problems he or she has solved	
explains how the mathematics used in the problem is like other concepts in mathematics	
explains how the problem solution can be applied to other school subjects and in real world situations;	
makes the solution into a general rule that applies to other circumstances	

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates competence and persistence with other skills by using them effectively to accomplish as task, perhaps referring to notes, books or other students, pa
working to reconstruct a method; that is the student:

M6a Adds, subtracts, multiplies and divides whole numbers correctly; that is:	
STANDARD	ACTIVITIES
knows single digit addition, subtraction, multiplication and division facts	Knows addition facts up to 12
adds and subtracts numbers with several digits;	Adds and subtracts two digit numbers
multiplies and divides numbers with one or two digits	
multiplies and divides three digit numbers by one digit numbers	

M6b Estimates numerically and spatially	
STANDARD	ACTIVITIES

M6c Measures length, area, perimeter, circumference, diameter, height, weight and volume accurately in both the customary and metric system	
STANDARD	CTIVITIES

M6d Computes time (in hours and minutes) and money (in dollars and cents)	
STANDARD	ACTIVITIES
Tells time	Identifies the time to nearest half hour
Identifies currency and computes quantities	Identifies, adds and subtracts coins and combinations of coins up to a dollar

M6e Refers to geometric shapes and terms correctly with concrete objects or drawings, including triangle, square, rectangle, side, edge, face, cube, point, line, perimeter, area, and circle; and refers with assistance to rhombus, parallelogram, quadrilateral, polygon, polyhedron, angle, vertex, volume, diameter, circumferences, sphere, prism and pyramid	
STANDARD	ACTIVITIES
	Identify shapes

M6f Uses +, -, X, ÷, \$, and . (decimal point) correctly in number sentences and expressions	
STANDARD	ACTIVITIES

M6g Reads, creates and represents data on line plots, charts, tables, diagrams, bar graphs, simple circle graphs and coordinate graphs	
STANDARD	ACTIVITIES

M6h	Uses recall, mental computation, pencil and paper, measuring devices, mathematics texts, manipulatives, calculators, computers and advice from peers, as appropriate, to achieve solutions; that is, uses measuring devices, graded appropriately for given situations, such as rules (customary to the 1/8 inch; metric to the millimeter), graph paper (customary to the inch or half-inch; metric to the centimeter), measuring cups (customary to the ounce; metric to the milliliter) and scales (customary to the pound or ounce; metric to the kilogram or gram)
STANDARD	ACTIVITIES

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions, to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

M7a	Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams
STANDARD	ACTIVITIES

M7b	Organizes work, explains facets of a solution orally and in writing, labels drawings and uses other techniques to make meaning clear to the audience
STANDARD	ACTIVITIES

M7c	Uses mathematical language to make complex situations easier to understand
STANDARD	ACTIVITIES

M7d	Exhibits developing reasoning abilities by justifying statements and defending work
STANDARD	ACTIVITIES

M7e	Show a understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children
STANDARD	ACTIVITIES
Explain concepts and algorithms with mathematical language	Group work and peer tutoring

M7f	Comprehends mathematics from reading assignments and from other sources
STANDARD	ACTIVITIES
Reads text as an aid to learning	Regularly read and answer lessons in text from reading

M8 Putting Mathematics to Work

The student conducts at least one large scale investigation or projects each year drawn from the following kinds and, over the course of middle school, conducts investigations or projects drawn from three of the kinds.

A single investigation or project may draw on more than one kind.

M8a Data study based on civic, economic or social issues, in which the student:	
STANDARD	ACTIVITIES
selects an issue to investigate;	
makes a hypothesis on an expected finding, if appropriate;	
gathers data;	
analyzes the data using concepts from Standard 4, e.g., considering mean and median, and the frequency and distribution of the data;	
shows how the study's results compare with the hypothesis	
uses pertinent statistics to summarize	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8b Mathematical model of physical phenomena, often used in science studies, in which the student:	
STANDARD	ACTIVITIES
carries out a study of a physical system using a mathematical representation of the structure	
uses understanding from Standard 3, particularly with respect to the determination of the function governing behavior in the model;	
Generalizes about the structure with a rule, i.e., a function, that clearly applies to the phenomenon and goes beyond statistical analysis of a pattern of numbers generated by the situation	
prepares a presentation or report that includes the question investigates a detailed description of how the project was carried out, and an explanation of the findings	

M8c Design of a physical structure, in which the student:	
STANDARD	ACTIVITIES
generates a plan to build something of value, not necessarily monetary value;	
uses mathematics from Standard 2 to make the design realistic or appropriate, e.g., areas and volumes in general and of specific geometric shapes;	
summarizes the important features of the structure;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8d Management and planning, in which the student:	
STANDARD	ACTIVITIES
determines the needs of the event to be managed or planned, e.g., cost, supply, scheduling; notes any constraints that will affect the plan;	
determines a plan;	
uses concepts from any of Standards 1 to 4, depending on the nature of the project	
considers the possibility of a more efficient solution;	
prepares a presentation or report that includes the question investigates, a detailed description of how the project was carried out, and an explanation of the plan	

M8e Pure mathematics investigation, in which the student:	
STANDARD	ACTIVITIES
extends or "plays with," as with mathematical puzzles, some mathematical feature, e.g., properties and patterns in numbers;	
uses concepts from any of Standards 1 to 4, e.g., an investigation of Pascal's triangle would have roots in Standard 1 but could tie in concepts from geometry, algebra and probability; investigations of derivations of geometric formulas would be rooted in Standard 2 but could require algebra	

William E. Doar, Jr Public Charter School for the Performing ArtsMathematics
Grade 2

M1 Arithmetic and Number Concepts

The student demonstrates understanding of a mathematical concept by using it to solves problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams, or words, as appropriate), and explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet this standard.

The student produces evidence that demonstrates understanding of arithmetic and number concepts; that is, the student:

M1a: Adds, subtracts, multiplies and divides whole numbers, with and without calculators	
STANDARD	ACTIVITIES
adds, i.e., joins things together increases;	Adds two and three digit whole numbers
subtracts, i.e., takes away, compares, finds the difference	Subtracts two and three digit whole numbers
multiplies, i.e., uses repeated addition, counts by multiples, combines things that come in groups, makes arrays, uses area models, computes simple scales, uses simple rates	
divides, i.e., puts things into groups, shares equally; calculates simple rates	
analyzes problems situations and contexts in order to figure out when to add, subtract, multiply or divide	
solves arithmetic problems by relating addition, subtraction, multiplication and division to one another	
computes answers mentally, e.g. $27 + 45$, 30×4 ;	Adds one digit numbers mentally
uses simple concepts of negative numbers, e.g., on a number line, in counting, in temperature, "owning"	

M1b Demonstrates understanding of the base ten place value system and uses this knowledge to solve arithmetic tasks; that is:	
STANDARD	ACTIVITIES
counts 1, 10, 100 or 1000 more than or less than, e.g., 1 less than 10000, 10 more than 380, 1000 more than 23000, 100 less than 9000	
uses knowledge about ones, tens, hundreds and thousands to figure out answers to multiplication and division tasks, e.g., 36×10 , 18×100 , 7×1000 , $4000 \div 4$	Finds patterns in numbers that are multiples of 10

M1c Estimates, approximates, round off, uses landmark numbers or uses exact numbers, as appropriate, in calculations	
STANDARD	ACTIVITIES

M1d Describes and compares quantities by using concrete and real world models of simple fractions; that is:

STANDARD	ACTIVITIES
finds simple parts of whole	
recognizes simple fractions as instructions to divide, e.g., $\frac{1}{4}$ of something is the same as dividing something by 4;	
recognizes the place of fractions on number lines, e.g., in measurement	
uses drawings, diagrams or models to show what the numerator and denominator mean, including when adding like fractions, e.g., $\frac{1}{8} + \frac{5}{8}$, or when showing that $\frac{3}{4}$ is more than $\frac{3}{8}$	
uses beginning proportional reasoning and simple ratios, e.g., "about half of the people"	

M1e Describes and compares quantities by using simple decimals; that is:	
STANDARD	ACTIVITIES
adds, subtracts, multiplies and divides money amounts	
recognizes relationships among simple fractions, decimals and percents, i.e., that $\frac{1}{2}$ is the same as 0.5 and $\frac{1}{2}$ is the same as 50%, with concrete materials, diagrams and in real world situations, e.g., when discovering the chance of a coin landing on heads or tails	

M1f Describes and compares quantities by using whole numbers up to 10000; that is:	
STANDARD	ACTIVITIES
connects ideas of quantities to the real world, E.g., how many people fit in the school's cafeteria; how far away is a kilometer;	Counts and orders numbers to 1000
finds, identifies and sorts numbers by their properties, e.g., odd, even, multiple, square	

M2 Geometry and Measurement Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

M2a Gives and responds to directions about location, e.g., by using words such as "in front of," "right," and "above"	
STANDARD	ACTIVITIES
Can understand and apply terms of location	Compare and describe locations of objects

M2b Visualizes and represents two dimensional views of simple rectangular three dimensional shapes, e.g., by showing the front view and the side view of a building made of cubes	
STANDARD	ACTIVITIES

Fine two dimensional shapes in three dimensional shapes		Find squares and rectangles on sides of buildings
M2c Uses simple two dimensional coordinate systems to find locations on a map and represent points and simple figures		
STANDARD		ACTIVITIES
Graphs points in two dimensions		Graph points on a simple grid
M2d Uses many types of figures (angles, triangles, squares, rectangles, rhombi, parallelograms, quadrilaterals, polygons, prisms, pyramids, cubes, circles and spheres) and identifies the figures by their properties, e.g., symmetry, number of faces, two- or three- dimensionality, no right angles		
STANDARD		ACTIVITIES
Combines figures		Make shapes by combining shapes
M2e Solves problems by showing relationships between and among figures., e.g., using congruence and similarity, and using transformations including flips, slides and rotations		
STANDARD		ACTIVITIES
M2f Extends and creates geometric patterns using concrete and pictorial models		
STANDARD		ACTIVITIES
M2g Uses basic ways of estimating and measuring the size of figures and objects in the real world, including length, width, perimeter and area		
STANDARD		ACTIVITIES
Measures length		Measuring with rulers to the nearest inch
M2h Uses models to reason about the relationship between the perimeter and area of rectangle in simple situations		
STANDARD		ACTIVITIES
M2i Selects and uses units, both formal and informal as appropriate, for estimating and measuring quantities such as weight, length, area, volume and time		
STANDARD		ACTIVITIES
M2j Carries out simple unit conversions, such as between cm and m, and between hours and minutes		
STANDARD		ACTIVITIES
M2k Uses scales in maps and uses, measures and creates scales for rectangular scale drawings based on work with concrete models and graph paper		

STANDARD	ACTIVITIES

M3 Function and Algebra Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

M3a Uses linear patterns to solve problems; that is:	
STANDARD	ACTIVITIES
shows how one quantity determines another in a linear ("repeating") pattern, i.e., describes, extends and recognizes the linear pattern by its rule, such as, the total number of legs on a given number of horses can be calculated by counting by fours	Counts forward and backward by 2's, 5's, and 10's; Identify a number or geometric pattern's rule and explains the pattern's rule
shows how one quantity determines another in a functional relationship based on a linear pattern, e.g., for the "number of people and total number of eyes," figure out how many eyes 100 people have all together	

M3b Builds iterations of simple non-linear pattern, including multiplicative and squaring pattern (e.g., "growing" patterns) with concrete materials and recognizes that these patterns are not linear	
STANDARD	ACTIVITIES

M3d Uses letters, boxes or other symbols to stand for any number, measured quantity or object in simple situations with concrete materials, i.e., demonstrates understanding and use of a beginning concept of a variable	
STANDARD	ACTIVITIES

M4 Statistics and Probability Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of statistics and probability concepts in the following areas; that is, the student:

M4a Collects and organizes data to answer a question or test a hypothesis by comparing sets of data	
STANDARD	ACTIVITIES

Collects data	Counts objects, measures temperature
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M4b Displays data in line plots, graphs, table and charts	
STANDARD	ACTIVITIES
Represents data	Collects data and represents it with bar graphs and tally charts

M4c Makes statements and draws simple conclusions based on data; that is:	
STANDARD	ACTIVITIES
reads data in line plots, graphs, tables and charts	Interprets information in a display
compares data in order to make true statements, e.g., "seven plants grew at least 5 cm";	
identifies and uses the mode necessary for making true statements, e.g., "more people chose red";	
makes true statements based on a simple concept of average (median and mean), for a small sample size and where the situation is made evident with concrete materials or clear representations;	
interprets data to determine the reasonableness of statements about the data, e.g., "twice as often," "three times faster";	
uses data, including statements about the data, to make a simple concluding statement about a situation, e.g., "This kind of plant grows better near sunlight because the seven plants that were near the window grew at least 5 cm."	

M4d Gathers data about an entire group of by sampling group members to understand the concept of sample, i.e., that a large sample leads to more reliable information, e.g., when flipping coins	
STANDARD	ACTIVITIES

M4e Predicts results, analyzes data and finds out why some results are more likely, less likely or equally likely	
STANDARD	ACTIVITIES

M4f Finds all possible combinations and arrangements within certain constraints involving a limited number of variables	
STANDARD	ACTIVITIES

M5 Problem Solving and Reasoning

The student demonstrates logical reasoning throughout work in mathematics, i.e., concepts and skills, problem solving and projects; demonstrates problem solving by using mathematical concepts and skill to solve non-routine problems that do not lay out specific and detailed steps to follow; and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation	
M5a Given the basic statement of a problem situation, the student:	
STANDARD	ACTIVITIES
makes the important decisions about the approach, materials and strategies to use, i.e., does not merely fill in a given chart, use a pre-specified manipulative, or go through a predetermined set of steps;	
uses previously learned strategies, skills, knowledge and concepts to make decisions	
uses strategies, such as using manipulatives or drawing sketches to model problems	
Implementation	
M5b The student makes the basic choices involved in planning and carrying out a solution; that is, the student:	
STANDARD	ACTIVITIES
makes up and uses a variety of strategies and approaches to solving problems and uses or learns approaches that other people use, as appropriate;	
makes connections among concepts in order to solve problems;	
solves problems in ways that make sense and explains why these ways make sense, e.g., defends the reasoning, explains the solution	
Conclusion	
M5c The student moves beyond a particular problem by making connections, extensions, and/or generalizations; for example, the student:	
STANDARD	ACTIVITIES
explains a pattern that can be used in similar situations	
explains how the problem is similar to other problems he or she has solved	
explains how the mathematics used in the problem is like other concepts in mathematics	
explains how the problem solution can be applied to other school subjects and in real world situations;	
makes the solution into a general rule that applies to other circumstances	

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish as task, perhaps referring to notes, books or other students, perhaps working to reconstruct a method; that is the student:

M6a Adds, subtracts, multiplies and divides whole numbers correctly; that is:	
STANDARD	ACTIVITIES
knows single digit addition, subtraction, multiplication and division facts	Knows addition facts up to 18
adds and subtracts numbers with several digits;	Adds and subtracts two and three digit whole numbers without regrouping
multiplies and divides numbers with one or two digits	
multiplies and divides three digit numbers by one digit numbers	

M6b Estimates numerically and spatially	
STANDARD	

M6c Measures length, area, perimeter, circumference, diameter, height, weight and volume accurately in both the customary and metric system	
STANDARD	ACTIVITIES
Measures length and weight	Measures length to the nearest inch and weight to the nearest pound or kilogram

M6d Computes time (in hours and minutes) and money (in dollars and cents)	
STANDARD	ACTIVITIES
Tells time	Identifies the time to the nearest 5 minute increment
Identifies currency and computes quantities	Identifies, adds and subtracts coins and combinations of coins up to a dollar

M6e Refers to geometric shapes and terms correctly with concrete objects or drawings, including triangle, square, rectangle, side, edge, face, cube, point, line, perimeter, area, and circle; and refers with assistance to rhombus, parallelogram, quadrilateral, polygon, polyhedron, angle, vertex, volume, diameter, circumferences, sphere, prism and pyramid	
STANDARD	ACTIVITIES
	Identify shapes

M6f	Uses +, -, X, ÷, /, \$, and . (decimal point) correctly in number sentences and expressions
	STANDARD
	ACTIVITIES

M6g	Reads, creates and represents data on line plots, charts, tables, diagrams, bar graphs, simple circle graphs and coordinate graphs
	STANDARD
	ACTIVITIES

M6h	Uses recall, mental computation, pencil and paper, measuring devices, mathematics texts, manipulatives, calculators, computers and advice from peers, as appropriate, to achieve solutions; that is, uses measuring devices, graded appropriately for given situations, such as rules (customary to the 1/8 inch; metric to the millimeter), graph paper (customary to the inch or half-inch; metric to the centimeter), measuring cups (customary to the ounce; metric to the milliliter) and scales (customary to the pound or ounce; metric to the kilogram or gram)
	STANDARD
	ACTIVITIES

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions, to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

M7a	Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams
	STANDARD
	ACTIVITIES

M7b	Organizes work, explains facets of a solution orally and in writing, labels drawings and uses other techniques to make meaning clear to the audience
	STANDARD
	ACTIVITIES

M7c	Uses mathematical language to make complex situations easier to understand
	STANDARD
	ACTIVITIES

M7d	Exhibits developing reasoning abilities by justifying statements and defending work
	STANDARD
	ACTIVITIES

M7e	Show a understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children
	STANDARD
	ACTIVITIES

Explain concepts and algorithms with mathematical language	Group work and peer tutoring
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M7f Comprehends mathematics from reading assignments and from other sources	
STANDARD	ACTIVITIES
Reads text as an aid to learning	Regularly read and answer lessons in text from reading

M8 Putting Mathematics to Work

The student conducts at least one large scale investigation or projects each year drawn from the following kinds and, over the course of middle school, conducts investigations or projects drawn from three of the kinds.

A single investigation or project may draw on more than one kind.

M8a Data study based on civic, economic or social issues, in which the student:	
STANDARD	ACTIVITIES
selects an issue to investigate;	
makes a hypothesis on an expected finding, if appropriate;	
gathers data;	
analyzes the data using concepts from Standard 4, e.g., considering mean and median, and the frequency and distribution of the data;	
shows how the study's results compare with the hypothesis	
uses pertinent statistics to summarize	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8b Mathematical model of physical phenomena, often used in science studies, in which the student:	
STANDARD	ACTIVITIES
carries out a study of a physical system using a mathematical representation of the structure	
uses understanding from Standard 3, particularly with respect to the determination of the function governing behavior in the model;	
Generalizes about the structure with a rule, i.e., a function, that clearly applies to the phenomenon and goes beyond statistical analysis of a pattern of numbers generated by the situation	
prepares a presentation or report that includes the question investigates a detailed description of how the project was carried out, and an explanation of the findings	

M8c Design of a physical structure, in which the student:	
STANDARD	ACTIVITIES

generates a plan to build something of value, not necessarily monetary value;	
uses mathematics from Standard 2 to make the design realistic or appropriate, e.g., areas and volumes in general and of specific geometric shapes;	
summarizes the important features of the structure;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8d Management and planning, in which the student:	
STANDARD	ACTIVITIES
determines the needs of the event to be managed or planned, e.g., cost, supply, scheduling; notes any constraints that will affect the plan;	
determines a plan;	
uses concepts from any of Standards 1 to 4, depending on the nature of the project	
considers the possibility of a more efficient solution;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the plan	

M8e Pure mathematics investigation, in which the student:	
STANDARD	ACTIVITIES
extends or "plays with," as with mathematical puzzles, some mathematical feature, e.g., properties and patterns in numbers;	
uses concepts from any of Standards 1 to 4, e.g., an investigation of Pascal's triangle would have roots in Standard 1 but could tie in concepts from geometry, algebra and probability; investigations of derivations of geometric formulas would be rooted in Standard 2 but could require algebra	

William E. Doar, Jr Public Charter School for the Performing Arts: Mathematics
Grade 3

M1 Arithmetic and Number Concepts

The student demonstrates understanding of a mathematical concept by using it to solves problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams, or words, as appropriate), and explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet this standard.

The student produces evidence that demonstrates understanding of arithmetic and number concepts; that is, the student:

M1a: Adds, subtracts, multiplies and divides whole numbers, with and without calculators	
STANDARD	ACTIVITIES
adds, i.e., joins things together increases;	Stories of adding items, number blocks, clocks, and grids, money problems
subtracts, i.e., takes away, compares, finds the difference	Stories of taking away items, number blocks, clocks, and grids money problems
multiplies, i.e., uses repeated addition, counts by multiples, combines things that come in groups, makes arrays, uses area models, computes simple scales, uses simple rates	Solving multiplication stories, practice multiplication
divides, i.e., puts things into groups, shares equally; calculates simple rates	Solve division stories, practice division
analyzes problems situations and contexts in order to figure out when to add, subtract, multiply or divide	
solves arithmetic problems by relating addition, subtraction, multiplication and division to one another	
computes answers mentally, e.g. $27 + 45$, 30×4 ;	Practice determining when faster in head vs. with calculator
uses simple concepts of negative numbers, e.g., on a number line, in counting, in temperature, "owning"	
M1b Demonstrates understanding of the base ten place value system and uses this knowledge to solve arithmetic tasks; that is:	
STANDARD	ACTIVITIES
counts 1, 10, 100 or 1000 more than or less than, e.g., 1 less than 10000, 10 more than 380, 1000 more than 23000, 100 less than 9000	Assembling grids and blocks to represent operations
uses knowledge about ones, tens, hundreds and thousands to figure out answers to multiplication and division tasks, e.g., 36×10 , 18×100 , 7×1000 , $4000 \div 4$	Introduce multiplying by 10, 100, 1000
M1c Estimates, approximates, round off, uses landmark numbers or uses exact numbers, as appropriate, in calculations	
STANDARD	ACTIVITIES

	Estimates sums and differences
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M1d Describes and compares quantities by using concrete and real world models of simple fractions; that is:	
STANDARD	ACTIVITIES
finds simple parts of whole	Identify fractions of regions
recognizes simple fractions as instructions to divide, e.g., $\frac{1}{4}$ of something is the same as dividing something by 4;	
recognizes the place of fractions on number lines, e.g., in measurement	Find the place of fractions on a number line
uses drawings, diagrams or models to show what the numerator and denominator mean, including when adding like fractions, e.g., $\frac{1}{8} + \frac{5}{8}$, or when showing that $\frac{3}{4}$ is more than $\frac{3}{8}$	
uses beginning proportional reasoning and simple ratios, e.g., "about half of the people"	

M1e Describes and compares quantities by using simple decimals; that is:	
STANDARD	ACTIVITIES
adds, subtracts, multiplies and divides money amounts	Showing amounts, making exchanges,
recognizes relationships among simple fractions, decimals and percents, i.e., that $\frac{1}{2}$ is the same as 0.5 and $\frac{1}{4}$ is the same as 50%, with concrete materials, diagrams and in real world situations, e.g., when discovering the chance of a coin landing on heads or tails	Showing coins as fractions of dollars

M1f Describes and compares quantities by using whole numbers up to 10000; that is:	
STANDARD	ACTIVITIES
connects ideas of quantities to the real world, E.g., how many people fit in the school's cafeteria; how far away is a kilometer;	Comparing counting people objects in class with in school or city or country
finds, identifies and sorts numbers by their properties, e.g., odd, even, multiple, square	

M2 Geometry and Measurement Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

M2a Gives and responds to directions about location, e.g., by using words such as "in front of," "right," and "above"	
STANDARD	ACTIVITIES
	Finding and relating numbers on a number line,

M2b	Visualizes and represents two dimensional views of simple rectangular three dimensional shapes, e.g., by showing the front view and the side view of a building made of cubes
STANDARD	ACTIVITIES
	Constructing 3-D shapes
M2c	Uses simple two dimensional coordinate systems to find locations on a map and represent points and simple figures
STANDARD	ACTIVITIES
M2d	Uses many types of figures (angles, triangles, squares, rectangles, rhombi, parallelograms, quadrilaterals, polygons, prisms, pyramids, cubes, circles and spheres) and identifies the figures by their properties, e.g., symmetry, number of faces, two- or three- dimensionality, no right angles
STANDARD	ACTIVITIES
	Classifying parallelograms
M2e	Solves problems by showing relationships between and among figures., e.g., using congruence and similarity, and using transformations including flips, slides and rotations
STANDARD	ACTIVITIES
	Making symmetrical shapes on geoboard
M2f	Extends and creates geometric patterns using concrete and pictorial models
STANDARD	ACTIVITIES
	Combining polygons to form polygons
M2g	Uses basic ways of estimating and measuring the size of figures and objects in the real world, including length, width, perimeter and area
STANDARD	ACTIVITIES
	Measuring with rulers, comparing to hands/feet
M2h	Uses models to reason about the relationship between the perimeter and area of rectangle in simple situations
STANDARD	ACTIVITIES
	Compare length and space
M2i	Selects and uses units, both formal and informal as appropriate, for estimating and measuring quantities such as weight, length, area, volume and time
STANDARD	ACTIVITIES
M2j	Carries out simple unit conversions, such as between cm and m, and between hours and minutes

STANDARD	ACTIVITIES
M2k Uses scales in maps and uses, measures and creates scales for rectangular scale drawings based on work with concrete models and graph paper	
STANDARD	ACTIVITIES

M3 Function and Algebra Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

M3a Uses linear patterns to solve problems; that is:	
STANDARD	ACTIVITIES
shows how one quantity determines another in a linear ("repeating") pattern, i.e., describes, extends and recognizes the linear pattern by its rule, such as, the total number of legs on a given number of horses can be calculated by counting by fours	
shows how one quantity determines another in a functional relationship based on a linear pattern, e.g., for the "number of people and total number of eyes," figure out how many eyes 100 people have all together	

M3b Builds iterations of simple non-linear pattern, including multiplicative and squaring pattern (e.g., "growing" patterns) with concrete materials and recognizes that these patterns are not linear	
STANDARD	ACTIVITIES

M3d Uses letters, boxes or other symbols to stand for any number, measured quantity or object in simple situations with concrete materials, i.e., demonstrates understanding and use of a beginning concept of a variable	
STANDARD	ACTIVITIES

M4 Statistics and Probability Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of statistics and probability concepts in the following areas; that is, the student:

M4a	Collects and organizes data to answer a question or test a hypothesis by comparing sets of data	
	STANDARD	ACTIVITIES

M4b	Displays data in line plots, graphs, table and charts	
	STANDARD	CTIVITIES
		Make line plots, tally charts and bar graphs of data; records data on chart

M4c	Makes statements and draws simple conclusions based on data; that is:	
	STANDARD	ACTIVITIES
	reads data in line plots, graphs, tables and charts	Interprets data by discerning patterns
	compares data in order to make true statements, e.g., "seven plants grew at least 5 cm";	
	identifies and uses the mode necessary for making true statements, e.g., "more people chose red";	
	makes true statements based on a simple concept of average (median and mean), for a small sample size and where the situation is made evident with concrete materials or clear representations;	
	interprets data to determine the reasonableness of statements about the data, e.g., "twice as often," "three times faster";	
	uses data, including statements about the data, to make a simple concluding statement about a situation, e.g., "This kind of plant grows better near sunlight because the seven plants that were near the window grew at least 5 cm."	

M4d	Gathers data about an entire group of by sampling group members to understand the concept of sample, i.e., that a large sample leads to more reliable information, e.g., when flipping coins	
	STANDARD	ACTIVITIES

M4e	Predicts results, analyzes data and finds out why some results are more likely, less likely or equally likely	
	STANDARD	ACTIVITIES

M4f	Finds all possible combinations and arrangements within certain constraints involving a limited number of variables	
	STANDARD	ACTIVITIES

M5 Problem Solving and Mathematical Reasoning

The student demonstrates problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and details steps to follow, and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation	
M5a The student participates in the formulation of problems; that is, given the basic statements of a problem situation, the student:	
STANDARD	ACTIVITIES
formulates and solves a variety of meaningful problems;	Determines what need to be known and solves problems
extracts pertinent information from situations and figures out what additional information is needed	Notes similarities to other problems and use known strategies

Implementation	
M5b The student makes the basic choices involved in planning and carrying out a solution; that is, the student:	
STANDARD	ACTIVITIES
uses and invents a variety of approaches and understands and evaluates those of others	Try different strategies to solve problems, choosing which is effective
invokes problems solving strategies, such as illustrating with sense-making sketches to clarify situations or organizing information in a table	Visualize problems with drawings and data displays
determines, where helpful, how to break a problems into simpler parts;	Simplify and clarify a problem
solves for unknown or undecided quantities using algebra, graphing, sound reasoning and other strategies	Uses algorithms to solve what can be simplified into standard problems
integrates concepts and techniques form different areas of mathematics;	
works effectively in teams when the nature of the task or the allotted time makes this an appropriate strategy	

Conclusion	
M5c The student provides closure to the solution process through summary statements and general conclusions; that is, the student:	
STANDARD	ACTIVITIES
verifies and interprets results with respect to the original problem situation;	Checks solutions with the original problem
generalizes solutions and strategies to new problems situations	Applies what is learned to other problems

Mathematical reasoning	
M5d The student demonstrates mathematical reasoning by generalizing patterns making conjectures and explaining why they seem true, and by making sensible, justifiable statements; that is, the student:	
STANDARD	ACTIVITIES
formulates conjectures and argues why they must be or seem true;	Create algorithms/explanations and check if they are true
makes sensible, reasonable estimates;	Uses estimation to check reasonableness of calculations

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish as task, perhaps referring to notes, books or other students, perhaps working to reconstruct a method; that is the student:

M6a Adds, subtracts, multiplies and divides whole numbers correctly; that is:	
STANDARD	ACTIVITIES
knows single digit addition, subtraction, multiplication and division facts	Can compute mentally
adds and subtracts numbers with several digits;	Can compute with pencil and paper and with a calculator
multiplies and divides numbers with one or two digits	Can compute with pencil and paper and with a calculator
multiplies and divides three digit numbers by one digit numbers	Begins to multiply by 3 and 4 digit numbers

M6b Estimates numerically and spatially	
STANDARD	ACTIVITIES
Estimate calculations and distances	Checks calculations with estimates and estimates distances and lengths
M6c Measures length, area, perimeter, circumference, diameter, height, weight and volume accurately in both the customary and metric system	
STANDARD	ACTIVITIES
	Estimate and measure perimeter and area of figures; calculate the area of 3 and 4 sided figures

M6d Computes time (in hours and minutes) and money (in dollars and cents)	
STANDARD	ACTIVITIES
	Calculate elapsed time and unit price
M6e Refers to geometric shapes and terms correctly with concrete objects or drawings, including triangle, square, rectangle, side, edge, face, cube, point, line, perimeter, area, and circle; and refers with assistance to rhombus, parallelogram, quadrilateral, polygon, polyhedron, angle, vertex, volume, diameter, circumferences, sphere, prism and pyramid	
STANDARD	ACTIVITIES
	Identify types of polygons, parallelograms and triangles

M6f Uses +, -, X, +, /, √, \$, and . (decimal point) correctly in number sentences and expressions	
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STANDARD	ACTIVITIES
Recognizes and uses the correct symbols for operations	

M6g	Reads, creates and represents data on line plots, charts, tables, diagrams, bar graphs, simple circle graphs and coordinate graphs
STANDARD	ACTIVITIES
Creates and interprets displays of data	Makes and explains graphical displays of data.

M6h	Uses recall, mental computation, pencil and paper, measuring devices, mathematics texts, manipulatives, calculators, computers and advice from peers, as appropriate, to achieve solutions; that is, uses measuring devices, graded appropriately for given situations, such as rules (customary to the 1/8 inch; metric to the millimeter), graph paper (customary to the inch or half-inch; metric to the centimeter), measuring cups (customary to the ounce; metric to the milliliter) and scales (customary to the pound or ounce; metric to the kilogram or gram)
STANDARD	

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions, to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

M7a	Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams
STANDARD	ACTIVITIES
Use appropriate symbols and displays for expressing operations and relationships	With different information, use different means for displaying data

M7b	Organizes work, explains facets of a solution orally and in writing, labels drawings and uses other techniques to make meaning clear to the audience
STANDARD	ACTIVITIES
Express basic problems	Explain what is known and what must be determined

M7c	Uses mathematical language to make complex situations easier to understand
STANDARD	ACTIVITIES
Explain relationships with mathematical expressions	Use arithmetic and algebraic expressions, graphs, and formulas to clarify problems

M7d	Exhibits developing reasoning abilities by justifying statements and defending work
STANDARD	ACTIVITIES
Explains solutions	Demonstrates understanding through explaining solutions

M7e	Show a understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children
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STANDARD	ACTIVITIES
Explain concepts and algorithms with mathematical language	Group work and peer tutoring

M7f Comprehends mathematics from reading assignments and from other sources	
STANDARD	ACTIVITIES
Reads text as an aid to learning	Regularly read and answer lessons in text from reading

M8 Putting Mathematics to Work

The student conducts at least one large scale investigation or projects each year drawn from the following kinds and, over the course of middle school, conducts investigations or projects drawn from three of the kinds.

A single investigation or project may draw on more than one kind.

M8a Data study based on civic, economic or social issues, in which the student:	
STANDARD	ACTIVITIES
selects an issue to investigate;	
makes a hypothesis on an expected finding, if appropriate;	
gathers data;	
analyzes the data using concepts from Standard 4, e.g., considering mean and median, and the frequency and distribution of the data;	
shows how the study's results compare with the hypothesis	
uses pertinent statistics to summarize	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8b Mathematical model of physical phenomena, often used in science studies, in which the student:	
STANDARD	ACTIVITIES
carries out a study of a physical system using a mathematical representation of the structure	
uses understanding from Standard 3, particularly with respect to the determination of the function governing behavior in the model;	
Generalizes about the structure with a rule, i.e., a function, that clearly applies to the phenomenon and goes beyond statistical analysis of a pattern of numbers generated by the situation	
prepares a presentation or report that includes the question investigated a detailed description of how the project was carried out, and an explanation of the findings	

M8c Design of a physical structure, in which the student:	
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STANDARD	ACTIVITIES
generates a plan to build something of value, not necessarily monetary value;	
uses mathematics from Standard 2 to make the design realistic or appropriate, e.g., areas and volumes in general and of specific geometric shapes;	
summarizes the important features of the structure;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8d Management and planning, in which the student:	
STANDARD	ACTIVITIES
determines the needs of the event to be managed or planned, e.g., cost, supply, scheduling; notes any constraints that will affect the plan;	
determines a plan;	
uses concepts from any of Standards 1 to 4, depending on the nature of the project	
considers the possibility of a more efficient solution;	
prepares a presentation or report that includes the question investigates, a detailed description of how the project was carried out, and an explanation of the plan	

M8e Pure mathematics investigation, in which the student:	
STANDARD	ACTIVITIES
extends or "plays with," as with mathematical puzzles, some mathematical feature, e.g., properties and patterns in numbers;	
uses concepts from any of Standards 1 to 4, e.g., an investigation of Pascal's triangle would have roots in Standard 1 but could tie in concepts from geometry, algebra and probability; investigations of derivations of geometric formulas would be rooted in Standard 2 but could require algebra	

William E. Doar, Jr Public Charter School for the Performing Arts: Mathematics
Grade 4

M1 Arithmetic and Number Concepts

The student demonstrates understanding of a mathematical concept by using it to solves problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams, or words, as appropriate), and explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet this standard.

The student produces evidence that demonstrates understanding of arithmetic and number concepts; that is, the student:

M1a: Adds, subtracts, multiplies and divides whole numbers, with and without calculators	
STANDARD	ACTIVITIES
adds, i.e., joins things together increases;	Story problems of combining items
subtracts, i.e., takes away, compares, finds the difference	Story problems of taking away items
multiplies, i.e., uses repeated addition, counts by multiples, combines things that come in groups, makes arrays, uses area models, computes simple scales, uses simple rates	Multiplying by 100, other multiplications by algorithms
divides, i.e., puts things into groups, shares equally; calculates simple rates	Divide by 1 and w digit numbers
analyzes problems situations and contexts in order to figure out when to add, subtract, multiply or divide	
solves arithmetic problems by relating addition, subtraction, multiplication and division to one another	
computes answers mentally, e.g. $27 + 45$, 30×4 ;	Practice mental arithmetic
uses simple concepts of negative numbers, e.g., on a number line, in counting, in temperature, "owning"	Computations with basic negative numbers

M1b Demonstrates understanding of the base ten place value system and uses this knowledge to solve arithmetic tasks; that is:	
STANDARD	ACTIVITIES
counts 1, 10, 100 or 1000 more than or less than, e.g., 1 less than 10000, 10 more than 380, 1000 more than 23000, 100 less than 9000	Assembling grids for patterns
uses knowledge about ones, tens, hundreds and thousands to figure out answers to multiplication and division tasks, e.g., 36×10 , 18×100 , 7×1000 , $4000 \div 4$	Practice multiplication of larger numbers

M1c Estimates, approximates, round off, uses landmark numbers or uses exact numbers, as appropriate, in calculations	
STANDARD	ACTIVITIES
	Practice estimating calculations as means of checking

M1d Describes and compares quantities by using concrete and real world models of simple fractions; that is:	
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STANDARD	ACTIVITIES
finds simple parts of whole	Recognizing parts of a set as well as fractions of a whole
recognizes simple fractions as instructions to divide, e.g., $\frac{1}{4}$ of something is the same as dividing something by 4;	
recognizes the place of fractions on number lines, e.g., in measurement	
uses drawings, diagrams or models to show what the numerator and denominator mean, including when adding like fractions, e.g., $\frac{1}{8} + \frac{5}{8}$, or when showing that $\frac{3}{4}$ is more than $\frac{3}{8}$	Begin to add fractions with like denominators
uses beginning proportional reasoning and simple ratios, e.g., "about half of the people"	

M1e Describes and compares quantities by using simple decimals; that is:	
STANDARD	ACTIVITIES
adds, subtracts, multiplies and divides money amounts	Add and subtract money amounts, calculate unit price
recognizes relationships among simple fractions, decimals and percents, i.e., that $\frac{1}{2}$ is the same as 0.5 and $\frac{1}{2}$ is the same as 50%, with concrete materials, diagrams and in real world situations, e.g., when discovering the chance of a coin landing on heads or tails	Relate fractions to decimals

M1f Describes and compares quantities by using whole numbers up to 10000; that is:	
STANDARD	ACTIVITIES
connects ideas of quantities to the real world, E.g., how many people fit in the school's cafeteria; how far away is a kilometer;	Establish scale of quantities
finds, identifies and sorts numbers by their properties, e.g., odd, even, multiple, square	Identify numbers as even, odd, or squares

M2 Geometry and Measurement Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

M2a Gives and responds to directions about location, e.g., by using words such as "in front of," "right," and "above"	
STANDARD	ACTIVITIES

M2b	Visualizes and represents two dimensional views of simple rectangular three dimensional shapes, e.g., by showing the front view and the side view of a building made of cubes	
	STANDARD	ACTIVITIES
	Represent shapes in 2 and 3 dimensions	Construct 3 dimensional shapes
M2c	Uses simple two dimensional coordinate systems to find locations on a map and represent points and simple figures	
	STANDARD	ACTIVITIES
	Be able to use maps	Find locations on maps and globes Plot points on a two-dimensional grid
M2d	Uses many types of figures (angles, triangles, squares, rectangles, rhombi, parallelograms, quadrilaterals, polygons, prisms, pyramids, cubes, circles and spheres) and identifies the figures by their properties, e.g., symmetry, number of faces, two- or three- dimensionality, no right angles	
	STANDARD	ACTIVITIES
	Demonstrate familiarity with 2 and 3 dimensional shapes	Classify parallelograms
M2e	Solves problems by showing relationships between and among figures., e.g., using congruence and similarity, and using transformations including flips, slides and rotations	
	STANDARD	ACTIVITIES
	Apply symmetry, similarity, and congruence	Draw lines of symmetry and reflections of figures; identify congruent vs. similar figures
M2f	Extends and creates geometric patterns using concrete and pictorial models	
	STANDARD	ACTIVITIES
M2g	Uses basic ways of estimating and measuring the size of figures and objects in the real world, including length, width, perimeter and area	
	STANDARD	ACTIVITIES
		Measure and estimate sizes of items
M2h	Uses models to reason about the relationship between the perimeter and area of rectangle in simple situations	
	STANDARD	ACTIVITIES
		Measure and compare length and space
M2i	Selects and uses units, both formal and informal as appropriate, for estimating and measuring quantities such as weight, length, area, volume and time	
	STANDARD	ACTIVITIES
		Use customary and metric units for measuring objects

M2j	Carries out simple unit conversions, such as between cm and m, and between hours and minutes	
	STANDARD	ACTIVITIES
		Convert between metric measures; convert minutes to hours

M2k	Uses scales in maps and uses, measures and creates scales for rectangular scale drawings based on work with concrete models and graph paper	
	STANDARD	ACTIVITIES

M3 Function and Algebra Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

M3a	Uses linear patterns to solve problems; that is:	
	STANDARD	ACTIVITIES
	shows how one quantity determines another in a linear ("repeating") pattern; i.e., describes, extends and recognizes the linear pattern by its rule, such as, the total number of legs on a given number of horses can be calculated by counting by fours	
	shows how one quantity determines another in a functional relationship based on a linear pattern, e.g., for the "number of people and total number of eyes," figure out how many eyes 100 people have all together	

M3b	Builds iterations of simple non-linear pattern, including multiplicative and squaring pattern (e.g., "growing" patterns) with concrete materials and recognizes that these patterns are not linear	
	STANDARD	ACTIVITIES

M3d	Uses letters, boxes or other symbols to stand for any number, measured quantity or object in simple situations with concrete materials, i.e., demonstrates understanding and use of a beginning concept of a variable	
	STANDARD	ACTIVITIES

M4 Statistics and Probability Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate) and explains it to someone else. All three ways of demonstrating understanding-use, represent and explains-are required to meet this standard.

The student produces evidence that demonstrates understanding of statistics and probability concepts in the following areas; that is, the student:

M4a Collects and organizes data to answer a question or test a hypothesis by comparing sets of data	
STANDARD	ACTIVITIES
	Find data from maps; recording and comparing data
M4b Displays data in line plots, graphs, table and charts	
STANDARD	ACTIVITIES
	Make line plots, tally charts, and bar graphs of data
M4c Makes statements and draws simple conclusions based on data; that is:	
STANDARD	ACTIVITIES
reads data in line plots, graphs, tables and charts	Interprets patterns from data
compares data in order to make true statements, e.g., "seven plants grew at least 5 cm";	
identifies and uses the mode necessary for making true statements, e.g., "more people chose red";	
makes true statements based on a simple concept of average (median and mean), for a small sample size and where the situation is made evident with concrete materials or clear representations;	Calculates the mean
interprets data to determine the reasonableness of statements about the data, e.g., "twice as often," "three times faster";	
uses data, including statements about the data, to make a simple concluding statement about a situation, e.g., "This kind of plant grows better near sunlight because the seven plants that were near the window grew at least 5 cm."	
M4d Gathers data about an entire group of by sampling group members to understand the concept of sample, i.e., that a large sample leads to more reliable information, e.g., when flipping coins	
STANDARD	ACTIVITIES
M4e Predicts results, analyzes data and finds out why some results are more likely, less likely or equally likely	
STANDARD	ACTIVITIES
	Begins to use fractions to represent probability, calculating the probability of simple events
M4f Finds all possible combinations and arrangements within certain constraints involving a limited number of variables	
STANDARD	ACTIVITIES

M5 Problem Solving and Mathematical Reasoning

The student demonstrates problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and details steps to follow, and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation	
M5a The student participates in the formulation of problems; that is, given the basic statements of a problem situation, the student;	
STANDARD	ACTIVITIES
formulates and solves a variety of meaningful problems;	Determines what need to be known and solves problems
extracts pertinent information from situations and figures out what additional information is needed	Notes similarities to other problems and use known strategies

Implementation	
M5b The student makes the basic choices involved in planning and carrying out a solution; that is, the student:	
STANDARD	ACTIVITIES
uses and invents a variety of approaches and understands and evaluates those of others	Try different strategies to solve problems, choosing which is effective
invokes problems solving strategies, such as illustrating with sense-making sketches to clarify situations or organizing information in a table	Visualize problems with drawings and data displays
determines, where helpful, how to break a problems into simpler parts;	Simplify and clarify a problem
solves for unknown or undecided quantities using algebra, graphing, sound reasoning and other strategies	Uses algorithms to solve what can be simplified into standard problems
integrates concepts and techniques form different areas of mathematics;	
works effectively in teams when the nature of the task or the allotted time makes this an appropriate strategy	

Conclusion	
M5c The student provides closure to the solution process through summary statements and general conclusions; that is, the student:	
STANDARD	ACTIVITIES
verifies and interprets results with respect to the original problem situation;	Checks solutions with the original problem
generalizes solutions and strategies to new problems situations	Applies what is learned to other problems

Mathematical reasoning	
M5d The student demonstrates mathematical reasoning by generalizing patterns making conjectures and explaining why they seem true, and by making sensible, justifiable statements; that is, the student:	
STANDARD	ACTIVITIES
formulates conjectures and argues why they must be or seem true;	Create algorithms/explanations and check if they are true
makes sensible, reasonable estimates;	Uses estimation to check reasonableness of calculations

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task, perhaps referring to notes, books or other students, perhaps working to reconstruct a method; that is the student:

M6a Adds, subtracts, multiplies and divides whole numbers correctly; that is:	
STANDARD	ACTIVITIES
knows single digit addition, subtraction, multiplication and division facts	Can compute mentally
adds and subtracts numbers with several digits;	Can compute with pencil and paper and with a calculator
multiplies and divides numbers with one or two digits	Can compute with pencil and paper and with a calculator
multiplies and divides three digit numbers by one digit numbers	Begins to multiply by 3 and 4 digit numbers

M6b Estimates numerically and spatially	
STANDARD	ACTIVITIES
Estimate calculations and distances	Checks calculations with estimates and estimates distances and lengths

M6c Measures length, area, perimeter, circumference, diameter, height, weight and volume accurately in both the customary and metric system	
STANDARD	ACTIVITIES
	Estimate and measure perimeter and area of figures; calculate the area of 3 and 4 sided figures

M6d Computes time (in hours and minutes) and money (in dollars and cents)	
STANDARD	ACTIVITIES
	Calculate elapsed time and unit price

M6e Refers to geometric shapes and terms correctly with concrete objects or drawings, including triangle, square, rectangle, side, edge, face, cube, point, line, perimeter, area, and circle; and refers with assistance to rhombus, parallelogram, quadrilateral, polygon, polyhedron, angle, vertex, volume, diameter, circumferences, sphere, prism and pyramid	
STANDARD	ACTIVITIES

Identify types of polygons, parallelograms and triangles	
M6f Uses +, -, X, ÷, √, \$, and . (decimal point) correctly in number sentences and expressions	
STANDARD	ACTIVITIES
Recognizes and uses the correct symbols for operations	
M6g Reads, creates and represents data on line plots, charts, tables, diagrams, bar graphs, simple circle graphs and coordinate graphs	
STANDARD	ACTIVITIES
Creates and interprets displays of data	Makes and explains graphical displays of data.
M6h Uses recall, mental computation, pencil and paper, measuring devices, mathematics texts, manipulatives, calculators, computers and advice from peers, as appropriate, to achieve solutions; that is, uses measuring devices, graded appropriately for given situations, such as rules (customary to the 1/8 inch; metric to the millimeter), graph paper (customary to the inch or half-inch; metric to the centimeter), measuring cups (customary to the ounce; metric to the milliliter) and scales (customary to the pound or ounce; metric to the kilogram or gram)	
STANDARD	ACTIVITIES

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions, to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

M7a Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams	
STANDARD	ACTIVITIES
Use appropriate symbols and displays for expressing operations and relationships	With different information, use different means for displaying data
M7b Organizes work, explains facets of a solution orally and in writing, labels drawings and uses other techniques to make meaning clear to the audience	
STANDARD	ACTIVITIES
Express basic problems	Explain what is known and what must be determined
M7c Uses mathematical language to make complex situations easier to understand	
STANDARD	ACTIVITIES

Explain relationships with mathematical expressions	Use arithmetic and algebraic expressions, graphs, and formulas to clarify problems
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M7d Exhibits developing reasoning abilities by justifying statements and defending work	
STANDARD	ACTIVITIES
Explains solutions	Demonstrates understanding through explaining solutions

M7e Show a understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children	
STANDARD	ACTIVITIES
Explain concepts and algorithms with mathematical language	Group work and peer tutoring

M7f reading assignments and from other sources		Comprehends mathematics from
STANDARD	ACTIVITIES	
Reads text as an aid to learning	Regularly read and answer lessons in text from reading	

M8 Putting Mathematics to Work

The student conducts at least one large scale investigation or projects each year drawn from the following kinds and, over the course of middle school, conducts investigations or projects drawn from three of the kinds.

A single investigation or project may draw on more than one kind.

M8a Data study based on civic, economic or social issues, in which the student:	
STANDARD	ACTIVITIES
selects an issue to investigate;	
makes a hypothesis on an expected finding, if appropriate;	
gathers data;	
analyzes the data using concepts from Standard 4, e.g., considering mean and median, and the frequency and distribution of the data;	
shows how the study's results compare with the hypothesis	
uses pertinent statistics to summarize	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8b Mathematical model of physical phenomena, often used in science studies, in which the student:	
STANDARD	ACTIVITIES
carries out a study of a physical system using a mathematical representation of the structure	

uses understanding from Standard 3, particularly with respect to the determination of the function governing behavior in the model;	
Generalizes about the structure with a rule, i.e., a function, that clearly applies to the phenomenon and goes beyond statistical analysis of a pattern of numbers generated by the situation	
prepares a presentation or report that includes the question investigated a detailed description of how the project was carried out, and an explanation of the findings	

M8c Design of a physical structure, in which the student:	
STANDARD	ACTIVITIES
generates a plan to build something of value, not necessarily monetary value;	
uses mathematics from Standard 2 to make the design realistic or appropriate, e.g., areas and volumes in general and of specific geometric shapes;	
summarizes the important features of the structure;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8d Management and planning, in which the student:	
STANDARD	ACTIVITIES
determines the needs of the event to be managed or planned, e.g., cost, supply, scheduling; notes any constraints that will affect the plan;	
determines a plan;	
uses concepts from any of Standards 1 to 4, depending on the nature of the project	
considers the possibility of a more efficient solution;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the plan	

M8e Pure mathematics investigation, in which the student:	
STANDARD	ACTIVITIES
extends or "plays with," as with mathematical puzzles, some mathematical feature, e.g., properties and patterns in numbers;	
uses concepts from any of Standards 1 to 4, e.g., an investigation of Pascal's triangle would have roots in Standard 1 but could tie in concepts from geometry, algebra and probability; investigations of derivations of geometric	

formulas would be rooted in Standard 2 but could require algebra	
determines and expresses generalizations from patterns;	
makes conjectures on apparent properties and argues, short of formal proof, why they seem true;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

William E. Doar, Jr Public Charter School for the Performing Arts
Mathematics
Grade 5

M1 Number and Operations Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, by representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate), and by explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet the conceptual understanding standards.

The student produces evidence that demonstrates understanding of number and operation concept; that is, the student:

M1a Consistently and accurately adds, subtracts, multiplies and divides rational numbers using appropriate methods (e.g., the students can add $\frac{1}{2} + \frac{1}{4}$ mentally or on paper but many opt to add $11\frac{1}{24} + 57\frac{1}{68}$ on a calculator) and raises rational numbers to whole number powers. (Students should have facility with the different kinds and forms of rational numbers, i.e., integers, both whole numbers and negative integers; and other positive and negative rationals, written as decimals, as percentages or as proper, improper or mixed fractions. Irrational numbers, i.e., those that cannot be written as a ration of two integers, are not required content but are suitable for introduction, especially since the student should be familiar with the irrational number Π .)	
STANDARD	ACTIVITIES
Review addition and subtractions with whole numbers, decimals, and negative numbers	Using applications, perform operations with whole and decimal numbers
Multiply multidigit whole numbers; begin to multiply decimals	Learn algorithms for multiplication of decimals
Review division of 1 and two digit numbers	Practice division; learn algorithms for division of whole numbers and decimals with remainders
Divide rational numbers	Divide fractions with algorithms

M1b Uses and understands the inverse relationships between addition and subtraction, multiplication and division and exponentiation and root-extraction (e.g., squares and square roots, cubes and cube roots); uses the inverse operation to determine unknown quantities in equations	
STANDARD	ACTIVITIES
Recognize numbers as squares and determine the root	Represent square numbers as two dimensional squares
Uses exponents	Raises numbers to exponents; powers of 10 in scientific notation

M1c Consistently and accurately applies and converts the different kinds and forms of rational numbers	
STANDARD	ACTIVITIES
Makes connections between decimals, mixed numbers, and fractions	Convert between fractions and decimals; connection between fractions and percent

M1d Is familiar with characteristics of numbers (e.g., divisibility, prime factorization) and with properties of operations (e.g., commutativity and associativity), short of formal statements	
STANDARD	ACTIVITIES
Applies factors of numbers as a part of division	
Differentiate between prime and divisible numbers	

M1e Interprets percent as part of 100 and as a means of comparing qualities of different sizes or changing sizes	
STANDARD	ACTIVITIES
Calculate percentages	Compare fractions to 100

M1f Uses ratios and rates to express "part-to=party" and "whole-to-whole" relationships, and reasons proportionately to solve problems involving equivalent fractions, equal ratios or constant rates, recognizing the multiplicative nature of these problems in the constant factor of change	
STANDARD	ACTIVITIES

M1g Orders numbers with the > and < relationships and by locations on a number line; estimates and compares rational numbers using sense of the magnitudes and relative magnitudes of numbers and of base-ten place values (e.g., recognizes relationships to "benchmark" numbers $\frac{1}{2}$ and 1 to conclude that the sum $\frac{1}{2} + \frac{1}{4}$ must be between a and $1\frac{1}{2}$ (likewise, $\frac{11}{24} + \frac{57}{68}$)	
STANDARD	ACTIVITIES
Compare fractions	Place fractions in order using common factors and equivalent fractions

M2 Geometry and Measurement Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, by representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate), and by explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet the conceptual understanding standards.

The student produces evidence that demonstrates understanding of geometry and measurement concepts in the following areas; that is, the student:

M2a Is familiar with assorted two- and three dimensional objects, including squares, triangles, other polygons, circles, cubes, rectangular prisms, pyramids, spheres and cylinders	
STANDARD	ACTIVITIES
Apply the radius of a circle	Construct circles with a compass
Determine pattern of angle sums for polygons	Measure angles of triangles, squares, pentagons, etc...
M2b Identifies similar and congruent shapes and uses transformations in the coordinate plane, i.e., translations, rotations and reflections	
STANDARD	ACTIVITIES

Apply congruency of figures: triangles	Identify triangles by the number of congruent sides; copy triangles
M2c Identifies three dimensional shapes from two dimensional perspectives; draws two dimensional sketches of three dimensional objects that preserve significant features	
STANDARD	ACTIVITIES
M2d Determines and understands length, area and volume (as well as the differences among these measurements), including perimeters and surface are; uses units, square units and cubic units of measure correctly; computes area of rectangles, triangles and circles; computes volumes of prisms	
STANDARD	ACTIVITIES
	Calculates areas of 3 and 4 sided figures
	Calculates the volume and surface area of prisms as adding areas
	Calculates the area and circumferences of circles
M2e Recognizes similarity and rotational and bilateral symmetry in two- and three-dimensional figures	
STANDARD	ACTIVITIES
M2f Analyzes and generalizes geometric patterns, such as tessellations an sequences of shapes	
STANDARD	ACTIVITIES
Understand and apply properties of tessellative figures	Discover what figures can tessellate and determine criteria
M2g Measures angles, weights, capacities, times and temperatures using appropriate units	
STANDARD	ACTIVITIES
Determine measure of an angle	Learn to use a protractor for measuring angles
M2h Chooses appropriate units of measure and converts with ease between like units, e.g., inches and miles, within a customary or metric system. (Conversions between customary and metric are nor required)	
STANDARD	ACTIVITIES
M2i Reasons proportionally in situations with similar figures	
STANDARD	ACTIVITIES

M2j	Reasons proportionally with measurements to interpret maps and to make smaller and larger scale drawings	
	STANDARD	ACTIVITIES
		Determines distances from a map

M2k	Models situations geometrically to formulate and solve problems	
	STANDARD	ACTIVITIES

M3 Function and Algebra Concepts

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

M3a	Discovers, describes and generalizes patterns, including linear, exponential and simple quadratic relationships, i.e., those of the form $f(n)=n^2$ or $f(n)=cn^2$, for constant c , including $A=\pi r^2$, and represents them with variables and expressions	
	STANDARD	ACTIVITIES

M3b	Represents relationship with tables, graphs in the coordinate plane, and verbal or symbolic rules	
	STANDARD	ACTIVITIES
	Represent relationships between numbers with graphs	Makes and interprets bar and circle graphs
	Represent information on coordinate graphs	Graph points on coordinate axes

M3c	Analyzes tables, graphs and rules to determine functional relationships	
	STANDARD	ACTIVITIES
	Graph functions	Graph linear relations using rules
	Interpret graphs	Tell a story of data based upon the graph

M3d	Finds solutions for unknown quantities in linear equations and in simple equations and inequalities	
	STANDARD	ACTIVITIES
	Solve equations as a balance	Balancing quantities

M4 Statistic and Probability Concepts

The student produces evidence that demonstrates understanding of statistics and probability concepts; that is, the student:

M4a	Collects data, organizes data and displays data with tables, charts and graphs that are appropriate, i.e., consistent with the nature of the data	
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STANDARD		ACTIVITIES
		Use stem and leaf plots to represent data
M4b Analyzes data with respect to characteristics of frequency and distribution, including mode and range		
STANDARD		ACTIVITIES
		Determines if sample size is sufficient; describe data with mode and range
M4c Analyzes appropriately central tendencies of data by considering mean and median		
STANDARD		ACTIVITIES
		Calculate mean and median for data
M4d Makes conclusions and recommendations of others' statistics		
STANDARD		ACTIVITIES
		Compares mode, median, a mean as means of representing data
M4e Critiques the conclusions and recommendations of others' statistics		
STANDARD		ACTIVITIES
M4f Considers the effects of missing or incorrect information		
STANDARD		ACTIVITIES
M4g Formulates hypotheses to answer a questions and uses data to test hypotheses		
STANDARD		ACTIVITIES
M4h Represents and determines probability as a fraction of a set of equally likely outcomes, and constructs sample spaces (including those described by numerical combinations and permutations)		
STANDARD		ACTIVITIES
Represent probability of events		Use fractions to compare an outcome with the number of possible outcomes; represents choices with tree diagrams

M4i Makes predictions based on experimental or theoretical probabilities	
STANDARD	ACTIVITIES

M4j Predicts the result of a series of trials once the probability for one trial is known	
STANDARD	ACTIVITIES

M5 Problem Solving and Mathematical Reasoning

The student demonstrates problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and details steps to follow, and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation	
M5a The student participates in the formulation of problems; that is, given the basic statements of a problem situation, the student;	
STANDARD	ACTIVITIES
formulates and solves a variety of meaningful problems;	
extracts pertinent information from situations and figures out what additional information is needed	

Implementation	
M5b The student makes the basic choices involved in planning and carrying out a solution; that is, the student:	
STANDARD	ACTIVITIES
uses and invents a variety of approaches and understands and evaluates those of others	
invokes problems solving strategies, such as illustrating with sense-making sketches to clarify situations or organizing information in a table	
determines, where helpful, how to break a problems into simpler parts;	
solves for unknown or undecided quantities using algebra, graphing, sound reasoning and other strategies	
integrates concepts and techniques form different areas of mathematics;	
works effectively in teams when the nature of the task or the allotted time makes this an appropriate strategy	

Conclusion

M5c The student provides closure to the solution process through summary statements and general conclusions; that is, the student:	
STANDARD	ACTIVITIES
verifies and interprets results with respect to the original problem situation;	
generalizes solutions and strategies to new problems situations	

Mathematical reasoning	
M5d The student demonstrates mathematical reasoning by generalizing patterns making conjectures and explaining why they seem true, and by making sensible, justifiable statements; that is, the student:	
STANDARD	ACTIVITIES
formulates conjectures and argues why they must be or seem true;	
makes sensible, reasonable estimates;	Uses estimation to check reasonableness of calculations
makes justified, logical statements	

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task (perhaps referring to notes, or books, perhaps working to reconstruct a method); that is, the student:

M6a Computes accurately with arithmetic operations on rational numbers	
STANDARD	ACTIVITIES
Add and subtract rational numbers	Perform addition and subtraction with fractions and mixed numbers with algorithms using common denominators
Multiplying rational numbers	Determining fractions of fractions

M6b Knows and uses the correct order of operations for arithmetic computations	
STANDARD	ACTIVITIES
Recognizes order of operations	Uses parenthesis to separate operations in number sentences

M6c Estimates numerically and spatially	
STANDARD	ACTIVITIES

M6d Measures length, area, volume, weight, time and temperature accurately	
STANDARD	ACTIVITIES
	Use metric and customary units of length

M6e Refers to geometric shapes and terms correctly	
STANDARD	ACTIVITIES

M6f Uses equations, formulas and simple algebraic notation appropriately	
STANDARD	ACTIVITIES

M6g Reads and organizes data on charts and graphs, including scatter plots, bar, line and circle graphs and Venn diagrams; calculates mean and median	
STANDARD	ACTIVITIES

M6h Uses recall, mental computations, pencil and paper, measuring devices, mathematical texts, manipulatives, calculators, computers and advice from peers, as appropriate, to achieve solutions	
STANDARD	ACTIVITIES

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions, to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

M7a Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams	
STANDARD	ACTIVITIES
Use appropriate symbols and displays for expressing operations and relationships	With different information, use different means for displaying data

M7b Organizes work, explains facets of a solution orally and in writing, labels drawings and uses other techniques to make meaning clear to the audience	
STANDARD	ACTIVITIES
Express basic problems	Explain what is known and what must be determined

M7c Uses mathematical language to make complex situations easier to understand	
STANDARD	ACTIVITIES
Explain relationships with mathematical expressions	Use arithmetic and algebraic expressions, graphs, and formulas to clarify problems

M7d Exhibits developing reasoning abilities by justifying statements and defending work	
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STANDARD	ACTIVITIES
Explains solutions	Demonstrates understanding through explaining solutions

M7e Show a understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children	
STANDARD	ACTIVITIES
Explain concepts and algorithms with mathematical language	Group work and peer tutoring

M7f Comprehends mathematics from reading assignments and from other sources	
STANDARD	ACTIVITIES
Reads text as an aid to learning	Regularly read and answer lessons in text from reading

M8 Putting Mathematics to Work

The student conducts at least one large scale investigation or projects each year drawn from the following kinds and, over the course of middle school, conducts investigations or projects drawn from three of the kinds.

A single investigation or project may draw on more than one kind.

M8a Data study based on civic, economic or social issues, in which the student:	
STANDARD	ACTIVITIES
selects an issue to investigate;	Examine current events and daily life for mathematical patterns
makes a hypothesis on an expected finding, if appropriate;	Provide an explanation for the patterns or relationship
gathers data;	Collect data
analyzes the data using concepts from Standard 4, e.g., considering mean and median, and the frequency and distribution of the data;	Describe characteristics of the data, looks for patterns
shows how the study's results compare with the hypothesis	Compare results with hypothesis
uses pertinent statistics to summarize	Separate useful information from irrelevant information
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	Presents information in oral or written form

M8b Mathematical model of physical phenomena, often used in science studies, in which the student:	
STANDARD	ACTIVITIES
carries out a study of a physical system using a mathematical representation of the structure	
uses understanding from Standard 3, particularly with respect to the determination of the function governing behavior in the model;	
Generalizes about the structure with a rule, i.e., a function, that clearly applies to the phenomenon and goes beyond statistical analysis of a pattern of numbers generated by the situation	

prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	
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M8c Design of a physical structure, in which the student:	
STANDARD	ACTIVITIES
generates a plan to build something of value, not necessarily monetary value	
uses mathematics from Standard 2 to make the design realistic or appropriate, e.g., areas and volumes in general and of specific geometric shapes;	
summarizes the important features of the structure;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8d Management and planning, in which the student:	
STANDARD	ACTIVITIES
determines the needs of the event to be managed or planned, e.g., cost, supply, scheduling; notes any constraints that will affect the plan;	
determines a plan;	
uses concepts from any of Standards 1 to 4, depending on the nature of the project	
considers the possibility of a more efficient solution;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the plan	

M8e Pure mathematics investigation, in which the student:	
STANDARD	ACTIVITIES
extends or "plays with," as with mathematical puzzles, some mathematical feature, e.g., properties and patterns in numbers	
uses concepts from any of Standards 1 to 4, e.g., an investigation of Pascal's triangle would have roots in Standard 1 but could tie in concepts from geometry, algebra and probability; investigations of derivations of geometric formulas would be rooted in Standard 2 but could require algebra	
determines and expresses generalizations from patterns;	
makes conjectures on apparent properties and argues, short of formal proof,	

why they seem true;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

William E. Doar, Jr Public Charter School for the Performing Arts

Mathematics

Grade 6

M1 Number and Operations Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, by representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate), and by explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet the conceptual understanding standards.

The student produces evidence that demonstrates understanding of number and operation concept; that is, the student:

M1a Consistently and accurately adds, subtracts, multiplies and divides rational numbers using appropriate methods (e.g., the students can add $\frac{1}{2} + \frac{1}{4}$ mentally or on paper but many opt to add $11\frac{1}{24} + 57\frac{1}{68}$ on a calculator) and raises rational numbers to whole number powers. (Students should have facility with the different kinds and forms of rational numbers, i.e., integers, both whole numbers and negative integers; and other positive and negative rationals, written as decimals, as percentages or as proper, improper or mixed fractions. Irrational numbers, i.e., those that cannot be written as a ratio of two integers, are not required content but are suitable for introduction, especially since the student should be familiar with the irrational number π .)	
STANDARD	ACTIVITIES
Perform addition and subtraction with decimals	Add and subtract decimals, translate from story problems into numbers
Multiply decimals	Estimate product and calculate product of decimals using multiplication algorithm
Divide decimals by decimals	Calculate quotient using division algorithm
Perform operations with positive and negative numbers	Practice addition, subtraction, multiplication, and division with positive and negative numbers
M1b Uses and understands the inverse relationships between addition and subtraction, multiplication and division and exponentiation and root-extraction (e.g., squares and square roots, cubes and cube roots); uses the inverse operation to determine unknown quantities in equations	
STANDARD	ACTIVITIES
Uses the powers of ten to represent very small and very large numbers	Express numbers using scientific notation
M1c Consistently and accurately applies and converts the different kinds and forms of rational numbers	
STANDARD	ACTIVITIES
Converts between equivalent fractions	Find common denominators and converts; uses converted fractions to add and subtract fractions and mixed numbers
Performs operations with mixed numbers	Converts mixed numbers and performs operations
M1d Is familiar with characteristics of numbers (e.g., divisibility, prime factorization) and with properties of operations (e.g., commutativity and associativity), short of formal statements	
STANDARD	ACTIVITIES

M1e Interprets percent as part of 100 and as a means of comparing qualities of different sizes or changing sizes	
STANDARD	ACTIVITIES
Compare percents, decimals, and fractions	Convert between percents, fractions and decimals; find a percent of a number

M1f Uses ratios and rates to express "part-to-part" and "whole-to-whole" relationships, and reasons proportionately to solve problems involving equivalent fractions, equal ratios or constant rates, recognizing the multiplicative nature of these problems in the constant factor of change	
STANDARD	ACTIVITIES
Determines rates in problems	Calculates rates as a proportion between two variables
Review ratios	Use ratios to express part to part and whole to whole relationships and practice determining which is whack
Applies rates and ratios to solves problems	Solve proportions
Make connection between ratios and similar polygons	Use ratios to calculate lengths of sides of similar polygons
M1g Orders numbers with the > and < relationships and by locations on a number line; estimates and compares rational numbers using sense of the magnitudes and relative magnitudes of numbers and of base-ten place values (e.g., recognizes relationships to "benchmark" numbers $\frac{1}{2}$ and 1 to conclude that he sum $\frac{1}{2} + \frac{1}{4}$ must be between a and $1\frac{1}{2}$ (likewise, $\frac{11}{24} + \frac{57}{68}$)	
STANDARD	ACTIVITIES

M2 Geometry and Measurement Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, by representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate), and by explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet the conceptual understanding standards.

The student produces evidence that demonstrates understanding of geometry and measurement concepts in the following areas; that is, the student:

M2aIs familiar with assorted two- and three dimensional objects, including squares, triangles, other polygons, circles, cubes, rectangular prisms, pyramids, spheres and cylinders	
STANDARD	ACTIVITIES
Uses concept of radius to draw circles	Draws circles of varying radii with a compass
Uses relationship relating the measure of angles formed by parallel lines and a transversal	Applies the relationships between interior and exterior angles to determine measures of angles; learns relationships between angles of parallelograms

M2b Identifies similar and congruent shapes and uses transformations in the coordinate plane, i.e., translations, rotations and reflections	
STANDARD	ACTIVITIES
Determines congruency	Measures angles and lengths on figures to determine congruency

M2c Identifies three dimensional shapes from two dimensional perspectives; draws two dimensional sketches of three dimensional objects that preserve significant features	
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STANDARD	ACTIVITIES
M2d Determines and understands length, area and volume (as well as the differences among these measurements), including perimeters and surface area; uses units, square units and cubic units of measure correctly; computes area of rectangles, triangles and circles; computes volumes of prisms	
STANDARD	ACTIVITIES
M2e Recognizes similarity and rotational and bilateral symmetry in two- and three-dimensional figures	
STANDARD	ACTIVITIES
Explore symmetry	Determine point and rotational symmetry in addition to symmetry about a line
M2f Analyzes and generalizes geometric patterns, such as tessellations and sequences of shapes	
STANDARD	ACTIVITIES
Create tessellations	Design non polygonal tessellations
Explore topology and infinite shapes	Experiment with mobius strips
M2g Measures angles, weights, capacities, times and temperatures using appropriate units	
STANDARD	ACTIVITIES
Measures and draws angles	Measures and draws angles with protractor
M2h Chooses appropriate units of measure and converts with ease between like units, e.g., inches and miles, within a customary or metric system. (Conversions between customary and metric are not required)	
STANDARD	ACTIVITIES
M2i Reasons proportionally in situations with similar figures	
STANDARD	ACTIVITIES
M2j Reasons proportionally with measurements to interpret maps and to make smaller and larger scale drawings	
STANDARD	ACTIVITIES
M2k Models situations geometrically to formulate and solve problems	
STANDARD	ACTIVITIES

M3 Function and Algebra Concepts

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

M3a Discovers, describes and generalizes patterns, including linear, exponential and simple quadratic relationships, i.e., those of the form $f(n)=n^2$ or $f(n)=cn^2$, for constant c , including $A=\pi r^2$, and represents them with variables and expressions	
STANDARD	ACTIVITIES
Makes equations out of familiar formulas	Use variables to represent unknown quantities in formulas
Solve problems using equations for area and volume	Solves equation using algorithms
Uses the Pythagorean theorem	Applies the Pythagorean theorem to solve for unknown sides of triangles
M3b Represents relationship with tables, graphs in the coordinate plane, and verbal or symbolic rules	
STANDARD	ACTIVITIES
Represent relationships between numbers on graphs	Create tables and graphs, both with pencil and paper as well as spreadsheets to display data; represent time story graphs on a graph, displaying the relationship between independent time and a dependent variable
M3c Analyzes tables, graphs and rules to determine functional relationships	
STANDARD	ACTIVITIES
Analyze data from a graph	Determine and describe the functional relationships based on graphs and tables
M3d Finds solutions for unknown quantities in linear equations and in simple equations and inequalities	
STANDARD	ACTIVITIES
Use a variable in number sentences and equations	Represent unknown quantities with a variable in expressions and formulas to indicate relationship between numbers; uses spreadsheet programs to perform calculations
Solve simple equations	Solve equations with trial and error and equivalent equations
Represent solutions to inequalities	Graph inequalities on a number line

M4 Statistic and Probability Concepts

The student produces evidence that demonstrates understanding of statistics and probability concepts; that is, the student:

M4a Collects data, organizes data and displays data with tables, charts and graphs that are appropriate, i.e., consistent with the nature of the data	
STANDARD	ACTIVITIES
Display data with line plots	Draw line plots and determine maximum, minimum and mode
Display data in line graphs	Draw, label and interpret line graphs
Display data in bar graphs	Draw bar graphs and compare when each kind of graph is more appropriate for data
Display data with step graphs	Draw step graphs to compare data
Display graphs with circle graphs	Draw circle graphs; with new data determine which graph best illustrates the

	data
M4b Analyzes data with respect to characteristics of frequency and distribution, including more and range	
STANDARD	ACTIVITIES
M4c Analyzes appropriately central tendencies of data by considering mean and median	
STANDARD	ACTIVITIES
Calculate and use the mean and median	Calculate mean and median for data, comparing to determine skew of data
M4d Makes conclusions and recommendations of others' statistics	
STANDARD	ACTIVITIES
M4e Critiques the conclusions and recommendations of others' statistics	
STANDARD	ACTIVITIES
M4f Considers the effects of missing or incorrect information	
STANDARD	ACTIVITIES
M4g Formulates hypotheses to answer a questions and uses data to test hypotheses	
STANDARD	ACTIVITIES
M4h Represents and determines probability as a fraction of a set of equally likely outcomes, and constructs sample spaces (including those described by numerical combinations and permutations)	
STANDARD	ACTIVITIES
Determines probability of equally likely outcomes	Represents probability with fractions
M4i Makes predictions based on experimental or theoretical probabilities	
STANDARD	ACTIVITIES
M4j Predicts the result of a series of trials once the probability for one trial is known	
STANDARD	ACTIVITIES

M5 Problem Solving and Mathematical Reasoning

The student demonstrates problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and details steps to follow, and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation	
M5a The student participates in the formulation of problems; that is, given the basic statements of a problem situation, the student;	
STANDARD	ACTIVITIES
formulates and solves a variety of meaningful problems;	
extracts pertinent information from situations and figures out what additional information is needed	
Implementation	
M5b The student makes the basic choices involved in planning and carrying out a solution; that is, the student:	
STANDARD	ACTIVITIES
uses and invents a variety of approaches and understands and evaluates those of others	
invokes problems solving strategies, such as illustrating with sense-making sketches to clarify situations or organizing information in a table	
determines, where helpful, how to break a problems into simpler parts;	
solves for unknown or undecided quantities using algebra, graphing, sound reasoning and other strategies	
integrates concepts and techniques form different areas of mathematics;	
works effectively in teams when the nature of the task or the allotted time makes this an appropriate strategy	
Conclusion	
M5c The student provides closure to the solution process through summary statements and general conclusions; that is, the student:	
STANDARD	ACTIVITIES
verifies and interprets results with respect to the original problem situation;	
generalizes solutions and strategies to new problems situations	
Mathematical reasoning	
M5d The student demonstrates mathematical reasoning by generalizing patterns making conjectures and explaining why they seem true, and by making sensible, justifiable statements; that is, the student:	
STANDARD	ACTIVITIES

formulates conjectures and argues why they must be or seem true;	
makes sensible, reasonable estimates;	
makes justified, logical statements	

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task (perhaps referring to notes, or books, perhaps working to reconstruct a method); that is, the student:

M6a Computes accurately with arithmetic operations on rational numbers	
STANDARD	ACTIVITIES

M6b Knows and uses the correct order of operations for arithmetic computations	
STANDARD	ACTIVITIES
Knows/uses correct order of operations	Applies order of operations to simplify expressions, including parenthesis
Uses distributive property	applies distributive property correctly
Simplifies expressions	Combines like terms and applies like terms

M6c Estimates numerically and spatially	
STANDARD	ACTIVITIES

M6d Measures length, area, volume, weight, time and temperature accurately	
STANDARD	ACTIVITIES

M6e Refers to geometric shapes and terms correctly	
STANDARD	ACTIVITIES

M6f Uses equations, formulas and simple algebraic notation appropriately	
STANDARD	ACTIVITIES

M6g Reads and organizes data on charts and graphs, including scatter plots, bar, line and circle graphs and Venn diagrams; calculates mean and median	
STANDARD	ACTIVITIES

Represents situations with Venn diagrams	Draws and interprets Venn diagrams
Represents situations with tree diagrams	Uses tree diagrams to determine probabilities

M6h Uses recall, mental computations, pencil and paper, measuring devices, mathematical texts, manipulatives, calculators, computers and advice from peers, as appropriate, to achieve solutions	
STANDARD	ACTIVITIES

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions, to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

M7a Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams	
STANDARD	ACTIVITIES
Use appropriate symbols and displays for expressing operations and relationships	With different information, use different means for displaying data

M7b Organizes work, explains facets of a solution orally and in writing, labels drawings and uses other techniques to make meaning clear to the audience	
STANDARD	ACTIVITIES
Express basic problems	Explain what is known and what must be determined

M7c Uses mathematical language to make complex situations easier to understand	
STANDARD	ACTIVITIES
Explain relationships with mathematical expressions	Use arithmetic and algebraic expressions, graphs, and formulas to clarify problems

M7d Exhibits developing reasoning abilities by justifying statements and defending work	
STANDARD	ACTIVITIES
Explains solutions	Demonstrates understanding through explaining solutions

M7e Show a understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children	
STANDARD	ACTIVITIES
Explain concepts and algorithms with mathematical language	Group work and peer tutoring

M7f Comprehends mathematics from reading assignments and from other sources	
STANDARD	ACTIVITIES
Reads text as an aid to learning	Regularly read and answer lessons in text from reading

M8 Putting Mathematics to Work

The student conducts at least one large scale investigation or projects each year drawn from the following kinds and, over the course of middle school, conducts investigations or projects drawn from three of the kinds.

A single investigation or project may draw on more than one kind.

M8a Data study based on civic, economic or social issues, in which the student:	
STANDARD	ACTIVITIES
selects an issue to investigate;	Examine current events and daily life for mathematical patterns
makes a hypothesis on an expected finding, if appropriate;	Provide an explanation for the patterns or relationship
gathers data;	Collect data
analyzes the data using concepts from Standard 4, e.g., considering mean and median, and the frequency and distribution of the data;	Describe characteristics of the data, looks for patterns
shows how the study's results compare with the hypothesis	Compare results with hypothesis
uses pertinent statistics to summarize	Separate useful information from irrelevant information
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	Presents information in oral or written form

M8b Mathematical model of physical phenomena, often used in science studies, in which the student:	
STANDARD	ACTIVITIES
carries out a study of a physical system using a mathematical representation of the structure	
uses understanding from Standard 3, particularly with respect to the determination of the function governing behavior in the model;	
Generalizes about the structure with a rule, i.e., a function, that clearly applies to the phenomenon and goes beyond statistical analysis of a pattern of numbers generated by the situation	
prepares a presentation or report that includes the question investigates a detailed description of how the project was carried out, and an explanation of the findings	

M8c Design of a physical structure, in which the student:	
STANDARD	ACTIVITIES
generates a plan to build something of value, not necessarily monetary value;	
uses mathematics from Standard 2 to make the design realistic or appropriate, e.g., areas and volumes in general and of specific geometric shapes;	

summarizes the important features of the structure;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8d Management and planning, in which the student:	
STANDARD	ACTIVITIES
determines the needs of the event to be managed or planned, e.g., cost, supply, scheduling; notes any constraints that will affect the plan;	
determines a plan;	
uses concepts from any of Standards 1 to 4, depending on the nature of the project	
considers the possibility of a more efficient solution;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the plan	

M8e Pure mathematics investigation, in which the student:	
STANDARD	ACTIVITIES
extends or "plays with," as with mathematical puzzles, some mathematical feature, e.g., properties and patterns in numbers;	
uses concepts from any of Standards 1 to 4, e.g., an investigation of Pascal's triangle would have roots in Standard 1 but could tie in concepts from geometry, algebra and probability; investigations of derivations of geometric formulas would be rooted in Standard 2 but could require algebra	
determines and expresses generalizations from patterns;	
makes conjectures on apparent properties and argues, short of formal proof, why they seem true;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

William E. Doar, Jr Public Charter School for the Performing Arts
Mathematics
Grade 7

M1 Number and Operations Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, by representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate), and by explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet the conceptual understanding standards.

The student produces evidence that demonstrates understanding of number and operation concept; that is, the student:

M1a Consistently and accurately adds, subtracts, multiplies and divides rational numbers using appropriate methods (e.g., the students can add $\frac{1}{2} + \frac{1}{4}$ mentally or on paper but many opt to add $11/24 + 57/68$ on a calculator) and raises rational numbers to whole number powers. (Students should have facility with the different kinds and forms of rational numbers, i.e., integers, both whole numbers and negative integers; and other positive and negative rationals, written as decimals, as percentages or as proper, improper or mixed fractions. Irrational numbers, i.e., those that cannot be written as a ratio of two integers, are not required content but are suitable for introduction, especially since the student should be familiar with the irrational number π .)	
STANDARD	ACTIVITIES
Perform addition and subtraction with decimals	Add and subtract decimals, translate from story problems into numbers
Multiply decimals	Estimate product and calculate product of decimals using multiplication algorithm
Divide decimals by decimals	Calculate quotient using division algorithm
Perform operations with positive and negative numbers	Practice addition, subtraction, multiplication, and division with positive and negative numbers
M1b Uses and understands the inverse relationships between addition and subtraction, multiplication and division and exponentiation and root-extraction (e.g., squares and square roots, cubes and cube roots); uses the inverse operation to determine unknown quantities in equations	
STANDARD	ACTIVITIES
Uses the powers of ten to represent very small and very large numbers	Express numbers using scientific notation
M1c Consistently and accurately applies and converts the different kinds and forms of rational numbers	
STANDARD	ACTIVITIES
Converts between equivalent fractions	Find common denominators and converts; uses converted fractions to add and subtract fractions and mixed numbers
Performs operations with mixed numbers	Converts mixed numbers and performs operations
M1d Is familiar with characteristics of numbers (e.g., divisibility, prime factorization) and with properties of operations (e.g., commutativity and associativity), short of formal statements	
STANDARD	ACTIVITIES

M1e Interprets percent as part of 100 and as a means of comparing qualities of different sizes or changing sizes	
STANDARD	ACTIVITIES
Compare percents, decimals, and fractions	Convert between percents, fractions and decimals; find a percent of a number

M1f Uses ratios and rates to express "part-to-part" and "whole-to-whole" relationships, and reasons proportionately to solve problems involving equivalent fractions, equal ratios or constant rates, recognizing the multiplicative nature of these problems in the constant factor of change	
STANDARD	ACTIVITIES
Determines rates in problems	Calculates rates as a proportion between two variables
Review ratios	Use ratios to express part to part and whole to whole relationships and practice determining which is which
Applies rates and ratios to solves problems	Solve proportions
Make connection between ratios and similar polygons	Use ratios to calculate lengths of sides of similar polygons

M1g Orders numbers with the > and < relationships and by locations on a number line; estimates and compares rational numbers using sense of the magnitudes and relative magnitudes of numbers and of base-ten place values (e.g., recognizes relationships to "benchmark" numbers $\frac{1}{2}$ and 1 to conclude that the sum $\frac{1}{2} + \frac{1}{4}$ must be between a and $1\frac{1}{2}$ (likewise, $11\frac{1}{24} + 57\frac{1}{68}$)	
STANDARD	ACTIVITIES

M2 Geometry and Measurement Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, by representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate), and by explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet the conceptual understanding standards.

The student produces evidence that demonstrates understanding of geometry and measurement concepts in the following areas; that is, the student:

M2a Is familiar with assorted two- and three dimensional objects, including squares, triangles, other polygons, circles, cubes, rectangular prisms, pyramids, spheres and cylinders	
STANDARD	ACTIVITIES

M2b Identifies similar and congruent shapes and uses transformations in the coordinate plane, i.e., translations, rotations and reflections	
STANDARD	ACTIVITIES

M2c Identifies three dimensional shapes from two dimensional perspectives; draws two dimensional sketches of three dimensional objects that preserve significant features	
STANDARD	ACTIVITIES

M2d	Determines and understands length, area and volume (as well as the differences among these measurements), including perimeters and surface area; uses units, square units and cubic units of measure correctly; computes area of rectangles, triangles and circles; computes volumes of prisms
STANDARD	
ACTIVITIES	
M2e	Recognizes similarity and rotational and bilateral symmetry in two- and three-dimensional figures
STANDARD	
ACTIVITIES	
M2f	Analyzes and generalizes geometric patterns, such as tessellations and sequences of shapes
STANDARD	
ACTIVITIES	
M2g	Measures angles, weights, capacities, times and temperatures using appropriate units
STANDARD	
ACTIVITIES	
M2h	Chooses appropriate units of measure and converts with ease between like units, e.g., inches and miles, within a customary or metric system. (Conversions between customary and metric are not required)
STANDARD	
ACTIVITIES	
M2i	Reasons proportionally in situations with similar figures
STANDARD	
ACTIVITIES	
M2j	Reasons proportionally with measurements to interpret maps and to make smaller and larger scale drawings
STANDARD	
ACTIVITIES	
M2k	Models situations geometrically to formulate and solve problems
STANDARD	
ACTIVITIES	

M3 Function and Algebra Concepts

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

M3a	Discovers, describes and generalizes patterns, including linear, exponential and simple quadratic relationships, i.e., those of the form $f(n)=n^2$ or $f(n)=cn^2$, for constant c, including $A=\pi r^2$, and represents them with variables and expressions
STANDARD	ACTIVITIES

M3b	Represents relationship with tables, graphs in the coordinate plane, and verbal or symbolic rules
STANDARD	ACTIVITIES

M3c	Analyzes tables, graphs and rules to determine functional relationships
STANDARD	ACTIVITIES

M3d	Finds solutions for unknown quantities in linear equations and in simple equations and inequalities
STANDARD	ACTIVITIES

M4 Statistic and Probability Concepts

The student produces evidence that demonstrates understanding of statistics and probability concepts; that is, the student:

M4a	Collects data, organizes data and displays data with tables, charts and graphs that are appropriate, i.e., consistent with the nature of the data
STANDARD	ACTIVITIES

M4b	Analyzes data with respect to characteristics of frequency and distribution, including more and range
STANDARD	ACTIVITIES

M4c	Analyzes appropriately central tendencies of data by considering mean and median
STANDARD	ACTIVITIES

M4d	Makes conclusions and recommendations of others' statistics
STANDARD	ACTIVITIES

M4e	Critiques the conclusions and recommendations of others' statistics
STANDARD	ACTIVITIES

M4f	Considers the effects of missing or incorrect information	
	STANDARD	ACTIVITIES

M4g	Formulates hypotheses to answer a questions and uses data to test hypotheses	
	STANDARD	ACTIVITIES

M4h	Represents and determines probability as a fraction of a set of equally likely outcomes, and constructs sample spaces (including those described by numerical combinations and permutations)	
	STANDARD	ACTIVITIES

M4i	Makes predictions based on experimental or theoretical probabilities	
	STANDARD	ACTIVITIES

M4j	Predicts the result of a series of trials once the probability for one trial is known	
	STANDARD	ACTIVITIES

M5 Problem Solving and Mathematical Reasoning

The student demonstrates problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and details steps to follow, and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation		
M5a	The student participates in the formulation of problems; that is, given the basic statements of a problem situation, the student;	
	STANDARD	ACTIVITIES
	formulates and solves a variety of meaningful problems;	
	extracts pertinent information from situations and figures out what additional information is needed	

Implementation		
M5b	The student makes the basic choices involved in planning and carrying out a solution; that is, the student:	
	STANDARD	ACTIVITIES
	uses and invents a variety of approaches and understands and evaluates those of others	

invokes problems solving strategies, such as illustrating with sense-making sketches to clarify situations or organizing information in a table	
determines, where helpful, how to break a problems into simpler parts;	
solves for unknown or undecided quantities using algebra, graphing, sound reasoning and other strategies	
integrates concepts and techniques form different areas of mathematics;	
works effectively in teams when the nature of the task or the allotted time makes this an appropriate strategy	

Conclusion	
M5c The student provides closure to the solution process through summary statements and general conclusions; that is, the student:	
STANDARD	ACTIVITIES
verifies and interprets results with respect to the original problem situation;	
generalizes solutions and strategies to new problems situations	

Mathematical reasoning	
M5d The student demonstrates mathematical reasoning by generalizing patterns making conjectures and explaining why they seem true, and by making sensible, justifiable statements; that is, the student:	
STANDARD	ACTIVITIES
formulates conjectures and argues why they must be or seem true;	
makes sensible, reasonable estimates;	
makes justified, logical statements	

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task (perhaps referring to notes, or books, perhaps working to reconstruct a method); that is, the student:

M6a Computes accurately with arithmetic operations on rational numbers	
STANDARD	ACTIVITIES
Perform calculations with integers, decimals, and fractions, translating from one type to another	

M6b Knows and uses the correct order of operations for arithmetic computations	
STANDARD	ACTIVITIES
Simplify expressions	Combine term, eliminated parentheses and apply distributive property; perform operations in appropriate order

M6c Estimates numerically and spatially	
STANDARD	ACTIVITIES
Use estimation to check calculations	Check whether estimated and calculated results are similar

M6d Measures length, area, volume, weight, time and temperature accurately	
STANDARD	ACTIVITIES
Measures properties of objects as well as time and temperature	Measure and calculate changes in position and temperature

M6e Refers to geometric shapes and terms correctly	
STANDARD	ACTIVITIES
Identify two and three dimensional figures; determine symmetry and translations	Apply knowledge of figures to solve problems of perimeter, area, volume and surface area.

M6f Uses equations, formulas and simple algebraic notation appropriately	
STANDARD	ACTIVITIES
Solve simple equations for variables	Write, simplify, and solve simple equations

M6g Reads and organizes data on charts and graphs, including scatter plots, bar, line and circle graphs and Venn diagrams; calculates mean and median	
STANDARD	ACTIVITIES
Displays and interprets data from displays	Graph data on coordinate axes, bar graphs and stem and plot graphs

M6h Uses recall, mental computations, pencil and paper, measuring devices, mathematical texts, manipulatives, calculators, computers and advice from peers, as appropriate, to achieve solutions	
STANDARD	ACTIVITIES

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions, to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

M7a Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams	
STANDARD	ACTIVITIES
Use appropriate symbols and displays for expressing operations and relationships	With different information, use different means for displaying data

M7b Organizes work, explains facets of a solution orally and in writing, labels drawings and uses other techniques to make meaning clear to the audience	
STANDARD	ACTIVITIES

Express basic problems	Explain what is known and what must be determined
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M7c	Uses mathematical language to
make complex situations easier to understand	
STANDARD	ACTIVITIES
Explain relationships with mathematical expressions	Use arithmetic and algebraic expressions, graphs, and formulas to clarify problems

M7d	Exhibits developing reasoning abilities by justifying statements and defending work
STANDARD	ACTIVITIES
Explains solutions	Demonstrates understanding through explaining solutions

M7e	Show a understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children
STANDARD	ACTIVITIES
Explain concepts and algorithms with mathematical language	Group work and peer tutoring

M7	Comprehends mathematics from reading assignments and from other sources
STANDARD	ACTIVITIES
Reads text as an aid to learning	Regularly read and answer lessons in text from reading

M8 Putting Mathematics to Work

The student conducts at least one large scale investigation or projects each year drawn from the following kinds and, over the course of middle school, conducts investigations or projects drawn from three of the kinds.

A single investigation or project may draw on more than one kind.

M8a	Data study based on civic, economic or social issues, in which the student:
STANDARD	ACTIVITIES
selects an issue to investigate;	Examine current events and daily life for mathematical patterns
makes a hypothesis on an expected finding, if appropriate;	Provide an explanation for the patterns or relationship
gathers data;	Collect data
analyzes the data using concepts from Standard 4, e.g., considering mean and median, and the frequency and distribution of the data;	Describe characteristics of the data, looks for patterns
shows how the study's results compare with the hypothesis	Compare results with hypothesis
uses pertinent statistics to summarize	Separate useful information from irrelevant information
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	Presents information in oral or written form

M8b Mathematical model of physical phenomena, often used in science studies, in which the student:	
STANDARD	ACTIVITIES
carries out a study of a physical system using a mathematical representation of the structure	
uses understanding from Standard 3, particularly with respect to the determination of the function governing behavior in the model;	
Generalizes about the structure with a rule, i.e., a function, that clearly applies to the phenomenon and goes beyond statistical analysis of a pattern of numbers generated by the situation	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8c Design of a physical structure, in which the student:	
STANDARD	ACTIVITIES
generates a plan to build something of value, not necessarily monetary value;	
uses mathematics from Standard 2 to make the design realistic or appropriate, e.g., areas and volumes in general and of specific geometric shapes;	
summarizes the important features of the structure;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8d Management and planning, in which the student:	
STANDARD	ACTIVITIES
determines the needs of the event to be managed or planned, e.g., cost, supply, scheduling; notes any constraints that will affect the plan;	
determines a plan;	
uses concepts from any of Standards 1 to 4, depending on the nature of the project	
considers the possibility of a more efficient solution;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the plan	

M8e Pure mathematics investigation, in which the student:	
STANDARD	ACTIVITIES
extends or "plays with," as with mathematical puzzles, some mathematical	

feature, e.g., properties and patterns in numbers;	
uses concepts from any of Standards 1 to 4, e.g., an investigation of Pascal's triangle would have roots in Standard 1 but could tie in concepts from geometry, algebra and probability; investigations of derivations of geometric formulas would be rooted in Standard 2 but could require algebra	
determines and expresses generalizations from patterns;	
makes conjectures on apparent properties and argues, short of formal proof, why they seem true;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

William E. Doar, Jr Public Charter School for the Performing Arts
Mathematics
Grade 8

M1 Number and Operations Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, by representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate), and by explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet the conceptual understanding standards.

The student produces evidence that demonstrates understanding of number and operation concept; that is, the student:

M1a Consistently and accurately adds, subtracts, multiplies and divides rational numbers using appropriate methods (e.g., the students can add $\frac{1}{2} + \frac{1}{4}$ mentally or on paper but many opt to add $11\frac{1}{24} + 57\frac{1}{68}$ on a calculator) and raises rational numbers to whole number powers. (Students should have facility with the different kinds and forms of rational numbers, i.e., integers, both whole numbers and negative integers; and other positive and negative rationals, written as decimals, as percentages or as proper, improper or mixed fractions. Irrational numbers, i.e., those that cannot be written as a ratio of two integers, are not required content but are suitable for introduction, especially since the student should be familiar with the irrational number π .)	
STANDARD	ACTIVITIES
M1b Uses and understands the inverse relationships between addition and subtraction, multiplication and division and exponentiation and root-extraction (e.g., squares and square roots, cubes and cube roots); uses the inverse operation to determine unknown quantities in equations	
STANDARD	ACTIVITIES
M1c Consistently and accurately applies and converts the different kinds and forms of rational numbers	
STANDARD	ACTIVITIES
M1d Is familiar with characteristics of numbers (e.g., divisibility, prime factorization) and with properties of operations (e.g., commutativity and associativity), short of formal statements	
STANDARD	ACTIVITIES
M1e Interprets percent as part of 100 and as a means of comparing qualities of different sizes or changing sizes	
STANDARD	ACTIVITIES
M1f Uses ratios and rates to express "part-to-part" and "whole-to-whole" relationships, and reasons proportionately to solve problems involving equivalent fractions, equal ratios or constant rates, recognizing the multiplicative nature of these problems in the constant factor of change	
STANDARD	ACTIVITIES

M1g Orders numbers with the > and < relationships and by locations on a number line; estimates and compares rational numbers using sense of the magnitudes and relative magnitudes of numbers and of base-ten place values (e.g., recognizes relationships to "benchmark" numbers $\frac{1}{2}$ and 1 to conclude that the sum $\frac{1}{2} + \frac{1}{4}$ must be between a and $1\frac{1}{2}$ (likewise, $1\frac{1}{24} + 57/68$)	
STANDARD	ACTIVITIES

M2 Geometry and Measurement Concepts

The student demonstrates understanding of a mathematical concept by using it to solve problems, by representing it in multiple ways (through numbers, graphs, symbols, diagrams or words, as appropriate), and by explaining it to someone else. All three ways of demonstrating understanding-use, represent and explain-are required to meet the conceptual understanding standards.

The student produces evidence that demonstrates understanding of geometry and measurement concepts in the following areas; that is, the student:

M2a Is familiar with assorted two- and three dimensional objects, including squares, triangles, other polygons, circles, cubes, rectangular prisms, pyramids, spheres and cylinders	
STANDARD	ACTIVITIES

M2b Identifies similar and congruent shapes and uses transformations in the coordinate plane, i.e., translations, rotations and reflections	
STANDARD	ACTIVITIES

M2c Identifies three dimensional shapes from two dimensional perspectives; draws two dimensional sketches of three dimensional objects that preserve significant features	
STANDARD	ACTIVITIES

M2d Determines and understands length, area and volume (as well as the differences among these measurements), including perimeters and surface area; uses units, square units and cubic units of measure correctly; computes area of rectangles, triangles and circles; computes volumes of prisms	
STANDARD	ACTIVITIES

M2e Recognizes similarity and rotational and bilateral symmetry in two- and three-dimensional figures	
STANDARD	ACTIVITIES

M2f Analyzes and generalizes geometric patterns, such as tessellations and sequences of shapes	
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STANDARD	ACTIVITIES

M2g	Measures angles, weights, capacities, times and temperatures using appropriate units
STANDARD	ACTIVITIES

M2h	Chooses appropriate units of measure and converts with ease between like units, e.g., inches and miles, within a customary or metric system. (Conversions between customary and metric are not required)
STANDARD	ACTIVITIES

M2i	Reasons proportionally in situations with similar figures
STANDARD	ACTIVITIES

M2j	Reasons proportionally with measurements to interpret maps and to make smaller and larger scale drawings
STANDARD	ACTIVITIES

M2k	Models situations geometrically to formulate and solve problems
STANDARD	ACTIVITIES

M3 Function and Algebra Concepts

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

M3a	Discovers, describes and generalizes patterns, including linear, exponential and simple quadratic relationships, i.e., those of the form $y=x^2$ or $y=cx^2$, for constant c , including $A=\pi r^2$, and represents them with variables and expressions
STANDARD	ACTIVITIES
Write linear equations	Translate story problems into linear equations
Write inequalities	Translate story problems into inequalities
Write quadratic equations	Translate story problems into equations
Write and solve exponential equations	Calculate compound interest, exponential growth and decay. Apply negative exponents and explore simple fraction exponents

M3b	Represents relationship with tables, graphs in the coordinate plane, and verbal or symbolic rules
STANDARD	ACTIVITIES

Graphs linear equation in slope y-intercept form	Graphing linear equations on coordinate plain
Graphing inequalities in the form $y < ax + b$ or $y > ax + b$	Solve and Graph on a number line
Graphs quadratic equations in forms $y = x^2$ or $y = ax^2$ or $bx + c$ $y = ax^2 + bx + c$	graphing quadratic equations on coordinate plain

M3c Analyzes tables, graphs and rules to determine functional relationships	
STANDARD	ACTIVITIES
Determine the slope of a line	Calculate the ratio relating the vertical change and horizontal change of a line
Determine the equation of a line	Given 2 points or a point and the slope, determine the equation of the line

M3d Finds solutions for unknown quantities in linear equations and in simple equations and inequalities	
STANDARD	ACTIVITIES
Solve linear equations	Translate story problems into equations and solve
Solve inequalities	Translate story problems into inequalities and solve
Solve quadratic equations	Translate story problems into equations and solve
Solve systems of linear equations	Solves systems by addition, multiplication and substitution

M4 Statistic and Probability Concepts

The student produces evidence that demonstrates understanding of statistics and probability concepts; that is, the student:

M4a Collects data, organizes data and displays data with tables, charts and graphs that are appropriate, i.e., consistent with the nature of the data	
STANDARD	ACTIVITIES

M4b Analyzes data with respect to characteristics of frequency and distribution, including more and range	
STANDARD	ACTIVITIES

M4c Analyzes appropriately central tendencies of data by considering mean and median	
STANDARD	ACTIVITIES

M4d Makes conclusions and recommendations of others' statistics	
STANDARD	ACTIVITIES

M4e Critiques the conclusions and recommendations of others' statistics	
STANDARD	ACTIVITIES

M4f	Considers the effects of missing or incorrect information	
	STANDARD	ACTIVITIES

M4g	Formulates hypotheses to answer a questions and uses data to test hypotheses	
	STANDARD	ACTIVITIES

M4h	Represents and determines probability as a fraction of a set of equally likely outcomes, and constructs sample spaces (including those described by numerical combinations and permutations)	
	STANDARD	ACTIVITIES

M4i	Makes predictions based on experimental or theoretical probabilities	
	STANDARD	ACTIVITIES

M4j	Predicts the result of a series of trials once the probability for one trial is known	
	STANDARD	ACTIVITIES

M5 Problem Solving and Mathematical Reasoning

The student demonstrates problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and details steps to follow, and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation		
M5a	The student participates in the formulation of problems; that is, given the basic statements of a problem situation, the student;	
	STANDARD	ACTIVITIES
	formulates and solves a variety of meaningful problems;	
	extracts pertinent information from situations and figures out what additional information is needed	

Implementation		
M5b	The student makes the basic choices involved in planning and carrying out a solution; that is, the student:	
	STANDARD	ACTIVITIES
	uses and invents a variety of approaches and understands and evaluates those of others	

invokes problems solving strategies, such as illustrating with sense-making sketches to clarify situations or organizing information in a table	
determines, where helpful, how to break a problems into simpler parts;	
solves for unknown or undecided quantities using algebra, graphing, sound reasoning and other strategies	
integrates concepts and techniques form different areas of mathematics;	
works effectively in teams when the nature of the task or the allotted time makes this an appropriate strategy	

Conclusion	
M5c The student provides closure to the solution process through summary statements and general conclusions; that is, the student:	
STANDARD	ACTIVITIES
verifies and interprets results with respect to the original problem situation;	
generalizes solutions and strategies to new problems situations	

Mathematical reasoning	
M5d The student demonstrates mathematical reasoning by generalizing patterns making conjectures and explaining why they seem true, and by making sensible, justifiable statements; that is, the student:	
STANDARD	ACTIVITIES
formulates conjectures and argues why they must be or seem true;	
makes sensible, reasonable estimates;	
makes justified, logical statements	

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using these skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task (perhaps referring to notes, or books, perhaps working to reconstruct a method); that is, the student:

M6a Computes accurately with arithmetic operations on rational numbers	
STANDARD	ACTIVITIES
Perform calculations with integers, decimals, and fractions, translating from one type to another	

M6b Knows and uses the correct order of operations for arithmetic computations	
STANDARD	ACTIVITIES
Simplify expressions	Combine terms, eliminated parentheses and applies distributive property; performs operations in appropriate order

Simplifies and performs operations with polynomials	Combine terms, eliminated parentheses and applies distributive property; performs operations in appropriate order
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M6c Estimates numerically and spatially	
STANDARD	ACTIVITIES
Use estimation to check calculations	Check whether estimated and calculated results are similar

M6d Measures length, area, volume, weight, time and temperature accurately	
STANDARD	ACTIVITIES
Measures properties of objects as well as time and temperature	Measure and calculate changes in position and temperature

M6e Refers to geometric shapes and terms correctly	
STANDARD	ACTIVITIES
Identify two and three dimensional figures; determine symmetry and translations	Apply knowledge of figures to solve problems of perimeter, area, volume and surface area.

M6f Uses equations, formulas and simple algebraic notation appropriately	
STANDARD	ACTIVITIES
Solve simple equations for variables	Write, simplify, and solve simple equations

M6g Reads and organizes data on charts and graphs, including scatter plots, bar, line and circle graphs and Venn diagrams; calculates mean and median	
STANDARD	ACTIVITIES
Displays and interprets data from displays	Graph data on coordinate axes, bar graphs and stem and plot graphs
Calculates midpoints and distance between points	Determines and applies algorithm and formula for determining midpoints and distance

M6h Uses recall, mental computations, pencil and paper, measuring devices, mathematical texts, manipulatives, calculators, computers and advice from peers, as appropriate, to achieve solutions	
STANDARD	ACTIVITIES

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions, to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

M7a Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams	
STANDARD	ACTIVITIES
Use appropriate symbols and displays for expressing operations and	With different information, use different means for displaying data

relationships	
M7b Organizes work, explains facets of a solution orally and in writing, labels drawings and uses other techniques to make meaning clear to the audience	
STANDARD	ACTIVITIES
Express basic problems	Explain what is known and what must be determined
M7c make complex situations easier to understand	
Uses mathematical language to	
STANDARD	ACTIVITIES
Explain relationships with mathematical expressions	Use arithmetic and algebraic expressions, graphs, and formulas to clarify problems
M7d Exhibits developing reasoning abilities by justifying statements and defending work	
STANDARD	ACTIVITIES
Explains solutions	Demonstrates understanding through explaining solutions
M7e Show a understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children	
STANDARD	ACTIVITIES
Explain concepts and algorithms with mathematical language	Group work and peer tutoring
M7f reading assignments and from other sources	
Comprehends mathematics from	
STANDARD	ACTIVITIES
Reads text as an aid to learning	Regularly read and answer lessons in text from reading

M8 Putting Mathematics to Work

The student conducts at least one large scale investigation or projects each year drawn from the following kinds and, over the course of middle school, conducts investigations or projects drawn from three of the kinds.

A single investigation or project may draw on more than one kind.

M8a Data study based on civic, economic or social issues, in which the student:	
STANDARD	ACTIVITIES
selects an issue to investigate;	Examine current events and daily life for mathematical patterns
makes a hypothesis on an expected finding, if appropriate;	Provide an explanation for the patterns or relationship
gathers data;	Collect data
analyzes the data using concepts from Standard 4, e.g., considering mean and median, and the frequency and distribution of the data;	Describe characteristics of the data, looks for patterns
shows how the study's results compare with the hypothesis	Compare results with hypothesis
uses pertinent statistics to summarize	Separate useful information from irrelevant information

prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	Presents information in oral or written form
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M8b Mathematical model of physical phenomena, often used in science studies, in which the student:	
STANDARD	ACTIVITIES
carries out a study of a physical system using a mathematical representation of the structure	
uses understanding from Standard 3, particularly with respect to the determination of the function governing behavior in the model;	
Generalizes about the structure with a rule, i.e., a function, that clearly applies to the phenomenon and goes beyond statistical analysis of a pattern of numbers generated by the situation	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8c Design of a physical structure, in which the student:	
STANDARD	ACTIVITIES
generates a plan to build something of value, not necessarily monetary value;	
uses mathematics from Standard 2 to make the design realistic or appropriate, e.g., areas and volumes in general and of specific geometric shapes;	
summarizes the important features of the structure;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

M8d Management and planning, in which the student:	
STANDARD	ACTIVITIES
determines the needs of the event to be managed or planned, e.g., cost, supply, scheduling; notes any constraints that will affect the plan;	
determines a plan;	
uses concepts from any of Standards 1 to 4, depending on the nature of the project	
considers the possibility of a more efficient solution;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the plan	

M8e Pure mathematics investigation, in which the student:	
STANDARD	ACTIVITIES
extends or "plays with," as with mathematical puzzles, some mathematical feature, e.g., properties and patterns in numbers;	
uses concepts from any of Standards 1 to 4, e.g., an investigation of Pascal's triangle would have roots in Standard 1 but could tie in concepts from geometry, algebra and probability; investigations of derivations of geometric formulas would be rooted in Standard 2 but could require algebra	
determines and expresses generalizations from patterns;	
makes conjectures on apparent properties and argues, short of formal proof, why they seem true;	
prepares a presentation or report that includes the question investigated, a detailed description of how the project was carried out, and an explanation of the findings	

America's Choice Mathematics Standards through grade 10

M1 Arithmetic and Number Concepts/ Number and Operation Concepts

The student produces evidence that demonstrates understanding of number and operation concepts; that is, the student:

- M1a Uses addition, subtraction, multiplication, division, exponentiation and root-extraction in forming and working with numerical and algebraic expressions.
- M1b Understands and uses operations such as opposite, reciprocal, raising to a power, taking a root and take a logarithm.
- M1c Has facility with the mechanics of operations as well as understanding of their typical meaning and uses in applications
- M1d Understands and uses number systems: natural, integer, rational and real.
- M1e Represents numbers in decimal or fraction form and in scientific notation, and graphs numbers on the number line and number pairs in the coordinate plane.
- M1f Compares numbers using order relations, differences, ratios, proportions., percents and proportional change.
- M1g Carries out proportional reasoning in cases involving part-whole relationships and in cases involving expansions and contractions
- M1h Understands dimensionless numbers, such as proportions, percents and multiplicative factors, as well as numbers with specific units of measure, such as numbers with length, time and rate units.
- M1i Carries out counting procedures such as those involving sets (unions and intersections) and arrangements (permutations and combinations).
- M1j Uses concepts such as prime, relatively prime , factor, divisor, multiple and divisibility in solving problems involving integers.
- M1k Uses a scientific calculator effectively and efficiently in carrying out complex calculations.
- M1l Recognizes and represents basic number patterns, such as patterns involving multiples, squares or cubes.

M2 Geometry and Measurement Concepts

The student produces evidence that demonstrates understanding of geometry and measurement concepts; that is, the student:

- M2a Models situations geometrically to formulate and solve problems.
- M2b Works with two- and three-dimensional figures and their properties, including polygons and circles, cubes and pyramids, cylinders, cones and spheres.
- M2c Uses congruence and similarity in describing relationships between figures.
- M2d Visualizes objects, paths and regions in space, including intersections and cross sections of three dimensional figures, and describes these using geometric language.
- M2e Knows, uses and derives formulas for perimeter, circumference, area, surface area and volume of many types of figures.
- M2f Uses the Pythagorean Theorem in many types of situations and works through more than one proof of this theorem.
- M2g Works with similar triangles and extends the ideas to include simple uses of the three basic trigonometric functions.
- M2h Analyzes figures in terms of their symmetries using, for example, concepts of reflection, rotation and translation.
- M2i Compares slope (rise over run) and angle of elevation as measures of steepness.
- M2j Investigates geometric patterns, including sequences of growing shapes.
- M2k Works with geometric measures of length, area, volume and angle; and non-geometric measures such as weight and time.
- M2l Uses quotient measures, such as speed and density, that give "per unit" amounts; and uses product measures, such as person-hours;
- M2m Understands the structure of standard measurement systems, both SI and customary, including unit conversions and dimensional analysis.
- M2n Solves problems involving scale, such as in maps and diagrams.
- M2o Represents geometric curves and graphs of functions in standard coordinate systems.
- M2p Analyzes geometric figures and proves simple things about them using deductive methods.
- M2q Explores geometry using computer programs such as CAD software, Sketchpad programs or LOGO.

M3 Function and Algebra Concepts

The student produces evidence that demonstrates understanding of function and algebra concepts; that is, the student:

- M3a Models given situations with formulas and functions, and interprets given formulas and functions in terms of situations.
- M3b Describes, generalizes and uses basic types of functions: linear, exponential, power, rational, square and square root, cube and cube root.
- M3c Utilizes the concepts of slope, evaluation and inverse in working with functions.
- M3d Works with rates of many kinds, expresses numerically, symbolically and graphically.
- M3e Represents constant rates as the slope of a straight line graph, and interprets slope as the amount of one quantity (y) per unit amount of another (x).
- M3f Understands and uses linear functions as a mathematical representation of proportional relationships.
- M3g Uses arithmetic sequences and geometric sequences and their sums and sees these as the discrete forms of linear and exponential functions, respectively.
- M3h Defines, uses and manipulates expressions involving variables, parameters, constants and unknowns in work with formulas, functions, equations and inequalities.
- M3i Represents functional relationships in formulas, tables and graphs, and translates between pairs of these.
- M3j Solves equations symbolically, graphically and numerically, especially linear, quadratic and exponential equations; and knows how to use the quadratic formula for solving quadratic equations.
- M3k Makes predictions by interpolating or extrapolating from given data or a given graph.
- M3l Understands the basic algebraic structure of number systems.
- M3m Uses equations to represent curves such as lines, circles and parabolas.
- M3n Uses technology such as graphics calculators to represent and analyze functions and their graphs.
- M3o Uses functions to analyze patterns and represent their structure.

M4 Statistics and Probability Concepts

The student demonstrates understanding of statistics and probability concepts; that is, the student:

- M4a Organizes, analyzes and displays single-variable data, choosing appropriate frequency distribution, circle graphs, line plots, histograms and summary statistics.
- M4b Organizes, analyzes and displays two-variable data using scatter plots, estimated regression lines and computer generated regression lines and correlation coefficients.
- M4c Uses sampling techniques to draw inferences about large populations.
- M4d Understands that making an inference about a population from a sample always involves uncertainty and that the role of statistics is to estimate the size of that uncertainty.
- M4e Formulates hypotheses to answer a question and uses data to test hypotheses.
- M4f Interprets representations of data, compares distributions of data and critiques conclusions and the use of statistics, both in school materials and in public documents.
- M4g Explores questions of experimental design, use of control groups and reliability.
- M4h Creates and uses models of probabilistic situations and understands the role of assumption in this process.
- M4i Uses concepts such as equally likely, sample space, outcome and event in analyzing situations involving chance.
- M4j Constructs appropriate sample spaces, and applies the addition and multiplication principles for probabilities.
- M4k Uses the concept of a probability distribution to discuss whether an event is rare or reasonably likely.
- M4l Chooses an appropriate probability model and uses it to arrive at a theoretical probability for a chance event.
- M4m Uses relative frequencies based on empirical data to arrive at an experimental probability for a chance event.

M4n Designs simulation including Monte Carlo simulations to estimate probabilities.

M4o Works with the normal distribution in some of its basic applications.

M5 Problem Solving and Mathematical Reasoning

The student demonstrates problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and detailed steps to follow, and solves problems that make demands on all three aspects of the solution process-formulation, implementation and conclusion.

Formulation

M5a The student participates in the formulation of problems; that is, given the statement of a problem situation, the student:

- fills out the formulation of a definite problem that is to be solved;
- extracts pertinent information from the situation as a basis for working on the problem;
- asks and answers a series of appropriate questions in pursuit of a solution and does so with minimal "scaffolding" in the form of details guiding questions.

Implementation

M5b The student makes the basic choices involved in planning and carrying out a solution; that is, the student:

- chooses and employs effective problem solving strategies in dealing with non-routine and multi-step problems;
- selects appropriate mathematical concepts and techniques from different areas of mathematics and applies them to the solution of the problem;
- applies mathematical concepts to new situations within mathematics and uses mathematics to model real world situations involving basic applications of mathematics in the physical and biological sciences, the social sciences and business.

Conclusion

M5c The student provides closure to the solution process through summary statements and general conclusions; that is, the student:

- concludes a solution process with a useful summary of results;
- evaluates the degree to which the results obtained represent a good response to the initial problem;
- formulates generalizations of the results obtained;
- carries out extensions of the given problem to related problems.

Mathematical Reasoning

M5d The student demonstrates mathematical reasoning by using logic to prove specific conjectures, by explaining the logic inherent in a solution process, by making generalizations and showing that they are valid, and by revealing mathematical patterns inherent in a situation. The student not only makes observations and states results but also justifies or proves why the results hold in general; that is, the student:

- employs forms of mathematical reasoning and proof appropriate to the solution of the problem appropriate to the solution of the problem at hand, including deductive and inductive reasoning, making and testing conjectures, and using counterexamples and indirect proof;
- differentiates clearly between giving examples that support a conjecture and giving a proof of the conjecture.

M6 Mathematical Skills and Tools

The student demonstrates fluency with basic and important skills by using those skills accurately and automatically, and demonstrates practical competence and persistence with other skills by using them effectively to accomplish a task, perhaps referring to notes, or books, perhaps working to reconstruct a method; that is, the student:

M6a Carries out numerical calculations and symbol manipulations effectively, using mental computations, pencil and paper, or other technological aids, appropriate.

M6b Uses a variety of methods to estimate the values, inappropriate units, of quantities met in applications, and rounds numbers used in applications to an appropriate degree of accuracy.

M6c Evaluates and analyzes formulas and functions of many kinds, using both pencil and paper and more advanced technology.

- M6d Uses basic geometric terminology accurately, and deduces information about basic geometric figures in solving problems.
- M6e Makes and uses rough sketches, schematic diagrams or precise scale diagrams to enhance a solution.
- M6f Uses the number line and Cartesian coordinates in the plane and in space.
- M6g Creates and interprets graphs of many kinds, such as function graphs, circle graphs, scatter plots, regressions lines and histograms.
- M6h Sets up and solves equations symbolically (when possible) and graphically.
- M6i Knows how to use algorithms in mathematics, such as the Euclidean Algorithm.
- M6j Uses technology to create graphs or spread sheets that contribute to the understanding of a problem.
- M6k Writes a simple computer program to carry out a computation or simulation to be repeated many times.
- M6l Uses tools such as rulers, tapes, compasses and protractors in solving problems.
- M6m Knows standard methods to solve basic problems and uses these methods in approaching more complex problems.

M7 Mathematical Communication

The student uses the language of mathematics, its symbols, notation, graphs and expressions to communicate through reading, writing, speaking and listening, and communicates about mathematics by describing mathematical ideas and concepts and explaining reasoning and results; that is, the student:

- M7a** Is familiar with basic mathematical terminology, standard notation and use of symbols, common conventions for graphing and general features of effective mathematical communication styles.
- M7b** Uses mathematical representations with appropriate accuracy, including numerical tables, formulas, functions, equations, charts, graphs and diagrams.
- M7c** Organizes work and presents mathematical procedures and results clearly, systematically, succinctly and correctly.
- M7d** Communicates logical arguments clearly, showing why a result makes sense and why the reasoning is valid.
- M7e** Presents mathematical ideas effectively both orally and in writing.
- M7f** Explains mathematical concepts clearly enough to be of assistance to those who may be having difficulty with them.
- M7g** Writes narrative accounts of the history and process of work on a mathematical problem or extended project.
- M7h** Writes succinct accounts of the mathematical results obtained in a mathematical problem or extended project, with diagrams, graphs, tables and formulas integrated into the text.
- M7i** Keeps narrative accounts of process separate from succinct accounts of results, and realizes that doing so can enhance the effectiveness of each.
- M7j** Reads mathematics texts and other writing about mathematics with understanding.

M8 Putting Mathematics to Work

The student conducts at least on a large scale investigation or project each year drawn from the following kinds and, over the course of high school, conducts investigations or projects drawn from at least three of the kinds.

M8a Data study, in which the student:

- carries out a study of data relevant to current civic, economic, scientific, health or social issues;
- uses methods of statistical inference to generalize from the data;
- prepares a report that explains the purpose of the project, the organizational plan and conclusions, and uses an appropriate balance of different ways of presenting information.

M8b Mathematical model of a physical system or phenomenon, in which the student:

- carries out a study of a physical system or phenomenon by constructing a mathematical model based on functions to make generalizations about the structure of the system;
- uses structural analysis (a direct analysis of the structure of the system) rather than numerical or statistical analysis (an analysis of data about the system);
- prepares a report that explains the purpose of the project, the organizational plan and conclusions, and uses an appropriate balance of different ways of presenting information.

M8c Design of a physical structure, in which the student:

- creates a design for a physical structure;
- uses general mathematical ideas and techniques to discuss specifications for building the structure;
- prepares a report that explains the purpose of the project, the organizational plan and conclusions, and uses an appropriate balance of different ways of presenting information.

M8d Management and planning analysis, in which the student:

- carries out a study of a business or public policy situation involving issues such as optimization, cost-benefit projections, and risks;
- uses decision rules and strategies both to analyze options and balance trade-offs; and brings in mathematical ideas that serve to generalize the analysis across different conditions;
- prepares a report that explains that purpose of the project, the organizational plan and conclusions, and uses an appropriate balance of different ways of presenting information.

M8e Pure mathematics investigation, in which the student:

- carries out a mathematical investigation of a phenomenon or concept in pure mathematics;
- uses methods of mathematical reasoning and justification to make generalizations about the phenomenon;
- prepares a report that explains the purpose of the project, the organizational plan and conclusions, and uses an appropriate balance of different ways of presenting information.

William E. Doar, Jr Public Charter School for the Performing Arts
Music
Grade K-2

MU1. Singing, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture and maintain a steady tempo	Singing alone and together, in classroom and in performance
Sing expressively, with appropriate dynamics, phrasing and interpretation	Singing alone and together, in classroom and in performance
Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures	Singing alone and together, in classroom and in performance
Sing ostinatos, partner songs, and rounds	Singing alone and together, in classroom and in performance, including call and response
Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor	Singing alone and together, in classroom and in performance

MU2. Performing on instruments, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo	Playing classroom instruments alone and together, at different speeds and dynamics leading to a performance
Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments	Playing classroom instruments alone and together, leading to a performance
Perform expressively a varied repertoire of music representing diverse genres and styles	Playing classroom instruments alone and together, leading to a performance
Echo short rhythms and melodic patterns	Playing classroom instruments alone and together, in a call and response pattern, leading to a performance
Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	Playing classroom instruments alone and together, leading to a performance
Perform independent instrumental parts while other students sing or play contrasting parts	Playing classroom instruments alone and together, leading to a performance

MU3. Improvising melodies, variations, and accompaniments.	
STANDARD	ACTIVITIES
Improvise answers in the same style to rhythmic and melodic phrases	Improvise short patterns with a few notes on classroom instruments or with their bodies (clapping, tapping, etc.)
Improvise simple rhythmic and melodic ostinato accompaniments	Improvise short patterns with a few notes on classroom instruments or with their bodies (clapping, tapping, etc.)

Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies	Improvise using short motifs
Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means	

MU6. Listening to, analyzing and describing music	
STANDARD	ACTIVITIES
Identify simple music forms when presented aurally	Practice listening to different forms and styles
Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures	Listening to music and imagining movements or movies the music would be heard in
Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances	Describing what they hear on recordings or live performances
Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices	Listening to a variety of recordings and live visiting musicians, and experimenting with instruments of different cultures
Respond through purposeful movement to selected prominent music characteristics and specific music events while listening to music	See dance standards.

William E. Doar, Jr Public Charter School for the Performing Arts
Music
Grade 3

MU1. Singing, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture and maintain a steady tempo	Singing alone and together, in classroom and in performance
Sing expressively, with appropriate dynamics, phrasing and interpretation	Singing alone and together, in classroom and in performance
Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures	Singing alone and together, in classroom and in performance
Sing ostinatos, partner songs, and rounds	Singing alone and together, in classroom and in performance, including call and response
Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor	Singing alone and together, in classroom and in performance

MU2. Performing on instruments, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo	Playing classroom instruments alone and together, at different speeds and dynamics leading to a performance
Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments	Playing classroom instruments alone and together, leading to a performance
Perform expressively a varied repertoire of music representing diverse genres and styles	Playing classroom instruments alone and together, leading to a performance
Echo short rhythms and melodic patterns	Playing classroom instruments alone and together, in a call and response pattern, leading to a performance
Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	Playing classroom instruments alone and together, leading to a performance
Perform independent instrumental parts while other students sing or play contrasting parts	Playing classroom instruments alone and together, leading to a performance

MU3. Improvising melodies, variations, and accompaniments.	
STANDARD	ACTIVITIES
Improvise answers in the same style to rhythmic and melodic phrases	Improvise short patterns with a few notes on classroom instruments or with their bodies (clapping, tapping, etc.)
Improvise simple rhythmic and melodic ostinato accompaniments	Improvise short patterns with a few notes on classroom instruments or with their bodies (clapping, tapping, etc.)

Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies	Improvise using short motifs
Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means	

MU4. Composing and arranging music within specified guidelines	
STANDARD	ACTIVITIES
Create and arrange music to accompany readings or dramatizations	Symbolize elements of stories with sounds. Interpret music with movement.
Create and arrange short songs and instrumental pieces within specified guidelines	Create short melodies
Use a variety of sound sources when composing	Sing and use classroom instruments in creating music

MU5. Reading and notating music	
STANDARD	ACTIVITIES
Read whole, half, dotted half, quarter and eighth notes and rests in 2 / 4, 3 / 4, and 4 / 4 meter signatures	Chanting and singing rhythms
Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys	Singing patterns that step up and step down, applying knowledge of staff, treble clef, and bar lines

Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing	Sing loudly and when shown symbols for forte and piano
Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher	Practice hearing groupings (meter) in music, moving to the music to make connection between music and movement

MU6. Listening to, analyzing and describing music	
STANDARD	ACTIVITIES
Identify simple music forms when presented aurally	Practice listening to different forms and styles
Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures	Listening to music and imagining movements or movies the music would be heard in
Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances	Describing what they hear on recordings or live performances
Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices	Listening to a variety of recordings and live visiting musicians, and experimenting with instruments of different cultures
Respond through purposeful movement to selected prominent music characteristics and specific music events while listening to music	See dance standards.

MU7. Evaluating music and music performances.	
STANDARD	ACTIVITIES
Devise criteria for evaluating performances and compositions	
Explain, using appropriate music terminology, their personal preferences for specific musical works and styles	

MU8. Understanding relationships between music, the other arts, and disciplines outside the arts.	
STANDARD	ACTIVITIES
Identify similarities and differences in the meanings of common terms used in the various arts	
Identify ways in which the principles and subject matter of other disciplines taught in their school are interrelated with those of music	

MU9. Understanding music in relation to history and culture.	
STANDARD	ACTIVITIES
Identify by genre or style aural examples of music from various historical periods and cultures	Listen to growing variety of music, adding visual context through video or field trips
Describe in simple terms how elements of music are used in music examples from various cultures of the world	Listen for similarities and differences in music examples

Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use	Viewing the context of music performances (both recorded and live)
Identify and describe roles of musicians in various settings and cultures	
Demonstrate audience behavior appropriate for the context and style of music performed	

William E. Doar, Jr Public Charter School for the Performing Arts

Music

Grade 4

MU1. Singing, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture and maintain a steady tempo	Singing together, in classroom and in performance
Sing expressively, with appropriate dynamics, phrasing and interpretation	Singing together, in classroom and in performance
Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures	Singing together, in classroom and in performance
Sing ostinatos, partner songs, and rounds	Sings in harmony with others
Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor	Singing together, in classroom and in performance

Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

MU4. Composing and arranging music within specified guidelines

STANDARD	ACTIVITIES
Create and arrange music to accompany readings or dramatizations	Begin using notation to describe direction of melodies
Create and arrange short songs and instrumental pieces within specified guidelines	Using groups of notes and rhythms
Use a variety of sound sources when composing	Using instruments and their bodies to demonstrate beat and tempo

MU5. Reading and notating music

STANDARD	ACTIVITIES
Read whole, half, dotted half, quarter and eighth notes and rests in 2 / 4, 3 / 4, and 4 / 4 meter signatures	Read and write notes for the number of beats in a measure
Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys	Learning the pitch names on the treble clef
Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing	Applying terms for tempo in performance of music.
Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher	Comparing tempos of music using terms for tempo

MU6. Listening to, analyzing and describing music	
STANDARD	ACTIVITIES
Identify simple music forms when presented aurally	
Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures	
Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances	
Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, children's voices and male and female adult voices	
Respond through purposeful movement to selected prominent music characteristics and specific music events while listening to music	

MU7. Evaluating music and music performances.	
STANDARD	ACTIVITIES
Devise criteria for evaluating performances and compositions	
Explain, using appropriate music terminology, their personal preferences for specific musical works and styles	

MU2. Performing on instruments, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo	Playing classroom instruments alone and together, leading to a performance
Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments	Playing classroom instruments alone and together, leading to a performance
Perform expressively a varied repertoire of music representing diverse genres and styles	Playing classroom instruments alone and together, leading to a performance
Echo short rhythms and melodic patterns	Playing classroom instruments alone and together, leading to a performance
Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	Playing classroom instruments together, following the tempo of a conductor, leading to a performance
Perform independent instrumental parts while other students sing or play contrasting parts	Playing classroom instruments alone and together, in two part harmony or counter rhythms, leading to a performance

MU3. Improvising melodies, variations, and accompaniments.	
STANDARD	ACTIVITIES
Improvise answers in the same style to rhythmic and melodic phrases	Identifying pitches ascending or descending as well as meter changes (duple vs. triple meter), with movement
Improvise simple rhythmic and melodic ostinato accompaniments	
Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies	

MU8. Understanding relationships between music, the other arts, and disciplines outside the arts.	
STANDARD	ACTIVITIES
Identify similarities and differences in the meanings of common terms used in the various arts	
Identify ways in which the principles and subject matter of other disciplines taught in their school are interrelated with those of music	

MU9. Understanding music in relation to history and culture.	
STANDARD	ACTIVITIES
Identify by genre or style aural examples of music from various historical periods and cultures	
Describe in simple terms how elements of music are used in music examples from various cultures of the world	
Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use	
Identify and describe roles of musicians in various settings and cultures	
Demonstrate audience behavior appropriate for the context and style of music performed	

William E. Doar, Jr Public Charter School for the Performing Arts
Music
Grade 5

MU1. Singing, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles	Singing alone and together, in classroom and in performance
Sing with expression and technical accuracy a varied repertoire of vocal literature of difficulty 2, on a scale of 1 to 6, including some songs performed from memory	Singing alone and together, in classroom and in performance
Sing music representing diverse genres and cultures, with expression appropriate for the work being performed	Singing alone and together, in classroom and in performance
Sing music written in two and three parts	Singing alone and together, in classroom and in performance

MU2. Performing on instruments, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Perform on at least one instrument accurately and independently, alone and in small or large ensembles, with good posture, good playing position, and good breath, bow, or stick control	Playing instruments alone and together, leading to a performance

Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of 2 on a scale of 1 to 6	Playing instruments alone and together, leading to a performance
Perform music representing diverse genres and cultures, with expression appropriate for the work being performed	Playing instruments alone and together, leading to a performance
Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument	Playing instruments, including MIDI equipment, alone and together, leading to a performance

MU3. Improvising melodies, variations, and accompaniments.	
STANDARD	ACTIVITIES
Improvise simple harmonic accompaniments	
Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys	Experiment making music on instruments from diverse cultures
Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	Creating melodies at least four measures long

MU4. Composing and arranging music within specified guidelines	
STANDARD	ACTIVITIES
Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	Use midi equipment to save music created and make desired changes

Arrange simple pieces for voices or instruments other than those for which the pieces were written	
Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	Using diverse instruments and MIDI equipment to compose music

MU5. Reading and notating music	
STANDARD	ACTIVITIES
Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2 / 4, 3 / 4, 4 / 4, 6 / 8, 3 / 8 and alla breve meter signatures	Expand scope of recognized notation symbols
Read at sight simple melodies in both the treble and bass clefs	Read melodies using up to five pitches in repeating or stepwise motion.
Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	Recognizes basic terms and symbols for dynamics and tempo Understand and apply meaning of meter/time sign
Use standard notation to record their musical ideas and the musical ideas of others	

MU6. Listening to, analyzing and describing music	
STANDARD	ACTIVITIES
Describe specific music events in a given aural example, using appropriate terminology	Identifies 4 principal vocal ranges and instruments from main families of instruments
Analyze the uses of elements of music in aural examples representing diverse genres and cultures	

Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chordal and harmonic progressions in their analysis of music	Recognizes principal theme or melody, describing uses of instruments, dynamics, and rhythmic patterns
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MU7. Evaluating music and music performances.	
STANDARD	ACTIVITIES
Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing	Discusses musical experiences, describing images, feelings, and ideas evoked by music
Evaluate the quality and effectiveness of their own and others' performances, compositions and arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	Discusses musical experiences, describing images, feelings, and ideas evoked by music

MU8. Understanding relationships between music, the other arts, and disciplines outside the arts.	
STANDARD	ACTIVITIES
Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art	Describe how contrast and/or variety provide organization and expression in music and other arts
Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	Experience music as a means of learning other disciplines (songs as expression of time in history, sources of sounds in science).

MU9. Understanding music in relation to history and culture.	
STANDARD	ACTIVITIES
Describe distinguishing characteristics of representative music genres and styles from a variety of cultures	
Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	
Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed	

William E. Doar, Jr Public Charter School for the Performing Arts
Grade 6

MU1. Singing, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles	Singing alone and together, in classroom and in performance
Sing with expression and technical accuracy a varied repertoire of vocal literature of difficulty 2, on a scale of 1 to 6, including some songs performed from memory	Singing alone and together, in classroom and in performance
Sing music representing diverse genres and cultures, with expression appropriate for the work being performed	Singing alone and together, in classroom and in performance
Sing music written in two and three parts	Singing alone and together, in classroom and in performance

MU2. Performing on instruments, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Perform on at least one instrument accurately and independently, alone and in small or large ensembles, with good posture, good playing position, and good breath, bow, or stick control	Playing instruments alone and together, leading to a performance
Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of 2 on a scale of 1 to 6	Playing instruments alone and together, leading to a performance

Perform music representing diverse genres and cultures, with expression appropriate for the work being performed	Playing instruments alone and together, leading to a performance
Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument	Playing instruments alone and together, leading to a performance; recreating music heard using sequencing programs and keyboards

MU3. Improvising melodies, variations, and accompaniments.	
STANDARD	ACTIVITIES
Improvise simple harmonic accompaniments	
Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys	Experiment making music on instruments from diverse cultures
Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	Creating melodies at least four measures long

MU4. Composing and arranging music within specified guidelines	
STANDARD	ACTIVITIES
Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	Use midi equipment to save music created and make desired changes
Arrange simple pieces for voices or instruments other than those for which the pieces were written	

Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	Using diverse instruments and MIDI equipment to compose music
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MU5. Reading and notating music	
STANDARD	ACTIVITIES
Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2 4, 3 4, 4 4, 6 8, 3 8 and alla breve meter signatures	reads and interprets music (rhythm, melody, dynamics, tempo) from text and score.
Read at sight simple melodies in both the treble and bass clefs	distinguishes tones that move in whole steps from those moving in half steps;
Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	Recognize lines and spaces of the bass clef and make connection to treble clef together to make the grand staff Expand scope of understood terms for dynamics and tempo
Use standard notation to record their musical ideas and the musical ideas of others	Make connection between heard rhythm and notation through rhythmic dictation

MU6. Listening to, analyzing and describing music	
STANDARD	ACTIVITIES
Describe specific music events in a given aural example, using appropriate terminology	investigates how short forms (e.g. binary and ternary) and patterns of unity, variation and balance are used to shape longer forms of music; identifies voice types and instruments and develops an understanding of how their characteristic sound is produced;

Analyze the uses of elements of music in aural examples representing diverse genres and cultures	identifies voice types and instruments and develops an understanding of how their characteristic sound is produced; listens to music and follows guidelines to explore the context of its origin (e.g., background of the music, setting, time, composer's nationality, lyrics, etc.);
Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chordal and harmonic progressions in their analysis of music	

MU7. Evaluating music and music performances.

STANDARD	ACTIVITIES
Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing	
Evaluate the quality and effectiveness of their own and others' performances, compositions and arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	

MU8. Understanding relationships between music, the other arts, and disciplines outside the arts.

STANDARD	ACTIVITIES
Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art	describes the repeating and contrasting lines/shapes/colors used in painting and the melody/rhythms/ dynamics of music and compares the expressive effects of each;
Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	Language arts - recognizing different perspectives from various performances of the same musical selection, social studies - songs/music of other lands, world languages - foreign lyrics/music terms, etc.);

MU9. Understanding music in relation to history and culture.

STANDARD	ACTIVITIES
Describe distinguishing characteristics of representative music genres and styles from a variety of cultures	describes distinctive characteristics of assorted american music in terms of the rhythm, melody, form, timbre and mood; determines the origin and examines how cultural environment influences their creation and use; investigate the instruments and music of a world culture

Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	
Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed	

William E. Doar, Jr Public Charter School for the Performing Arts
Music
Grade 7

MU1. Singing, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles	Singing alone and together, in classroom and in performance
Sing with expression and technical accuracy a varied repertoire of vocal literature of difficulty 2, on a scale of 1 to 6, including some songs performed from memory	Singing alone and together, in classroom and in performance
Sing music representing diverse genres and cultures, with expression appropriate for the work being performed	Singing alone and together, in classroom and in performance
Sing music written in two and three parts	Singing alone and together, in classroom and in performance

MU2. Performing on instruments, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Perform on at least one instrument accurately and independently, alone and in small or large ensembles, with good posture, good playing position, and good breath, bow, or stick control	Playing instruments alone and together, leading to a performance
Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of 2 on a scale of 1 to 6	Playing instruments alone and together, leading to a performance
Perform music representing diverse genres and cultures, with expression appropriate for the work being performed	Playing instruments alone and together, leading to a performance

Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

Playing instruments alone and together, leading to a performance; recreating music heard using sequencing programs and keyboards

MU3. Improvising melodies, variations, and accompaniments.

STANDARD	ACTIVITIES
Improvise simple harmonic accompaniments	creates and maintains an independent rhythmic/melodic part, while playing with others, to enhances the overall theme;
Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys	uses pentatonic/major/blues scales to apply elemental changes (alters, inverts, steps, omits or repeats tones/rhythm);
Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	

MU4. Composing and arranging music within specified guidelines

STANDARD	ACTIVITIES
Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	uses major scale tones and familiar note/rest symbols in varied and repetitive patterns to create musical phrases of four (4) to eight (8) measures that combine and notate rhythm and melody on the treble staff.
Arrange simple pieces for voices or instruments other than those for which the pieces were written	

Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	
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MU5. Reading and notating music	
STANDARD	ACTIVITIES
Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2 4, 3 4, 4 4, 6 8, 3 8 and alla breve meter signatures	
Read at sight simple melodies in both the treble and bass clefs	
Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	Understand and apply the major scale to build keys with different pitch centers
Use standard notation to record their musical ideas and the musical ideas of others	Make connection between heard rhythm and notation through rhythmic dictation; Make connection between heard melodies and notation through melodic dictation

MU6. Listening to, analyzing and describing music	
STANDARD	ACTIVITIES
Describe specific music events in a given aural example, using appropriate terminology	identifies and recognizes how musical elements (dynamics, form, rhythm, melody, timbre and/or tone color) influence style;
Analyze the uses of elements of music in aural examples representing diverse genres and cultures	recognizes and describes the timbre (tone color) of different voice types and instruments; uses music terminology to describe music articulating the: dynamics, tempo, melody, rhythm, form, and/or style etc.

Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chordal and harmonic progressions in their analysis of music	
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MU7. Evaluating music and music performances.	
STANDARD	ACTIVITIES
Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing	
Evaluate the quality and effectiveness of their own and others' performances, compositions and arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	

MU8. Understanding relationships between music, the other arts, and disciplines outside the arts.

STANDARD	ACTIVITIES
Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art	cites examples (for each art form) to identify and explain the use of repeated and/or contrasting lines/shapes/forms/words/colors movements/melodies/rhythms/ dynamics, etc., that create unity and balance and convey the expression of the work;
Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	

MU9. Understanding music in relation to history and culture.

STANDARD	ACTIVITIES
Describe distinguishing characteristics of representative music genres and styles from a variety of cultures	identifies at least three (3) styles and describes distinctions about the rhythm/melody/form/mood (expression). And explains the origin and characteristics of each;
Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	identifies and recognizes how musical elements (dynamics, form, rhythm, melody, timbre and/or tone color) influence style;
Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed	In the course of performing music, demonstrating understanding of the context of the music in its creation

William E. Doar, Jr Public Charter School for the Performing Arts
Music
Grade 8

MU1. Singing, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles	Singing alone and together, in classroom and in performance
Sing with expression and technical accuracy a varied repertoire of vocal literature of difficulty 2, on a scale of 1 to 6, including some songs performed from memory	Singing alone and together, in classroom and in performance
Sing music representing diverse genres and cultures, with expression appropriate for the work being performed	Singing alone and together, in classroom and in performance
Sing music written in two and three parts	Singing alone and together, in classroom and in performance

MU2. Performing on instruments, alone and with others, a varied repertoire of music.	
STANDARD	ACTIVITIES
Perform on at least one instrument accurately and independently, alone and in small or large ensembles, with good posture, good playing position, and good breath, bow, or stick control	Playing instruments alone and together, leading to a performance
Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of 2 on a scale of 1 to 6	Playing instruments alone and together, leading to a performance
Perform music representing diverse genres and cultures, with expression appropriate for the work being performed	Playing instruments alone and together, leading to a performance

Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

Playing instruments alone and together, leading to a performance; recreating music heard using sequencing programs and keyboards

MU3. Improvising melodies, variations, and accompaniments.

STANDARD	ACTIVITIES
Improvise simple harmonic accompaniments	creates and maintains an independent part rhythmic/melodic part while playing instruments with others to enhance the overall theme;
Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys	
Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	

MU4. Composing and arranging music within specified guidelines

STANDARD	ACTIVITIES
Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	<p>uses musical elements (rhythm, melody, style, form, etc.), principles of composition (unity, tension, resolution, etc.) and scales (pentatonic, blues and major) to create simple melodies according to guidelines around an expressive center of organization;</p> <p>creates a musical phrase of four or eight measures that:</p> <ul style="list-style-type: none"> - uses major scale tones effectively - centers around a given chord progression - evidences varied note/rest symbols - evidences compositional principles, and - is notated on the grand staff.

Arrange simple pieces for voices or instruments other than those for which the pieces were written	
Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	

MU5. Reading and notating music	
STANDARD	ACTIVITIES
Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2 4, 3 4, 4 4, 6 8, 3 8 and alla breve meter signatures	Recognize key signatures of major and minor keys Understand and apply the minor scale to build keys with different pitch centers
Read at sight simple melodies in both the treble and bass clefs	
Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	Recognize key signatures of major and minor keys Understand and apply the minor scale to build keys with different pitch centers
Use standard notation to record their musical ideas and the musical ideas of others	Make connection between heard rhythm and notation through rhythmic dictation; Make connection between heard melodies and notation through melodic dictation

MU6. Listening to, analyzing and describing music	
STANDARD	ACTIVITIES
Describe specific music events in a given aural example, using appropriate terminology	
Analyze the uses of elements of music in aural examples representing diverse genres and cultures	

Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chordal and harmonic progressions in their analysis of music	
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MU7. Evaluating music and music performances.	
STANDARD	ACTIVITIES
Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing	
Evaluate the quality and effectiveness of their own and others' performances, compositions and arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	

MU8. Understanding relationships between music, the other arts, and disciplines outside the arts.	
STANDARD	ACTIVITIES
Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art	compares, connects and parallels similarities and differences among the arts that combine to contribute to the order, structure and communicate the message of particular works;
Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	

MU9. Understanding music in relation to history and culture.	
STANDARD	ACTIVITIES
Describe distinguishing characteristics of representative music genres and styles from a variety of cultures	writes a responsive essay about the use of music in universal situations: identifies cause and effect relationships, centers around a common theme and forms a conclusion.
Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	classifies music (e.g., Baroque, Renaissance, Classical, folk, electronic, popular, jazz, etc.) and identifies factors that influenced the particular type of style;
Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed	writes a responsive essay about the use of music in universal situations: identifies cause and effect relationships, centers around a common theme and forms a conclusion.

William E. Doar, Jr Public Charter School for the Performing Arts
Science
Grade 1

S1 Physical Science

The student produces evidence that demonstrates understanding of:

S1a properties of objects and materials, such as similarities and differences in the size, weight and color of objects; the ability of materials to react with other substances; and different states of materials.	
STANDARD	ACTIVITIES
uses tools to collect data and completes tests to identify physical properties of matter including magnetism, hardness, mass and temperature;	Classify items by common characteristics
uses metric measurements to determine physical properties of matter (e.g., weight, mass, temperature, length, width, height);	Becomes familiar with basic measuring instruments by measuring common objects
S1b position and motion of objects, such as how the motion of an object can be describes by tracing and measuring its position over time; and how sound is produced by vibrating objects	
STANDARD	ACTIVITIES
completes investigations to identify and describe factors that affect motion (mass, acceleration, friction, inertia);	Use simple machines
constructs and experiments with sound-producing devices to learn where sound comes from and to investigate characteristics of sound, including vibrations, pitch, and loudness;	Comparing sound sources for pitch and for loudness, exploring spaces with echoes
S1c light, heat, electricity and magnetism, such as the variation of heat and temperature; how light travels in a straight line until it strikes an object or how electrical circuits work	
STANDARD	ACTIVITIES
demonstrates physical changes in matter by heating and cooling substances;	
distinguishes different forms of energy (heat, light, sound);	Make different kinds of sounds with vibrating items
describes how heat can be produced by chemical reactions, electrical machines, and friction;	Show what things are hot and what things are cold
uses tools to measure the loss or gain of energy;	
describes the development and use of alternative energy sources.	

S2 Life Science

The student produces evidence that demonstrates understanding of:

S2a characteristics of organisms, such as survival and environmental support; the relationship between structure and function; and variations in behavior	
STANDARD	ACTIVITIES
identifies some inherited characteristics of plants;	Plants seeds and observe the parts—stem, leaves, roots—of plants. Classify kinds of plants

S2b life cycles of organisms, such as how inheritance and environment determine the characteristics of an organism; and that all plants and animals have life cycles	
STANDARD	ACTIVITIES
plants seeds and grows plants to observe their growth and development and to understand their life cycles and dependence on other living and nonliving things;	

S2c organisms and environments, such as the interdependence of animals and plants in an ecosystem; and population and their effects on the environment	
STANDARD	ACTIVITIES
lists various ways animals depend on plants for survival.	Observe animals in their habitats in the city; create models of habitats
completes and shares research on the uses of plants in an urban environment.	
gives examples of how organisms with similar needs in a specific environment compete with each other for food, water, and shelter	observe animals in habitats in city and in parks
describes the consequences of populations within the same environment using limited resources.	

S2d change over time, such as evolution and fossil evidence depicting the great diversity of organisms developed over geologic history	
STANDARD	ACTIVITIES
constructs time lines depicting the Earth's history and fossil evidence.	

S3 Earth and Space Science

The student produces evidence that demonstrates understanding of:

S3a properties of Earth materials, such as water and gasses; and the properties of rocks and soils, such as texture, color, and ability to retain water	
STANDARD	ACTIVITIES
draws and explains the rock cycle including the identification of rock types;	Manipulate and describe rock and soil samples
describes geologic characteristics including continental shelf, slope, and rise;	

S3b objects in the sky, such as Sun, Moon, planets and other objects that can be observed and describes; and the importance of the Sun to provide the light and heat necessary for survival	
STANDARD	ACTIVITIES
describes the Sun as a star closer to the Earth than others.	Compare the sky during the day and night

S3c changes in earth and sky, such as changes caused by weathering, volcanism and earthquakes; and the patterns of movement of objects in the sky	
STANDARD	ACTIVITIES
constructs time lines depicting the Earth's history and fossil evidence.	
collects and analyzes data related to the length of day and night and average temperatures throughout the year.	Describe the weather; use thermometer to measure comparative temperatures

S4 Scientific Connections and Applications

The student produces evidence that demonstrates understanding of:

S4a big ideas and unifying concepts, such as order and organization, models, form and function; change and constancy; and cause and effect	
STANDARD	ACTIVITIES

S4b the designed world, such as development of agricultural techniques and the viability of technological designs	
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STANDARD	ACTIVITIES

S4c personal health, such as nutrition, substance abuse and exercise; germs and toxic substances; personal and environmental safety	
STANDARD	ACTIVITIES
Importance and ways of maintaining good health	Explore food pyramid, benefits of exercise

S4d science as a human endeavor, such as communication, cooperation and diverse input in scientific research; and the importance of reason, intellectual honesty and skepticism	
STANDARD	ACTIVITIES

S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standard 1-4 and appropriate methods to investigate the natural world, that is the student:

S5a asks questions about natural phenomena; objects and organisms; and events and discoveries	
STANDARD	ACTIVITIES

S5b uses concepts from Science Standards 1 to 4 to explain a variety of observations and phenomena	
STANDARD	ACTIVITIES
uses science concepts to communicate accurate data, explanations and conclusions;	

S5c uses evidence from reliable sources to construct explanations	
STANDARD	ACTIVITIES

S5d evaluates different points of view using relevant experiences, observations and knowledge; and distinguishes between fact and opinion	
STANDARD	ACTIVITIES

S5e identifies problems; proposes and implements solutions; and evaluated the accuracy, design and outcomes of investigations	
STANDARD	ACTIVITIES

S5f works individually and in teams to collect and share information and ideas	
STANDARD	ACTIVITIES

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is the students:

S6a uses technology and tools (such as rulers, computers, balances, thermometers, watches, magnifiers and microscopes) to gather data and extend the senses	
STANDARD	ACTIVITIES

plans and conducts experiments that include asking questions, formulating hypotheses, and selecting the proper materials, equipment and technology;	
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S6b collects and analyzes data using concepts and techniques in Mathematics Standard 4, such as average, data displays, graphing, variability and sampling	
STANDARD	ACTIVITIES
constructs simple graphs, tables and charts to organize and explain information and concepts.	

S6c acquires information from multiple sources, such as experimentation and print and non-print sources	
STANDARD	ACTIVITIES

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural world using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science, that is, the student:

S7a represents data and results in multiple ways, such as numbers, tables, and graphs; drawings, diagrams and artwork; and technical and creative ways	
STANDARD	ACTIVITIES
constructs simple graphs, tables and charts to organize and explain information and concepts.	

S7b uses facts to support conclusions	
STANDARD	ACTIVITIES
uses science concepts to communicate accurate data, explanations and conclusions;	

S7c communicates in a form suited to the purpose and the audience, such as writing instructions that others can follow	
STANDARD	ACTIVITIES

S7d critiques written and oral explanations, and uses data to resolve disagreements	
STANDARD	ACTIVITIES

S8 Scientific Investigation

The students demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of elementary school, investigations that integrate several aspects of Science Standards 1-7 and represent all four of the kinds of investigations:

S8a an experiment. Such as conducting a fair test	
STANDARD	ACTIVITIES
plans and conducts experiments that include asking questions, formulating hypotheses, and selecting the proper materials, equipment and technology;	

S8b a systematic observation, such as a field study	
STANDARD	ACTIVITIES

S8c a design, such as building a model or scientific apparatus	
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STANDARD	ACTIVITIES

S8d non-experimental research using print and electronic information, such as journals, video or computers	
STANDARD	ACTIVITIES

William E. Doar, Jr Public Charter School for the Performing Arts
Science
Grade 2

S1 Physical Science

The student produces evidence that demonstrates understanding of:

S1a properties of objects and materials, such as similarities and differences in the size, weight and color of objects; the ability of materials to react with other substances; and different states of materials.	
STANDARD	ACTIVITIES
uses tools to collect data and completes tests to identify physical properties of matter including magnetism, hardness, mass and temperature;	Take measurements and describe qualities of objects
uses metric measurements to determine physical properties of matter (e.g., weight, mass, temperature, length, width, height);	Becomes familiar with basic measuring instruments by measuring common objects
S1b position and motion of objects, such as how the motion of an object can be describes by tracing and measuring its position over time; and how sound is produced by vibrating objects	
STANDARD	ACTIVITIES
completes investigations to identify and describe factors that affect motion (mass, acceleration, friction, inertia);	Make objects move in different ways: dropping pushing
constructs and experiments with sound-producing devices to learn where sound comes from and to investigate characteristics of sound, including vibrations, pitch, and loudness;	Comparing sound sources for pitch and for loudness, exploring spaces with echos Use different sized classroom instruments to make connection between size of instrument and pitch
S1c light, heat, electricity and magnetism, such as the variation of heat and temperature; how light travels in a straight line until it strikes an object or how electrical circuits work	
STANDARD	ACTIVITIES
demonstrates physical changes in matter by heating and cooling substances;	
distinguishes different forms of energy (heat, light, sound);	Comparing heat and light
describes how heat can be produced by chemical reactions, electrical machines, and friction;	Find different sources of heat
uses tools to measure the loss or gain of energy;	
describes the development and use of alternative energy sources.	
Explore magnets and the forces between them	Place magnets near one another and describe what happens

Explore the flow of electricity

Create simple circuits with light bulbs and batteries

S2 Life Science

The student produces evidence that demonstrates understanding of:

S2a	characteristics of organisms, such as survival and environmental support; the relationship between structure and function; and variations in behavior	
	STANDARD	ACTIVITIES
	identifies some inherited characteristics of plants;	Plants seeds and studies characteristics of different plants

S2b	life cycles of organisms, such as how inheritance and environment determine the characteristics of an organism; and that all plants and animals have life cycles	
	STANDARD	ACTIVITIES
	plants seeds and grows plants to observe their growth and development and to understand their life cycles and dependence on other living and nonliving things;	Plant seeds where there is light and no light to test importance of light to plants. Study the food chain

S2c	organisms and environments, such as the interdependence of animals and plants in an ecosystem; and population and their effects on the environment	
	STANDARD	ACTIVITIES
	lists various ways animals depend on plants for survival.	Observe animals in their habitats in the city
	completes and shares research on the uses of plants in an urban environment.	
	gives examples of how organisms with similar needs in a specific environment compete with each other for food, water, and shelter	observe animals in habitats in city and in parks
	describes the consequences of populations within the same environment using limited resources.	

S2d	change over time, such as evolution and fossil evidence depicting the great diversity of organisms developed over geologic history	
	STANDARD	ACTIVITIES
	constructs time lines depicting the Earth's history and fossil evidence.	Make fossil of leaf with clay

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S3 Earth and Space Science

The student produces evidence that demonstrates understanding of:

S3a	properties of Earth materials, such as water and gasses; and the properties of rocks and soils, such as texture, color, and ability to retain water
STANDARD	ACTIVITIES
draws and explains the rock cycle including the identification of rock types;	Describe how rocks are similar and different from each other
describes geologic characteristics including continental shelf, slope, and rise;	Create models of landscapes

S3b	objects in the sky, such as Sun, Moon, planets and other objects that can be observed and describes; and the importance of the Sun to provide the light and heat necessary for survival
STANDARD	ACTIVITIES
Learn the members of the solar system	List the planets and describe the phases of the moon

S3c	changes in earth and sky, such as changes caused by weathering, volcanism and earthquakes; and the patterns of movement of objects in the sky
STANDARD	ACTIVITIES
constructs time lines depicting the Earth's history and fossil evidence.	
collects and analyzes data related to the length of day and night and average temperatures throughout the year.	
Describes weather	Compares weather on different days

S4 Scientific Connections and Applications

The student produces evidence that demonstrates understanding of:

S4a	big ideas and unifying concepts, such as order and organization, models, form and function; change and constancy; and cause and effect
STANDARD	ACTIVITIES
Classify plants, animals, and objects by common characteristics	Classify objects and living things by common characteristics

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S4b the designed world, such as development of agricultural techniques and the viability of technological designs	
STANDARD	ACTIVITIES

S4c personal health, such as nutrition, substance abuse and exercise; germs and toxic substances; personal and environmental safety	
STANDARD	ACTIVITIES
Importance and ways of maintaining good health	Explore the types of foods on the food pyramid. Learn benefits of exercise.

S4d science as a human endeavor, such as communication, cooperation and diverse input in scientific research; and the importance of reason, intellectual honesty and skepticism	
STANDARD	ACTIVITIES

S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standard 1-4 and appropriate methods to investigate the natural world, that is the student:

S5a asks questions about natural phenomena; objects and organisms; and events and discoveries	
STANDARD	ACTIVITIES

S5b uses concepts from Science Standards 1 to 4 to explain a variety of observations and phenomena	
STANDARD	ACTIVITIES

uses science concepts to communicate accurate data, explanations and conclusions;	
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S5c uses evidence from reliable sources to construct explanations	
STANDARD	ACTIVITIES

S5d evaluates different points of view using relevant experiences, observations and knowledge; and distinguishes between fact and opinion	
STANDARD	ACTIVITIES

S5e identifies problems; proposes and implements solutions; and evaluated the accuracy, design and outcomes of investigations	
STANDARD	ACTIVITIES

S5f works individually and in teams to collect and share information and ideas	
STANDARD	ACTIVITIES

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is the students:

S6a uses technology and tools (such as rulers, computers, balances, thermometers, watches, magnifiers and microscopes) to gather data and extend the senses	
STANDARD	ACTIVITIES
plans and conducts experiments that include asking questions, formulating hypotheses, and selecting the proper materials, equipment and technology;	

S6b collects and analyzes data using concepts and techniques in Mathematics Standard 4, such as average, data displays, graphing, variability and sampling	
STANDARD	ACTIVITIES
constructs simple graphs, tables and charts to organize and explain information and concepts.	

S6c acquires information from multiple sources, such as experimentation and print and non-print sources	
STANDARD	ACTIVITIES

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural world using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science, that is, the student:

S7a represents data and results in multiple ways, such as numbers, tables, and graphs; drawings, diagrams and artwork; and technical and creative ways	
STANDARD	ACTIVITIES
constructs simple graphs, tables and charts to organize and explain information and concepts.	

S7b uses facts to support conclusions	
STANDARD	ACTIVITIES

uses science concepts to communicate accurate data, explanations and conclusions;	
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S7c communicates in a form suited to the purpose and the audience, such as writing instructions that others can follow	
STANDARD	ACTIVITIES

S7d critiques written and oral explanations, and uses data to resolve disagreements	
STANDARD	ACTIVITIES

S8 Scientific Investigation

The students demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of elementary school, investigations that integrate several aspects of Science Standards 1-7 and represent all four of the kinds of investigations:

S8a an experiment. Such as conducting a fair test	
STANDARD	ACTIVITIES
plans and conducts experiments that include asking questions, formulating hypotheses, and selecting the proper materials, equipment and technology;	

S8b a systematic observation, such as a field study	
STANDARD	ACTIVITIES

S8c a design, such as building a model or scientific apparatus	
STANDARD	ACTIVITIES

S8d non-experimental research using print and electronic information, such as journals, video or computers	
STANDARD	ACTIVITIES

William E. Doar, Jr Public Charter School for the Performing Arts
Science
Grade 3

S1 Physical Science

The student produces evidence that demonstrates understanding of:

S1a properties of objects and materials, such as similarities and differences in the size, weight and color of objects; the ability of materials to react with other substances; and different states of materials.

STANDARD	ACTIVITIES
uses tools to collect data and completes tests to identify physical properties of matter including magnetism, hardness, mass and temperature;	Take measurements and describe qualities of objects
uses metric measurements to determine physical properties of matter (e.g., weight, mass, temperature, length, width, height);	Becomes familiar with basic measuring instruments by measuring common objects

S1b position and motion of objects, such as how the motion of an object can be describes by tracing and measuring its position over time; and how sound is produced by vibrating objects

STANDARD	ACTIVITIES
completes investigations to identify and describe factors that affect motion (mass, acceleration, friction, inertia);	
constructs and experiments with sound-producing devices to learn where sound comes from and to investigate characteristics of sound, including vibrations, pitch, and loudness;	Comparing sound sources for pitch and for loudness, exploring spaces with echos Use different sized classroom instruments to make connection between size of instrument and pitch

S1c light, heat, electricity and magnetism, such as the variation of heat and temperature; how light travels in a straight line until it strikes an object or how electrical circuits work

STANDARD	ACTIVITIES
demonstrates physical changes in matter by heating and cooling substances;	Placing a bottle with a balloon in hot water and removing it.
distinguishes different forms of energy (heat, light, sound);	
describes how heat can be produced by chemical reactions, electrical machines, and friction;	Measuring temperature of engines before and after work,

uses tools to measure the loss or gain of energy;	
describes the development and use of alternative energy sources.	

S2 Life Science

The student produces evidence that demonstrates understanding of:

S2a	characteristics of organisms, such as survival and environmental support; the relationship between structure and function; and variations in behavior
STANDARD	ACTIVITIES
identifies some inherited characteristics of plants;	Plants seeds and studies characteristics of different plants

S2b	life cycles of organisms, such as how inheritance and environment determine the characteristics of an organism; and that all plants and animals have life cycles
STANDARD	ACTIVITIES
plants seeds and grows plants to observe their growth and development and to understand their life cycles and dependence on other living and nonliving things;	Plant seeds where there is light and no light to test importance of light to plants. Observe life cycles of insects Study the food chain

S2c	organisms and environments, such as the interdependence of animals and plants in an ecosystem; and population and their effects on the environment
STANDARD	ACTIVITIES
lists various ways animals depend on plants for survival.	Observe animals in their habitats in the city
completes and shares research on the uses of plants in an urban environment.	
gives examples of how organisms with similar needs in a specific environment compete with each other for food, water, and shelter	observe animals in habitats in city and in parks
describes the consequences of populations within the same environment using limited resources.	Explores shrinking ecosystems

S2d	change over time, such as evolution and fossil evidence depicting the great diversity of organisms developed over geologic history
STANDARD	ACTIVITIES

constructs time lines depicting the Earth's history and fossil evidence.	
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S3 Earth and Space Science

The student produces evidence that demonstrates understanding of:

S3a properties of Earth materials, such as water and gasses; and the properties of rocks and soils, such as texture, color, and ability to retain water	
STANDARD	ACTIVITIES
draws and explains the rock cycle including the identification of rock types;	Manipulate and describe rock samples
describes geologic characteristics including continental shelf, slope, and rise;	Compare geography of different places

S3b objects in the sky, such as Sun, Moon, planets and other objects that can be observed and describes; and the importance of the Sun to provide the light and heat necessary for survival	
STANDARD	ACTIVITIES
describes the Sun as a star closer to the Earth than others.	Describes order of planets, distances (taking a walk on mall between Smithsonian planet path)

S3c changes in earth and sky, such as changes caused by weathering, volcanism and earthquakes; and the patterns of movement of objects in the sky	
STANDARD	ACTIVITIES
constructs time lines depicting the Earth's history and fossil evidence.	
collects and analyzes data related to the length of day and night and average temperatures throughout the year.	

S4 Scientific Connections and Applications

The student produces evidence that demonstrates understanding of:

S4a big ideas and unifying concepts, such as order and organization, models, form and function; change and constancy; and cause and effect	
STANDARD	ACTIVITIES

S4b the designed world, such as development of agricultural techniques and the viability of technological designs	
STANDARD	ACTIVITIES

S4c personal health, such as nutrition, substance abuse and exercise; germs and toxic substances; personal and environmental safety	
STANDARD	ACTIVITIES
Importance and ways of maintaining good health	Explore food pyramid, benefits of exercise

S4d science as a human endeavor, such as communication, cooperation and diverse input in scientific research; and the importance of reason, intellectual honesty and skepticism	
STANDARD	ACTIVITIES

S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standard 1-4 and appropriate methods to investigate the natural world, that is the student:

S5a asks questions about natural phenomena; objects and organisms; and events and discoveries	
STANDARD	ACTIVITIES

S5b uses concepts from Science Standards 1 to 4 to explain a variety of observations and phenomena	
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STANDARD	ACTIVITIES
uses science concepts to communicate accurate data, explanations and conclusions;	

S5c uses evidence from reliable sources to construct explanations	
STANDARD	ACTIVITIES

S5d evaluates different points of view using relevant experiences, observations and knowledge; and distinguishes between fact and opinion	
STANDARD	ACTIVITIES

S5e identifies problems; proposes and implements solutions; and evaluated the accuracy, design and outcomes of investigations	
STANDARD	ACTIVITIES

S5f works individually and in teams to collect and share information and ideas	
STANDARD	ACTIVITIES

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is the students:

S6a uses technology and tools (such as rulers, computers, balances, thermometers, watches, magnifiers and microscopes) to gather data and extend the senses	
STANDARD	ACTIVITIES
plans and conducts experiments that include asking questions, formulating hypotheses, and selecting the proper materials, equipment and technology;	

S6b collects and analyzes data using concepts and techniques in Mathematics Standard 4, such as average, data displays, graphing, variability and sampling	
STANDARD	ACTIVITIES
constructs simple graphs, tables and charts to organize and explain information and concepts.	

S6c acquires information from multiple sources, such as experimentation and print and non-print sources	
STANDARD	ACTIVITIES.

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural world using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science, that is, the student:

S7a represents data and results in multiple ways, such as numbers, tables, and graphs; drawings, diagrams and artwork; and technical and creative ways	
STANDARD	ACTIVITIES
constructs simple graphs, tables and charts to organize and explain information and concepts.	

S7b uses facts to support conclusions	
STANDARD	ACTIVITIES
uses science concepts to communicate accurate data, explanations and conclusions;	

S7c communicates in a form suited to the purpose and the audience, such as writing instructions that others can follow	
STANDARD	ACTIVITIES

S7d critiques written and oral explanations, and uses data to resolve disagreements	
STANDARD	ACTIVITIES

S8 Scientific Investigation

The students demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of elementary school, investigations that integrate several aspects of Science Standards 1-7 and represent all four of the kinds of investigations:

S8a an experiment. Such as conducting a fair test	
STANDARD	ACTIVITIES
plans and conducts experiments that include asking questions, formulating hypotheses, and selecting the proper materials, equipment and technology;	

S8b a systematic observation, such as a field study	
STANDARD	ACTIVITIES

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S8c a design, such as building a model or scientific apparatus	
STANDARD	ACTIVITIES

S8d non-experimental research using print and electronic information, such as journals, video or computers	
STANDARD	ACTIVITIES

William E. Doar, Jr Public Charter School for the Performing Arts
Science
Grade 4

S1 Physical Science

The student produces evidence that demonstrates understanding of:

S1a properties of objects and materials, such as similarities and differences in the size, weight and color of objects; the ability of materials to react with other substances; and different states of materials.

STANDARD	ACTIVITIES
makes measurements to compare and contrast the physical properties of matter;	Measure mass, length, and volume. Compare densities.

S1b position and motion of objects, such as how the motion of an object can be describes by tracing and measuring its position over time; and how sound is produced by vibrating objects

STANDARD	ACTIVITIES
relates work to forces and motion;	Explore force of gravity and friction, as well as simple and compound machines
explains and demonstrates the velocity of objects.	Explore objects in motion as kinetic energy as opposed to potential energy when not moving

S1c light, heat, electricity and magnetism, such as the variation of heat and temperature; how light travels in a straight line until it strikes an object or how electrical circuits work

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STANDARD	ACTIVITIES
explores the properties and uses of electricity by constructing and studying simple circuits then explains how similar circuits can be used to light lamps, operate radios and cassettes, or run motors.	Create simple circuits with light bulbs and batteries, charged particles with balloons and static electricity
demonstrates how small particles within matter speed up or slow down when heated or cooled to cause phase change;	
describes sources for electricity;	Compare sources of electricity
demonstrates how moving electric charges produce magnetic forces and moving magnets produce electric currents;	Explore attracting and repelling poles of magnets Creating electromagnets
explains the reasons for the conservation of energy;	

S2 Life Science

The student produces evidence that demonstrates understanding of:

S2a characteristics of organisms, such as survival and environmental support; the relationship between structure and function; and variations in behavior

STANDARD	ACTIVITIES
uses models and varied media to examine the major systems in the human body and how they carry out life processes;	Create displays of the systems of the body
describes how processes needed for life are carried out in the cells;	

S2b life cycles of organisms, such as how inheritance and environment determine the characteristics of an organism; and that all plants and animals have life cycles

STANDARD	ACTIVITIES
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lists organisms that act as decomposers and describes the process of decay	
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S2c organisms and environments, such as the interdependence of animals and plants in an ecosystem; and population and their effects on the environment	
STANDARD	ACTIVITIES
gives examples of how plants and animals interact with one another in an ecosystem;	
explains how water, temperature, light and soil, are mostly responsible for the existence of different kinds of living things in an ecosystem.	
describes patterns of interdependency in ecosystems.	

S2d change over time, such as evolution and fossil evidence depicting the great diversity of organisms developed over geologic history	
STANDARD	ACTIVITIES
compares organisms that lived in the past with existing species;	

S3 Earth and Space Science
The student produces evidence that demonstrates understanding of:

S3a properties of Earth materials, such as water and gasses; and the properties of rocks and soils, such as texture, color, and ability to retain water	
STANDARD	ACTIVITIES

describes the layers of the Earth and the types of materials found;	Describe different kinds of rock; explore the life and geography of the oceans
illustrates and describes the rock cycle;	Compare soil and rocks, classifying rocks

S3b objects in the sky, such as Sun, Moon, planets and other objects that can be observed and describes; and the importance of the Sun to provide the light and heat necessary for survival	
STANDARD	ACTIVITIES
gives explanations for day and night and the seasons based on the Earth's rotation and orbiting the Sun.	Using models, see how rotation causes change of light on earth
knows the causes of the phases of the Moon;	Studies the movement of the moon
explains the Sun as a star and how it is a source of energy for planet Earth;	
describes the characteristics of the planets;	

S3c changes in earth and sky, such as changes caused by weathering, volcanism and earthquakes; and the patterns of movement of objects in the sky	
STANDARD	ACTIVITIES
explains how temperature and land features affect the water cycle;	Study creation of clouds and water cycle
explains the processes of weathering and erosion and how they constantly change the Earth's surface;	Study Sources and means as well as means of controlling erosion
develops a list of ways natural resources are misused with suggestions for their conservation;	Describe how resources can be conserved

S4 Scientific Connections and Applications
The student produces evidence that demonstrates understanding of:

S4a big ideas and unifying concepts, such as order and organization, models, form and function; change and constancy; and cause and effect	
STANDARD	ACTIVITIES
classifies by function or relationship	

S4b the designed world, such as development of agricultural techniques and the viability of technological designs	
STANDARD	ACTIVITIES

S4c personal health, such as nutrition, substance abuse and exercise; germs and toxic substances; personal and environmental safety	
STANDARD	ACTIVITIES
Aware of healthy eating habits and personal safety	Studies causes of ill health

S4d science as a human endeavor, such as communication, cooperation and diverse input in scientific research; and the importance of reason, intellectual	
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honesty and skepticism	
STANDARD	ACTIVITIES

S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standard 1-4 and appropriate methods to investigate the natural world, that is the student:

S5a asks questions about natural phenomena; objects and organisms; and events and discoveries	
STANDARD	ACTIVITIES
completes an investigation in which one variable is manipulated;	

S5b uses concepts from Science Standards 1 to 4 to explain a variety of observations and phenomena	
STANDARD	ACTIVITIES

S5c uses evidence from reliable sources to construct explanations	
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STANDARD	ACTIVITIES
<i>identifies patterns and relationships in data;</i>	

S5d evaluates different points of view using relevant experiences, observations and knowledge; and distinguishes between fact and opinion	
STANDARD	ACTIVITIES
uses scientific information and critical thinking to make decisions and to analyze and critique hypotheses.	

S5e identifies problems; proposes and implements solutions; and evaluated the accuracy, design and outcomes of investigations	
STANDARD	ACTIVITIES

S5f works individually and in teams to collect and share information and ideas	
STANDARD	ACTIVITIES

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is the students:

S6a uses technology and tools (such as rulers, computers, balances, thermometers, watches, magnifiers and microscopes) to gather data and extend the senses	
STANDARD	ACTIVITIES
uses a variety of ways to collect information and make observations;	

S6b collects and analyzes data using concepts and techniques in Mathematics Standard 4, such as average, data displays, graphing, variability and sampling	
STANDARD	ACTIVITIES

S6c acquires information from multiple sources, such as experimentation and print and non-print sources	
STANDARD	ACTIVITIES
uses a variety of ways to collect information and make observations;	

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural world using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science, that is, the student:

S7a represents data and results in multiple ways, such as numbers, tables, and graphs; drawings, diagrams and artwork; and technical and creative ways		
STANDARD	ACTIVITIES	
organizes and manipulates data;		

S7b uses facts to support conclusions	
STANDARD	ACTIVITIES

S7c communicates in a form suited to the purpose and the audience, such as writing instructions that others can follow	
STANDARD	ACTIVITIES

S7d critiques written and oral explanations, and uses data to resolve disagreements

STANDARD	ACTIVITIES

S8 Scientific Investigation

The students demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of elementary school, investigations that integrate several aspects of Science Standards 1-7 and represent all four of the kinds of investigations:

S8a an experiment. Such as conducting a fair test	
STANDARD	ACTIVITIES
plans and conducts experiments that include asking questions, formulating hypotheses and selecting the proper materials, equipment, and technology;	

S8b a systematic observation, such as a field study	
STANDARD	ACTIVITIES
identifies variables in an investigation that cause change; completes an investigation in which one variable is manipulated;	

S8c a design, such as building a model or scientific apparatus	
STANDARD	ACTIVITIES

S8d non-experimental research using print and electronic information, such as journals, video or computers	
STANDARD	ACTIVITIES

William E. Doar, Jr Public Charter School for the Performing Arts
Science
Grade 5

S1 Physical Science Concepts

The student produces evidence that demonstrates understanding of:

S1a properties and changes of properties in matter, such as density and boiling point; chemical reactivity; and conservation of matter	
STANDARD	ACTIVITIES
Observes and measures physical properties of matter: boiling point, melting point, mass, density, and volume	Calculates density
Differentiates between physical and chemical changes	Comparing different forms of change
completes investigations to observe changes in matter when heated or cooled, and then explains how the properties of the new substances are different;	
uses tools to examine and describe objects made of parts too small to be seen without magnification;	
S1b motions and forces, such as inertia and the net effects of balances and unbalanced forces	
STANDARD	ACTIVITIES
measures and graphs the speed, distance and direction of objects;	Measures object's motion and determines velocity,
relates the strength of force and its effect on an object;	Compares forces, explore actions and reactions
explains how inertia, gravity, friction, mass and force affect motion.	Further explore the forces that affect motion
describes the characteristics of waves and how they behave and move through different materials;	
S1c transfer of energy, such as transformation of energy as heat, light, mechanical motion, and sound; and the nature of a chemical reaction	
STANDARD	ACTIVITIES
traces the flow of energy (electricity) in a circuit to produce light;	Study examples of electricity flow (lightning, circuits, generators)
uses tools to measure the gain or loss of energy;	Compare kinetic and potential energy
demonstrates convection, radiation and conduction as methods of heat	Determine radiant energy's sources and uses

transfer;	
investigates and completes research to determine ways energy is transferred, including heat, light, electricity and sound.	

S2 Life Science Concepts

The student produces evidence that demonstrates understanding of:

S2a	structure and function in living systems, such as the complementary nature of structure and function in cells, organs, tissues, organ systems, whole organisms and ecosystems
	STANDARD
	ACTIVITIES
	examines and identifies the cell as the fundamental unit of life;
	describes the levels of organization in organisms;
	uses classification systems.

S2b	reproduction and heredity, such as sexual and asexual reproduction; and the role of genes and environment on trait expression
	STANDARD
	ACTIVITIES
	compares the life cycle of a plant with the life cycle of an animal;

S2c	regulation and behavior, such as sense and behavior; and response to environmental stimuli
	STANDARD
	ACTIVITIES
	gives examples of internal and external body cues (feeling hungry, feeling warm or cold, feeling thirsty) that influences an organism's behavior;

S2d	populations and ecosystems, such and the roles of producers, consumers and decomposers in a food web; and the effects of resources and energy transfer on populations
	STANDARD
	ACTIVITIES

S2e	evolution, diversity and adaptation of organisms, such as common ancestry, speciation, adaptation, variation and extinction
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STANDARD	ACTIVITIES
explains what causes the extinction of a species and lists ways to prevent extinction.	

S3 Earth and Space Sciences

The student produces evidence that demonstrates understanding of:

S3a	structure of the Earth system, such as crustal plates and land forms; water and rock cycles; oceans, weather and climate	
	STANDARD	ACTIVITIES
	identifies and describes weather factors including temperature, air, pressure, fronts, formation and types of clouds and storms.	
	explains how atmospheric pressure affects the water cycle;	

S3b	earth history, such as Earth processes including erosion and movement of plates; changes over time and fossil evidence	
	STANDARD	ACTIVITIES
	gives examples of how deposits of eroded and decomposed materials and movement of the earth's crust form new geological features.	Further explore effects of erosion and weathering on earth
	describes both slow and rapid processes that result in changes in the earth's surface.	Compare slower processes with abrupt ones (earthquakes, volcanoes)

S3c	earth in the Solar System, such as the predictable motion of planets, moons and objects in the Solar System including days, years, moon phases and eclipses; and the role of the Sun as the major source of energy for phenomena on the Earth's surface	
	STANDARD	ACTIVITIES
	describes the relative positions of the earth, moon and sun;	Studies elliptical orbits of planets
	explains the motions of the earth (revolution and rotation);	Studies rotation and orientation of axes

S3d	natural resource management	
	STANDARD	ACTIVITIES

defines and identifies non-renewable energy sources and explains why they are non-renewable;	
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S4 Scientific Connections and Applications

The student produces evidence that demonstrates understanding of:

S4a	big ideas and unifying concepts, such as order and organization; models, form and function; change and constancy; and cause and effect
STANDARD	ACTIVITIES
Make connections between phenomena	Note relationships, structural and cause and effect

S4b	the designed world, such as the reciprocal nature of science and technology; the development of agricultural techniques; and the viability of technological designs
STANDARD	ACTIVITIES
Understand connection between scientific study and human technology	Name applications of concepts studied in everyday life

S4c	health, such as nutrition, exercise and disease; effects of drugs and toxic substances; personal and environmental safety; and resources and environmental stress
STANDARD	ACTIVITIES
Use science as a basis for healthy living	Apply science to eat healthily, exercise, and be safe Movement in dance

S4d	impact of technology, such as constraints and trade-offs; feedbacks; benefits and risks; and problems and solutions
STANDARD	ACTIVITIES

S4e	impact of science, such as historical and contemporary contributions; and interactions between science and society
STANDARD	ACTIVITIES

Note applications of science in daily life	Cite technology that comes from topics studied Study effect of technological innovation in social studies
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S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standards 1 -4 and appropriate methods to investigate the natural world; that is, the student:

S5a frames questions to distinguish cause and effect; and identifies or controls variables in experimental and non-experimental research settings	
STANDARD	ACTIVITIES
constructs and tests hypotheses;	Ask questions about phenomena
S5b uses concepts from Science Standards 1-4 to explain a variety of observations and phenomena	
STANDARD	ACTIVITIES
constructs and uses operational definitions;	
S5c uses evidence from reliable sources to develop descriptions, explanations and models	
STANDARD	ACTIVITIES
identifies evidence that supports a hypothesis;	Make connections and conclusions based on information
S5d proposes, recognizes, analyzes, considers and critiques alternative explanations; and distinguishes between fact and opinion	
STANDARD	ACTIVITIES
S5e identifies problems; proposes and implements solutions; and evaluates the accuracy, design and outcomes of investigations	
STANDARD	ACTIVITIES

S5f works individually and in teams to collect and share information and ideas	
STANDARD	ACTIVITIES

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is, the student:

S6a uses technology and tools (such as traditional laboratory equipment, video and computer aids) to observe and measure objects, organisms and phenomena, directly, indirectly and remotely	
STANDARD	ACTIVITIES
Use laboratory equipment to make measurements	Measure physical properties
Use computers to model and communicate science	

S6b records and stores data using a variety of formats, such as data bases, audiotapes and videotapes	
STANDARD	ACTIVITIES
Collects data from multiple or repeated trials	Record information on computers, use computer models

S6c collects and analyzes data using concepts and techniques in Mathematics standard 4, such as mean, median and mode; outcome probability and reliability; and appropriate data displays	
STANDARD	ACTIVITIES
Analyze and make calculations with data	Notice patterns and calculate measures of central tendency

S6d acquires information from multiple sources, such as print, the Internet, computer data bases and experimentation	
STANDARD	ACTIVITIES

Use computers and texts to research information	Research topics online and with textual resources
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S6e recognizes sources of bias, such as observer and sampling biases	
STANDARD	ACTIVITIES

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural worlds using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science; that is, the student:

S7a represents data and results in multiple ways, such as numbers, tables and graphs; drawings, diagrams and artwork; and technical and creative writing	
STANDARD	ACTIVITIES
organizes and manipulates data;	Displays data using different media

S7b argues from evidence, such as data produced through his or her own experimentation or by others	
STANDARD	ACTIVITIES
Support arguments	Provide evidence for conclusions

S7c critiques publishes materials	
STANDARD	ACTIVITIES

S7d explains a scientific concept or procedure to other students	
STANDARD	ACTIVITIES

Explain work to fellow students	Peer tutoring and group work
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S7e communicates in a form suited to the purpose and the audience, such as by writing instructions that others can follow; critiquing written and oral explanations; and using data to resolve disagreements	
STANDARD	ACTIVITIES
uses a variety of media to communicate accurate data, explanations and conclusions;	Use appropriate data displays, write clear explanations and instructions, getting feedback on work

S8 Scientific Investigation

The student demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of middle school, investigation that integrate several aspects of Science standard 1-7 and represent all four of the kinds of investigation:

S8a controlled experiment	
STANDARD	ACTIVITIES
Establish what will be investigated	Form questions to be answered by experiments/fieldwork

S8b fieldwork	
STANDARD	ACTIVITIES
Make observations, take measurements	Record information

S8c design	
STANDARD	ACTIVITIES

S8d secondary research, such as use of other's data	
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STANDARD	ACTIVITIES
Obtain data and information from print and electronic sources	Do research using computers and texts

William E. Doar, Jr Public Charter School for the Performing Arts
Science
Grade 6

S3 Earth and Space Sciences

The student produces evidence that demonstrates understanding of:

S3a structure of the Earth system, such as crustal plates and land forms; water and rock cycles; oceans, weather and climate	
STANDARD	ACTIVITIES
illustrates and explains why Earth is called the water planet;	Study proportion of earth covered by water, fresh and salt
describes ocean ecosystems in terms of location, diversity and interrelationships of organisms living there, ocean currents and the ocean floor.	Study sources of water; life in fresh water vs. salt water environments and within the ocean (close to shore vs. open ocean)
constructs models of Earth's layers and explains how movements and high temperatures deep within the layers may cause events on the surface (plate tectonics, earthquakes, volcanoes);	Study extent and composition of earth layers, transition between layers, and formation of rocks; compare long term change in geology vs abrupt changes
constructs models, with explanations, of the hydrologic cycle;	Study cycle of water from rain to the ground, back to clouds, and to rain again
explains the components of the atmosphere then explain the role of atmospheric movement in weather change;	Diagram layers and characteristics of the atmosphere; investigate how changes in the atmosphere affect weather
distinguishes between weather and climate;	Define and describe differences
explains the causes of seasonal change;	Describe and show how orientation of earth's axis affects weather

S3b earth history, such as Earth processes including erosion and movement of plates; changes over time and fossil evidence	
STANDARD	ACTIVITIES
describes the constant changing of Earth's surface due to physical and chemical actions (weathering, erosion, deposition);	Describe the kinds of change on earth, and the relative speed of such change

classifies rocks by their physical characteristics and methods of formation;	Classify rocks by type, differences of formation
illustrates and summarizes the rock cycle;	Study changes in form of rocks
performs observations and tests to identify minerals;	
explains how fossil remains can be evaluated to determine a pattern of Earth's history and past life forms;	Examine fossil differences between extant species and extinct species
constructs geologic timelines to illustrate the occurrence of processes on Earth;	Compare geologic time with standard human time.

S3c earth in the Solar System, such as the predictable motion of planets, moons and objects in the Solar System including days, years, moon phases and eclipses; and the role of the Sun as the major source of energy for phenomena on the Earth's surface	
STANDARD	ACTIVITIES
describes the relationships and changing positions of Earth and the moon as related to each other and to the sun;	Studies orbits of objects in space
identifies, compares and contrasts characteristics of objects in the solar system including the sun, planets, meteorites, comets, asteroids, and moons;	Studies properties of the sun and other stars and compares with other objects in solar system
compares and charts the relative sizes and positions of bodies in the solar system;	Describe composition, temperature, period, size and moons of the planets; describe other orbiting objects in solar system
interprets Newton's law of universal gravity to explain how gravity keeps the planets in orbit;	Shows how gravity affects objects on earth and how and why planets and objects stay in orbit rather than come to earth or escape into space
gives examples of how the space program has contributed to the development of everyday products and increased knowledge of the universe.	Study influence on consumer goods as well as knowledge of scientific study
S3d natural resource management	
STANDARD	ACTIVITIES

develops a list of ways to conserve and recycle natural resources;	

S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standards 1 -4 and appropriate methods to investigate the natural world; that is, the student:

S5a frames questions to distinguish cause and effect; and identifies or controls variables in experimental and non-experimental research settings	
STANDARD	ACTIVITIES
investigates ideas by asking questions and actively seeking information and answers; makes hypotheses that identify the independent (manipulated) and dependent (responding) variables;	
S5c uses evidence from reliable sources to develop descriptions, explanations and models	
STANDARD	ACTIVITIES
makes conclusions that are based on scientific evidence obtained from a variety of sources;	

S5d proposes, recognizes, analyzes, considers and critiques alternative explanations; and distinguishes between fact and opinion	
STANDARD	ACTIVITIES
makes and analyzes alternative scientific explanations;	

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is, the student:

S6b records and stores data using a variety of formats, such as data bases, audiotapes and videotapes	
STANDARD	ACTIVITIES
records precise and approximate measurements;	

S4 Scientific Connections and Applications

The student produces evidence that demonstrates understanding of:

S4a big ideas and unifying concepts, such as order and organization; models, form and function; change and constancy; and cause and effect	
STANDARD	ACTIVITIES
Make connections between phenomena	Note relationships, structural and cause and effect

S4b the designed world, such as the reciprocal nature of science and technology; the development of agricultural techniques; and the viability of technological designs	
STANDARD	ACTIVITIES
Understand connection between scientific study and human technology	Name applications of concepts studied in everyday life

S4c health, such as nutrition, exercise and disease; effects of drugs and toxic substances; personal and environmental safety; and resources and environmental stress	
STANDARD	ACTIVITIES
Use science as a basis for healthy living	Apply science to eat healthily, exercise, and be safe Movement in dance
S4e impact of science, such as historical and contemporary contributions; and interactions between science and society	
STANDARD	ACTIVITIES

Note applications of science in daily life	Cite technology that comes from topics studied Study effect of technological innovation in social studies
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S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standards 1 -4 and appropriate methods to investigate the natural world; that is, the student:

S5a frames questions to distinguish cause and effect; and identifies or controls variables in experimental and non-experimental research settings	
STANDARD	ACTIVITIES
constructs and tests hypotheses;	Ask questions about phenomena

S5b uses concepts from Science Standards 1-4 to explain a variety of observations and phenomena	
STANDARD	ACTIVITIES
constructs and uses operational definitions;	

S5c uses evidence from reliable sources to develop descriptions, explanations and models	
STANDARD	ACTIVITIES
identifies evidence that supports a hypothesis;	Make connections and conclusions based on information

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is, the student:

S6a uses technology and tools (such as traditional laboratory equipment, video and computer aids) to observe and measure objects, organisms and phenomena, directly, indirectly and remotely	
STANDARD	ACTIVITIES
Use laboratory equipment to make measurements	Measure physical properties

Use computers to model and communicate science	
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S6b records and stores data using a variety of formats, such as data bases, audiotapes and videotapes	
STANDARD	ACTIVITIES
Collects data from multiple or repeated trials	Record information on computers, use computer models

S6c collects and analyzes data using concepts and techniques in Mathematics standard 4, such as mean, median and mode; outcome probability and reliability; and appropriate data displays	
STANDARD	ACTIVITIES
Analyze and make calculations with data	Notice patterns and calculate measures of central tendency

S6d acquires information from multiple sources, such as print, the Internet, computer data bases and experimentation	
STANDARD	ACTIVITIES
Use computers and texts to research information	Research topics online and with textual resources

S6e recognizes sources of bias, such as observer and sampling biases	
STANDARD	ACTIVITIES

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural worlds using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science; that is, the student:

S7a represents data and results in multiple ways, such as numbers, tables and graphs; drawings, diagrams and artwork; and technical and creative writing	
STANDARD	ACTIVITIES

organizes and manipulates data;	Displays data using different media
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S7b argues from evidence, such as data produced through his or her own experimentation or by others	
STANDARD	ACTIVITIES
Support arguments	Provide evidence for conclusions

S7d explains a scientific concept or procedure to other students	
STANDARD	ACTIVITIES
Explain work to fellow students	Peer tutoring and group work

S7e communicates in a form suited to the purpose and the audience, such as by writing instructions that others can follow; critiquing written and oral explanations; and using data to resolve disagreements	
STANDARD	ACTIVITIES
uses a variety of media to communicate accurate data, explanations and conclusions;	Use appropriate data displays, write clear explanations and instructions, getting feedback on work

S8 Scientific Investigation

The student demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of middle school, investigation that integrate several aspects of Science standard 1-7 and represent all four of the kinds of investigation:

S8a controlled experiment	
STANDARD	ACTIVITIES
Establish what will be investigated	Form questions to be answered by experiments/fieldwork

S8b fieldwork

STANDARD	ACTIVITIES
Make observations, take measurements	Record information

S8d secondary research, such as use of other's data	
STANDARD	ACTIVITIES
Obtain data and information from print and electronic sources	Do research using computers and texts

William E. Doar, Jr Public Charter School for the Performing Arts
Science
Grade 7

S2 Life Science Concepts

The student produces evidence that demonstrates understanding of:

S2a structure and function in living systems, such as the complementary nature of structure and function in cells, organs, tissues, organ systems, whole organisms and ecosystems	
STANDARD	ACTIVITIES
compares and contrasts the structure and functions of organelles in plant and animal cells;	Describes structures of cells, pointing out similarities and differences between animal and plants and large organisms and single cell organisms
classifies organisms based on structural characteristics;	Classify according to similarities and differences
compares and gives examples of two types of cell division – mitosis and meiosis;	Compares cell division of reproductive cells and other cells
describes the structure of some common cells (ex. blood, cheek, muscle) and how their function is complementary to their structure;	Study functions of cells in large organisms
explains and gives examples of how living things are composed of systems (that are composed of tissues, composed of cells) that function in reproduction, growth, maintenance, and regulation	Compares systems in different species and groups of species, how they function similarly and differently

S2b reproduction and heredity, such as sexual and asexual reproduction; and the role of genes and environment on trait expression	
STANDARD	ACTIVITIES
explains the differences between Gregor Mendel's principles of heredity and today's understandings of how biological traits are carried by the DNA of chromosomes	Study evolution of theories of heredity, based upon increasing knowledge and refining of scientific method
differentiates between spores and seeds in plant reproduction;	Study growth of individual cells and seeds into new organisms
explains variations within species;	Show how different combinations of similar genetic material provides for variety Basics of probability choices

S2c regulation and behavior, such as sense and behavior; and response to environmental stimuli	
STANDARD	ACTIVITIES
explains how the human body is controlled and regulated by the nervous and endocrine systems;	Compare the operation of the two alerting systems
determines the behavioral responses of different organisms to common stimuli (light, temperature, moisture,).	Describe adaptations and responsiveness to change

S2d populations and ecosystems, such and the roles of producers, consumers and decomposers in a food web; and the effects of resources and energy transfer on populations	
STANDARD	ACTIVITIES
constructs diagrams that show how organisms with like requirements interact with the environment and with each other in a local aquatic ecosystem;	Study life in local creeks and rivers

S2e evolution, diversity and adaptation of organisms, such as common ancestry, speciation, adaptation, variation and extinction	
STANDARD	ACTIVITIES
classifies organisms based on structural characteristics;	
explains and gives examples of natural selection;	Describes species that develop in isolation; compare adaptability of species

gives examples of how fossils provide evidence that changes in the types of plants and animals in the environment have changed over time;	Show similarities between extant and extinct species
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S4 Scientific Connections and Applications
The student produces evidence that demonstrates understanding of:

S4a big ideas and unifying concepts, such as order and organization; models, form and function; change and constancy; and cause and effect	
STANDARD	ACTIVITIES
Make connections between phenomena	Note relationships, structural and cause and effect

S4b the designed world, such as the reciprocal nature of science and technology; the development of agricultural techniques; and the viability of technological designs	
STANDARD	ACTIVITIES
Understand connection between scientific study and human technology	Name applications of concepts studied in everyday life

S4c health, such as nutrition, exercise and disease; effects of drugs and toxic substances; personal and environmental safety; and resources and environmental stress	
STANDARD	ACTIVITIES
Use science as a basis for healthy living	Apply science to eat healthily, exercise, and be safe Movement in dance

S4e impact of science, such as historical and contemporary contributions; and interactions between science and society	
STANDARD	ACTIVITIES
Note applications of science in daily life	Cite technology that comes from topics studied Study effect of technological innovation in social studies

S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standards 1 -4 and appropriate methods to investigate the natural world; that is, the student:

S5a frames questions to distinguish cause and effect; and identifies or controls variables in experimental and non-experimental research settings	
STANDARD	ACTIVITIES
constructs and tests hypotheses;	Ask questions about phenomena

S5b uses concepts from Science Standards 1-4 to explain a variety of observations and phenomena	
STANDARD	ACTIVITIES
constructs and uses operational definitions;	

S5c uses evidence from reliable sources to develop descriptions, explanations and models	
STANDARD	ACTIVITIES
identifies evidence that supports a hypothesis;	Make connections and conclusions based on information

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is, the student:

S6a uses technology and tools (such as traditional laboratory equipment, video and computer aids) to observe and measure objects, organisms and phenomena, directly, indirectly and remotely	
STANDARD	ACTIVITIES
Use laboratory equipment to make measurements	Measure physical properties
Use computers to model and communicate science	

S6b records and stores data using a variety of formats, such as data bases, audiotapes and videotapes	
STANDARD	ACTIVITIES

Collects data from multiple or repeated trials	Record information on computers, use computer models
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S6c collects and analyzes data using concepts and techniques in Mathematics standard 4, such as mean, median and mode; outcome probability and reliability; and appropriate data displays

STANDARD	ACTIVITIES
Analyze and make calculations with data	Notice patterns and calculate measures of central tendency

S6d acquires information from multiple sources, such as print, the Internet, computer data bases and experimentation

STANDARD	ACTIVITIES
Use computers and texts to research information	Research topics online and with textual resources

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural worlds using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science; that is, the student:

S7a represents data and results in multiple ways, such as numbers, tables and graphs; drawings, diagrams and artwork; and technical and creative writing

STANDARD	ACTIVITIES
organizes and manipulates data;	Displays data using different media

S7b argues from evidence, such as data produced through his or her own experimentation or by others

STANDARD	ACTIVITIES
Support arguments	Provide evidence for conclusions

S7d explains a scientific concept or procedure to other students

STANDARD	ACTIVITIES
Explain work to fellow students	Peer tutoring and group work

S7e communicates in a form suited to the purpose and the audience, such as by writing instructions that others can follow; critiquing written and oral explanations; and using data to resolve disagreements	
STANDARD	ACTIVITIES
uses a variety of media to communicate accurate data, explanations and conclusions;	Use appropriate data displays, write clear explanations and instructions, getting feedback on work

S8 Scientific Investigation

The student demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of middle school, investigation that integrate several aspects of Science standard 1-7 and represent all four of the kinds of investigation:

S8a controlled experiment	
STANDARD	ACTIVITIES
Establish what will be investigated	Form questions to be answered by experiments/fieldwork

S8b fieldwork	
STANDARD	ACTIVITIES
Make observations, take measurements	Record information

S8d secondary research, such as use of other's data	
STANDARD	ACTIVITIES
Obtain data and information from print and electronic sources	Do research using computers and texts

William E. Doar, Jr Public Charter School for the Performing Arts
Science
Grade 8

S1 Physical Science Concepts

The student produces evidence that demonstrates understanding of:

S1a properties and changes of properties in matter, such as density and boiling point; chemical reactivity; and conservation of matter	
STANDARD	ACTIVITIES
observes, describes and measures physical properties of matter including melting point, boiling point, solubility, mass, volume and density;	Take measures of objects to determine properties of matter
explains how temperature affects the average kinetic energy of atoms;	Study effect of warm air for balloons
differentiates mass and weight;	Compare properties of matter with force
differentiates physical and chemical changes in matter;	Compare changes in composition to other properties
determines relationships between mass and volume of substances	Calculate density of objects and fluids
S1b motions and forces, such as inertia and the net effects of balances and unbalanced forces	
STANDARD	ACTIVITIES
describes the properties of forces that act at a distance (e.g., gravitational, electrical, magnetic);	Study forces repelling and attracting magnets, compare with gravity
identifies forces that act on an object and the effect of the forces on the object;	Compare actions with reactions
explains how simple machines are used to change the direction or size of a force;	Construct pulley systems to reduce work required to move objects
explains how gravity is a force that every mass exerts on every other mass.	Compare effect of gravity of objects on earth with objects in space
defines, estimates and calculates speed, velocity and acceleration of objects;	Measures distance and time and calculates units of motion Calculates ratio between distance and time
describes some common contact forces (e.g., buoyancy, tension, friction)	Study effects of pressure and buoyancy
S1c conservation and transfer of energy, such as transformation of energy as heat, light, mechanical motion, and sound; and the nature of a chemical reaction	
STANDARD	ACTIVITIES

describes forms of radiant, light and thermal energy and their applications to everyday life;	Shows how energy is used in many applications
gives examples of how different types of energy can be transferred by radiation, conduction and convection	Show how heat transfers kinetic energy
explains how the principle of conservation of energy is applied during an energy transfer;	Show energy is used in transmission and in work.
compares and contrasts the properties of particles and waves	Examine sources of waves and their action, showing differences with matter
explains properties and parts of waves, and the effects of different media on waves;	Compare mediums for transmission of waves
measures the frequency of waves and identifies devices that use wave energy;	Measure wavelength, amplitude and frequency
Shows wave behavior of sound	Produces sound with different sources, examines waves formed. Use musical instruments as sources of sound

S1d structure and place of the atom in the building of matter, including the movements of electrons (electricity)	
STANDARD	ACTIVITIES
draws models that show the structure and parts of an atom;	Study the basic elements of an atom
describes the general properties of atoms and how these properties change when electrons are transferred from one substance to another;	Compare stable atoms with ions
constructs an electromagnet then explains the forces at work;	Explain change from electricity into magnetic force
differentiates parallel and series circuits;	Constructs circuits and compares electricity necessary for each

S4 Scientific Connections and Applications

The student produces evidence that demonstrates understanding of:

S4a big ideas and unifying concepts, such as order and organization; models, form and function; change and constancy; and cause and effect	
STANDARD	ACTIVITIES
Make connections between phenomena	Note relationships, structural and cause and effect

S4b the designed world, such as the reciprocal nature of science and technology; the development of agricultural techniques; and the viability of technological designs	
STANDARD	ACTIVITIES

Understand connection between scientific study and human technology	Name applications of concepts studied in everyday life
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S4c health, such as nutrition, exercise and disease; effects of drugs and toxic substances; personal and environmental safety; and resources and environmental stress	
STANDARD	ACTIVITIES
Use science as a basis for healthy living	Apply science to eat healthily, exercise, and be safe Movement in dance
S4e impact of science, such as historical and contemporary contributions; and interactions between science and society	
STANDARD	ACTIVITIES
Note applications of science in daily life	Cite technology that comes from topics studied Study effect of technological innovation in social studies

S5 Scientific Thinking

The student demonstrates scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and conceptual understanding from Science Standards 1 -4 and appropriate methods to investigate the natural world; that is, the student:

S5a frames questions to distinguish cause and effect; and identifies or controls variables in experimental and non-experimental research settings	
STANDARD	ACTIVITIES
constructs and tests hypotheses;	Ask questions about phenomena

S5b uses concepts from Science Standards 1-4 to explain a variety of observations and phenomena	
STANDARD	ACTIVITIES
constructs and uses operational definitions;	

S5c uses evidence from reliable sources to develop descriptions, explanations and models	
STANDARD	ACTIVITIES

identifies evidence that supports a hypothesis;	Make connections and conclusions based on information
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S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observations, analyze results and accomplish tasks effectively; that is, the student:

S6a uses technology and tools (such as traditional laboratory equipment, video and computer aids) to observe and measure objects, organisms and phenomena, directly, indirectly and remotely	
STANDARD	ACTIVITIES
Use laboratory equipment to make measurements	Measure physical properties
Use computers to model and communicate science	

S6b records and stores data using a variety of formats, such as data bases, audiotapes and videotapes	
STANDARD	ACTIVITIES
Collects data from multiple or repeated trials	Record information on computers, use computer models

S6c collects and analyzes data using concepts and techniques in Mathematics standard 4, such as mean, median and mode; outcome probability and reliability; and appropriate data displays	
STANDARD	ACTIVITIES
Analyze and make calculations with data	Notice patterns and calculate measures of central tendency

S6d acquires information from multiple sources, such as print, the Internet, computer data bases and experimentation	
STANDARD	ACTIVITIES
Use computers and texts to research information	Research topics online and with textual resources

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural worlds using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science; that is, the student:

S7a	represents data and results in multiple ways, such as numbers, tables and graphs; drawings, diagrams and artwork; and technical and creative writing
STANDARD	ACTIVITIES
organizes and manipulates data;	Displays data using different media

S7b	argues from evidence, such as data produced through his or her own experimentation or by others
STANDARD	ACTIVITIES
Support arguments	Provide evidence for conclusions

S7d	explains a scientific concept or procedure to other students
STANDARD	ACTIVITIES
Explain work to fellow students	Peer tutoring and group work

S7e	communicates in a form suited to the purpose and the audience, such as by writing instructions that others can follow; critiquing written and oral explanations; and using data to resolve disagreements
STANDARD	ACTIVITIES
uses a variety of media to communicate accurate data, explanations and conclusions;	Use appropriate data displays, write clear explanations and instructions, getting feedback on work

S8 Scientific Investigation

The student demonstrates scientific competence by completing projects drawn from the following kinds of investigations, including at least one full investigation each year and, over the course of middle school, investigation that integrate several aspects of Science standard 1-7 and represent all four of the kinds of investigation:

S8a	controlled experiment
STANDARD	ACTIVITIES

Establish what will be investigated	Form questions to be answered by experiments/fieldwork
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S8b fieldwork	
STANDARD	ACTIVITIES
Make observations, take measurements	Record information
S8d secondary research, such as use of other's data	
STANDARD	ACTIVITIES
Obtain data and information from print and electronic sources	Do research using computers and texts

America's Choice Science Standards Through Grade 10

S1 Physical Sciences Concepts

The student produces evidence that demonstrates understanding of:

- S1a Structure of atoms, such as atomic composition, nuclear forces and radioactivity.
- S1b. Structure of properties of matter, such as elements and compounds; bonding and molecular interaction; and characteristics of phase changes.
- S1c Chemical reactions, such as everyday examples of chemical reactions; electrons, protons and energy transfer; and factors that affect reaction rates such as catalysts.
- S1d Motions and forces, such as gravitational and electrical; net forces and magnetism.
- S1e Conservation of energy and increase in disorder, such as kinetic or potential energy; energy conduction, convection and radiation; random motion; and effects of heat and pressure.
- S1f Interactions of energy and matter, such as waves, absorption and emission of light and conductivity.

S2 Life Sciences Concepts

The student produces evidence that demonstrates understanding of:

- S2a The cell, such as cell structure and function relationships; regulation and biochemistry; and energy and photosynthesis.
- S2b Molecular basis of heredity; such as DNA, genes, chromosomes and mutations.
- S2c Biological evolution, such as speciation, biodiversity, natural selection and biological classification.
- S2d Interdependence of organisms, such as conservation of matters; cooperation and competition among organisms in ecosystems; and human effect on the environment.
- S2e Matter, energy and organization in living systems, such as matter and energy flow through different levels of organization; and environmental constraints,
- S2f Behavior of organisms, such as nervous system regulation; behavioral responses ; and connection with anthropology, sociology and psychology.

S3 Earth and Space Sciences Concepts

The student produces evidence that demonstrates understanding of:

- S3a Energy in the Earth System, such as radioactive decay, gravity, the Sun's energy, convection and changes in global climate.
- S3b Geochemical cycles, such as conservation of matter; chemical resources and movement of matter between chemical reservoirs.
- S3c Origin and evolution of the Earth system, such as geologic time and the age of life forms; origin of life; and evolution of the Solar System.
- S3d Origin and evolution of the universe, such as the "big bang" theory; formation of stars and elements; and nuclear reactions;
- S3e Natural resources management.

S4 Scientific Connections and Applications

The student produces evidence that demonstrates understanding of:

- S4a Big ideas and unifying concepts, such as order and organization; models, form and function, change and constancy, and cause an effect.
- S4b The designed world, such as the reciprocal relationship between science and technology; the development of agricultural techniques; and the reasonableness of technological designs.

- S4c Health, such as nutrition and exercise; disease and epidemiology; personal and environmental safety; and resources, environmental stress and population growth.
- S4d Impact of technology, such as constraints and trade-offs; feedback; benefits and risks; and problems and solutions.
- S4e Impact of science, such as historical and contemporary contribution, and interactions between science and society.

S5 Scientific Thinking

The student demonstrates skill in scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and diverse conceptual understanding, and appropriate ideas and methods to investigate science; that is, the student:

- S5a Frames questions to distinguish cause and effect and identifies or control variables in experimental and non-experimental research settings.
- S5b Uses concepts from Science Standards 1 to 4 to explain a variety of observation and phenomena.
- S5c Uses evidence from reliable sources to develop description, explanation and model; and makes appropriate adjustments and improvements based on additional data or logical arguments.
- S5d Proposes, recognizes, analyzes, considers and critiques alternative explanations; and distinguishes between fact and opinion.
- S5e Identifies problems; proposes and implements solutions; and evaluates the accuracy, design and outcomes of investigations.
- S5f Works individually and in teams to collect and share information and ideas.

S6 Scientific Tools and Technologies

The student demonstrates competence with the tools and technologies of science by using them to collect data, make observation, analyze results and accomplish tasks effectively; that is, the student:

- S6a Uses technology and tools (such as traditional laboratory equipment, video and computer aids) to observe and measure objects, organisms and phenomena, directly, indirectly and remotely, with appropriate consideration of accuracy and precision.
- S6b Records and stores data using a variety of formats, such as data bases, audiotapes and videotapes.
- S6c Collects and analyzes data using concepts and techniques in Mathematics Standard 4, such as mean, median and mode; outcome probability and reliability; and appropriate data displays.
- S6d Acquires information from multiple sources, such as print, the Internet, computer data bases and experimentation.
- S6e Recognizes and limits sources of bias on data, such as observer and sample biases.

S7 Scientific Communication

The student demonstrates effective scientific communication by clearly describing aspects of the natural world using accurate data, graphs or other appropriate media to convey depth of conceptual understanding in science; that is, the student:

- S7a Represents data and results in multiple ways, such as numbers, tables and graphs; drawings, diagrams and artwork; technical and creative writing; and selects the most effective way to convey the scientific information.
- S7b Argues from evidence, such as data produced through his or her own experimentation or data produced by others.
- S7c Critiques published materials, such as popular magazines and academic journals.
- S7d Explains a scientific concept or procedure to other students.
- S7e Communicates in a form suited to the purpose and the audience, such as by writing instructions that others can follow; critiquing written and oral explanations; and using data to resolve disagreements.

S8 Scientific Investigation

The student demonstrates scientific competence by completing projects drawn from the following kinds of investigation, including at least one full investigation each year and, over the course of high school, investigations that integrate several aspects of Science Standards 1 to 7 and represent all four of the kinds of investigation:

S8a Controlled experiment.

S8b Fieldwork.

S8c Design

S8d Secondary research.

A single project may draw on more than one type of investigation. A full investigation includes:

- Questions that can be studied using the resources available.
- Procedures that are safe, humane and ethical; and that respect privacy and property rights.
- Data that have been collected and recorded (see also Science Standard 6) in ways that others can verify, and analyzed using skills expected at this grade level (see also Mathematics Standard 4).
- Data and results that have been represented (see also Science Standard 7) in ways that fit the context.
- Recommendations, decisions and conclusions based on evidence.
- Acknowledgment of references and contributions of others.
- Results that are communicated appropriately to audiences.
- Reflection and defense of conclusions and recommendation from other sources and peer review.

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Social Studies

Pre-Kindergarten

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology

STANDARD	ACTIVITIES
demonstrates an appreciation of cultural differences; describes features in his/her natural and cultural environment; identifies similarities and differences of habits, patterns of living, and culture (e.g. celebrations, languages, foods, life styles) using simple stories, pictures and narratives. describes different types of religious practices (e.g., holidays, celebrations).	recognizes traditions, values and beliefs (e.g.holidays, family celebrations); recognizes elements of culture through pictures and artifacts; describes self as member of family, ethnic group, cultural groups and communities. describes the characteristics of other peoples (e.g. African-American, Native American, Latino, Asian); compares likeness and differences in families, ethnic groups, and societies; listens to stories about immigrant children;

2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry

STANDARD	ACTIVITIES
identifies pictures of people and artifacts of different cultures; describes ways in which people live, work and play; reads and constructs simple picture time lines; explains how communities change over time (using pictures, stories, and field trips); measures calendar time by days, weeks, months and years. formulates questions about stories, people, places, and events in history.	recognizes changes in relation to his/her own life and growth; charts growth of self and others; names and shows days of week in correct order. memorizes historical poetry and songs; connects events and people to the here and now (e.g. M. L. King Day, President's Day, July 4th, Thanksgiving);

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Pre-Kindergarten

3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy	
STANDARD	ACTIVITIES
listens to and comprehends simple stories and follows simple directions; distinguishes between fact and fiction; demonstrates an understanding of simple geographic thinking.	practices and acquires the habit of listening to and following events of stories; retells simple stories. creates a simple map of the classroom; identifies basic global features (continents and oceans); distinguishes between age appropriate maps and globes; identifies basic directions (north, south, east and west).

4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society	
STANDARD	ACTIVITIES
identifies individual differences among family members, classmates, members of community, and people in the global community; displays a positive self concept and self-esteem;	investigates family and friends in relationship to self; identifies similarities and differences among individuals and families; identifies the city in which he/she lives;

5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.	
STANDARD	ACTIVITIES

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Pre-Kindergarten

6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES

7. Production, Distribution and Consumption: Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
explains basic economic concepts of needs, wants, scarcity, choice, money and division of labor; exchanges money for goods and services (e.g. plays store).	matches descriptions of work that people do and gives examples; identifies basic needs of people (food, clothing, and shelter) and wants; practices using play money to purchase goods and services.

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES
identifies ways in which peoples lives have changed from long ago to now;	listens to and retells stories about inventions and discoveries;

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Pre-Kindergarten

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.	
STANDARD	ACTIVITIES

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.	
STANDARD	ACTIVITIES
applies the principles of the Golden Rule as expressed in major religions and ethical teaching (family, community, school); formulates ideas of what is appropriate and inappropriate behavior in different situations; illustrates making and changing rules; exhibits acceptable classroom behavior;	listens to, discusses, and makes up stories and fables, such as Aesop's, in which characters treat one another in fair and unfair ways; identifies examples of honesty, courage, and patriotism; makes judgments of what is "right" and "wrong" behavior in the classroom and on the playground; cooperates with and helps others; makes and follows rules; lists behaviors that are considered good and those that are considered not good. A takes responsibility for certain classroom chores; A takes care of his/her own things (pencils, crayons, clothing, paper); A explains classroom rules and procedures;

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Social Studies
Kindergarten

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
<p>The student:</p> <ul style="list-style-type: none"> - recognizes that there are cultural differences; - describes features in his/her natural and cultural environment; 	<p>The student:</p> <ul style="list-style-type: none"> - recognizes elements of culture (i.e. technology, art, institutions and languages) - identifies similarities and differences in patterns of living and culture (i.e. celebrations, languages, food, lifestyles)

2. Time, Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
<p>The student:</p> <ul style="list-style-type: none"> - recognizes events and people of earlier times and places; - identifies past events in legends and historical accounts and stories; - recognizes changes in everyday life; - describes the people and events honored in commemorative holidays; 	<p>The student:</p> <ul style="list-style-type: none"> - listens to and identifies significant events, people and places in stories; - practices and acquires habit of listening to and following stories; - records time on a calendar: days, weeks, months and years; - dictates sentences about story elements: characters, events and settings; - identifies features of places in stories, photos and audiovisuals.

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Social Studies

Kindergarten

3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - constructs time lines to show sequence and change; - uses simple time and chronological references in context (year, month, season timelines, past and future); - compares everyday life in different places and times; - recognizes that people, places and things change over time; - explains reasons for honoring leaders from the past; - identifies people and events associated with major holidays. 	<ul style="list-style-type: none"> - draws a picture time line; - listens to and reads myths and legends; - listens to and reads biographies and stories about deeds for which our nation honors leaders; - recognizes the contributions of people and events; - uses calendar, picture timelines and clocks to measure time.
4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - describes common and unique characteristics among individuals; - describes family relationships and ways of life; 	<ul style="list-style-type: none"> - identifies traditional patriotic symbols, songs and stories
5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - applies the principles of the Golden Rule as expressed in major religions and ethical teachings; - examines the contributions of various ethnic, racial and religious groups; - describes examples of conflict, cooperation and interdependence among individuals, groups and nations. 	<ul style="list-style-type: none"> - listens to , retells and makes up stories about beliefs and principles of other nations; - recognizes a system of values and beliefs; - distinguishes cause and effect relationships; - examines ways people solve problems; - practices sharing.
6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - displays appropriate social behavior in a variety of situations; - recognizes similarities and differences among family members and friends; 	<ul style="list-style-type: none"> - takes care of his/her things; - identifies examples of honesty, courage and patriotism; - identifies examples of rules and consequences in breaking them;

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7. Production, Distribution and Consumption: Students explore the organization of the economy around production, distribution and the consumption of goods and services

STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - describes the influence of incentives, traditions and habits on economic decisions; - explains the role of money in everyday life; - describes the difference between economic needs and wants. 	<p>The student:</p> <ul style="list-style-type: none"> - matches descriptions of work that people do and the names of those jobs; - identifies and compares needs and wants; - practices exchanging larger denominations of money for goods and services; - identifies goods and services; - describes ways in which he/she and others use, save and waste resources.

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.

STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - examines how science and technology changed people's lives; 	<ul style="list-style-type: none"> - listens to and retells stories about inventions and discoveries that influenced people's lives long ago, that are influencing lives now and will affect lives in the future; - identifies modes of transportation and types of communication devices used.

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.

STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - differentiates between human and cultural geography in the environment; - interprets and uses basic physical geographic concepts. - integrates content of stories, myths, legends through oral reports, role-playing, illustrating, model building and story telling. 	<ul style="list-style-type: none"> - listens to and reads stories about immigrant children; - identifies differences, likenesses and similarities of thought, feeling and action among characters in a story; - identifies basic land and water forms (continents and oceans); - identifies cardinal directions (north, south, east, west) - formulates questions about stories, people, places and events in history; - role plays the positions of family members. - interprets what is read by drawing inferences; - detects cause and effect relationships.

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Kindergarten

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.	
STANDARD	ACTIVITIES
<ul style="list-style-type: none">- compares and contrasts the lives of Americans in biographies;- dictates sentences about story elements: characters, events and settings.	<ul style="list-style-type: none">- identifies traditional patriotic symbols, songs and stories;- memorizes and recites historical poetry and songs;

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Social Studies

Grade 1

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - demonstrates an appreciation for cultural differences; - describes features in his/her natural and cultural environment; - displays positive attitudes towards individuals of all races, cultures and religions; - identifies people from different cultures and their contributions; 	<ul style="list-style-type: none"> - recognizes systems of values and beliefs - recognizes elements of culture; - identifies traditional patriotic symbols, songs and stories; - creates paintings, pictures and other art forms to describe other cultures; - explains holiday customs of other cultures; - analyzes dance, music and the arts of various cultures around the world

2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - identifies and interprets charts and graphs; - recognizes and describes story elements of chronology; - compares and contrasts different sets of ideas; - distinguishes fact from fiction and primary and secondary sources; - constructs time lines to show sequence and change; - uses simple time and chronological references in context; - recognizes that people, places and things change over time; - explains reasons for honoring leaders from the past; - identifies people and events associated with major holidays. 	<ul style="list-style-type: none"> - formulates questions; - shares family artifacts, historical documents, sites and other records of the past; - listens to and begins reading developmentally appropriate historical stories, myths, legends and narratives; - identifies the author or source of historical documents. - draws a picture time line; - listens to and reads biographies and stories about deeds for which our nation honors leaders; - recognizes the contributions of people and events; - uses calendar, picture timelines and clocks to measure time.

William E. Doar, Jr. Public Charter School for the Performing Arts
Social Studies

Grade 1

3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy

STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - compares everyday life in different places and times; - compares the geography of his/her neighborhood to other communities in the United States and the world; - describes how climate, location and physical surroundings affect the way people live; - recognizes major physical features on Earth. 	<ul style="list-style-type: none"> - listens to and reads myths and legends; - identifies the elements of culture; - explains how cultures share common needs and wants; - explores the cultural backgrounds of self and others; - locates major water and land forms on a globe and world map.

4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society

STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - compares different stories about a historical figure, era or event; - describes life in urban areas and communities of various cultures of the world at various times in history; 	<ul style="list-style-type: none"> - compares and contrasts different experiences of people in a narrative; - identifies similarities and differences of habits, patterns or living and culture;

5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.

STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - displays positive attitudes toward individuals of all races, cultures and religions; - explains the purpose and expectations of belonging to a group; - develops a basic plan for resolving conflicts; - practices methods of cooperation with peers in problem solving. 	<ul style="list-style-type: none"> - describes how different institutions in our neighborhoods affect our lives; - identifies how to respect and respond to others ideas and opinions; - compares experiences and activities; - develops methods of controlling anger; - recognizes feelings of anger, frustration and fear; - explains how conflicts can be solved through cooperation; - examines the impact of religious groups on the development of communities.

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Social Studies
Grade 1

6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - illustrates making and changing rules; - exhibits acceptable classroom behavior; - recognizes and compares family structures and roles. 	<ul style="list-style-type: none"> - explains reasons for rules and regulations; - identifies school and classroom rules; - makes and follows rules; - cooperates and helps others; - resolves conflicts peacefully.

7. Production, Distribution and Consumption: Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - explains basic economic concepts of needs, wants, choice, money and division of labor and interdependency; - identifies basic tools and work behavior; - describes different systems of exchange; 	<ul style="list-style-type: none"> - descriptions of work that people do and the names of those jobs with examples from the local community; - identifies basic needs of people and wants of people now and long ago; - practices exchanging money for goods and services; - identifies ways to save money; - describes natural resources;

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - formulates ways that decisions are made regarding use of resources; - identifies basic tools and work behavior. 	<ul style="list-style-type: none"> - identifies inventions and discoveries that make present day life different from long-ago life and that will make life different in the future.

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Social Studies
Grade 1

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.

STANDARD	ACTIVITIES
<ul style="list-style-type: none">- displays appropriate social behavior in a variety of situations;- respects and responds to ideas and opinions of others;- distinguishes neighborhoods and communities using maps, pictures and stories.	<ul style="list-style-type: none">- detects cause and effect relationships;- participates in making rules and guidelines for group life;- recognizes and compares family structures and roles;- identifies neighborhood groups;- explains purpose and expectations of belonging to a group

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.

STANDARD	ACTIVITIES
<ul style="list-style-type: none">- identifies the President of the United States and recognizes national symbols and traditions;- recognizes area public officials by picture and name;	<ul style="list-style-type: none">- memorizes the Pledge of Allegiance, patriotic songs and stories;- recognizes the flags of Washington, DC and the United States

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Social Studies

Grade 2

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
describes culture and characteristics of people indigenous to the Americas; explores practice, customs, and traditions of family groups and communities; compares traditions and customs of students in his/her class, school, and community with those of students in other communities; describes forms of expression that depict history, daily life, and beliefs of various peoples; describes ways in which diversity enhances school, work and the community;	compares and contrasts different experiences of people in a narrative; examines the contributions of various ethnic, racial and religious groups to the development of communities; lists examples of beliefs reflected in celebrations; identifies and describes the cultural heritages of the United States; recognizes that people develop traditions that transmit beliefs and ideas (e.g., marriage, ceremonies, feasts, naming of infants; describes the importance of cultural unity and diversity within and across groups.
2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
describes changes in the community past and present; uses skills related to the passage of time (past, present, future); explores age, time and sequence; identifies aspects of family life that have endured or changed over time; recognizes that people, places and things change over time; describes how the local community changes physically and demographically over time. identifies and interprets charts and graphs; recognizes and describes more complex story elements of chronology and narrative sequences; distinguishes fact and fiction.	sequences order of occurrence; constructs simple timelines; interprets what is read; uses calendars and objects to sequence events; formulates questions to direct investigation; analyzes family artifacts, historical documents, sites and other records of the past; uses artifacts, field trips, electronic trips to interpret history; observes, identifies, orders, describes, classifies, compares, and contrasts, draws conclusions and summarizes information. creates a pictorial time line;

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Social Studies

Grade 2

3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy	
STANDARD	ACTIVITIES
compares everyday life in different places and times; demonstrates basic map and globe skills; examines how people develop cultures through interactions with the environment and with other cultures.	constructs simple maps; identifies essential map elements (title, scale, key, directional indicator; compares contemporary life in a variety of other countries now and long ago compares current school and community with past school and community. listens and reads historical stories, myths, legends, and narratives;
4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society	
STANDARD	ACTIVITIES
5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.	
STANDARD	ACTIVITIES
identifies the author or source of historical documents; compares and contrasts differing sets of ideas; identifies individuals of various racial, ethnic, and cultural groups who have contributed to the community;	identifies global reasons for living in social groups; recognizes that there are families and cultures around the world.

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Social Studies

Grade 2

6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
identifies and recognizes the characteristics of good leadership and fair decision making in the neighborhood; explains how people are elected to represent us in government; names local, national and international leaders now and long ago.	establishes rules, duties, responsibilities, and privileges of citizenship in the classroom setting/school;

7. Production, Distribution and Consumption: : Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
describes how economic factors have influenced historical events; discusses how people depend on one another for goods and services; identifies human, natural, and capital resources within a community; defines and gives examples of markets; explains the economic concepts of producers, consumers, private and public property, money and rewards for work.	identifies community resources; identifies universal needs: food, clothing, shelter, love/protection; describes natural resources (e.g. water, soil, wood, coal);

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Grade 2

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES
explains the impact of scientific and technological development on individuals and societies;	describes the impact of various technological developments on the local community and other countries now and long ago (e.g., irrigation, transportation, communication); identifies individual achievements of scientists and inventors from many cultures.

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.	
STANDARD	ACTIVITIES
explains how various societies have been affected by contacts and exchanges among diverse peoples; identifies methods of conflict resolution. summarizes the main points of a current event;	detects cause and effect relationships; describes peacemaking and peace breaking behaviors. describes similarities and differences in the ways groups and cultures address human needs and concerns;

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.	
STANDARD	ACTIVITIES
expresses personal convictions; compares different stories about a historical figure, era, or event; explores the concept of voting; - describes how rules influence daily life; - identifies elected representatives responsible for making local and United States law - recognizes local public officials by picture and name	explains reasons we celebrate specific holidays; describes beliefs, laws and peer pressure on people, events and elements of culture; - justifies need for rules and regulations; - exhibits diligence and honesty - identifies school and classroom rules - identifies decision-making situations;

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Grade 3

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
describes cultural unity and diversity within and across groups. compares and contrasts cultural differences in traditions and the arts; describes ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior;	identifies ways different cultures preserve their oral and written history; recognizes varied groups and cultures of people who have lived in D.C. ; reads and reports on fables, stories, myths, and legends; evaluates conflicting cultural tastes today, along lines of ethnicity, race, gender, and age, and suggest which of these differences may be growing or narrowing; recognizes artifacts that identify how people lived (e.g. cups, clothing, tools, weapons, furniture); recognizes and performs styles of dance, song, story telling, drama of people of other times and cultures;

2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
- formulates questions and hypotheses regarding the past to obtain and analyze data; examines current concepts, issues, events, and themes from multiple historical perspectives; - demonstrates an understanding of expository writing by developing essays, stories and narratives;	distinguishes among fact, opinion and bias; uses newspapers, magazines and periodicals together information; interprets and uses primary and secondary sources; organizes and synthesizes information (e.g., takes notes, uses graphic organizers).

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Grade 3

3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy	
STANDARD	ACTIVITIES
describes Washington, D.C.'s geography, history and current political, social and economic systems; uses maps, globes, charts and graphs to identify neighborhoods, communities, and major land and water forms. examines the impact of contributions by various ethnic, racial, and religious groups on the development of communities; evaluates the unique cultural and environmental heritage of large cities;	<ul style="list-style-type: none"> - uses maps, globes, diagrams, charts, graphs, symbols, photographs, atlases and other print media to identify Washington, D.C. in relation to other cities; - recognizes the prominent monuments in Washington, D.C.; - compares Washington, D.C. with other large cities (e.g. New York, Los Angeles, and Atlanta). <p>explains the increasing diversity of the citizens in the metropolitan area; examines ways that various communities were named; summarizes the main points of a current event; explores how people develop cultures through interaction with environment and with other cultures; reads and writes stories, narratives and poems, songs about people living in a particular culture;</p>

4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society	
STANDARD	ACTIVITIES
- examines the impact of contributions by individuals on the development of communities	- explains how cultural influences shaped lives of individuals to reach extraordinary achievements;

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Grade 3

5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changed.	
STANDARD	ACTIVITIES
explores ways in which Washington, D.C. meets the social and cultural needs of its citizens; examines the different types of communities within the city (e.g., Chinatown, Foggy Bottom, Adams Morgan, Anacostia, Georgetown, etc.); describes family life in past, present and future; recognizes how groups and organizations encourage unity and deal with diversity to maintain order and security;	<ul style="list-style-type: none"> - identifies local organizations that serve separate groups of people, help preserve culture, serve specific language groups; - explains role of affinity groups in cities;

6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
identifies conflicts over rights, how they were resolved, and people who helped resolve them; demonstrates an understanding of people, events, problems and ideas that were significant in creating the history of Washington, D.C.; explains the role of leadership, decision making and rules in the home, at school, as a member of a group and in the community. identifies and describes factors that contribute to cooperation and cause disputes within and among groups; explains how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;	<p>summarizes local and community issues found in current events (newspaper articles, periodicals, magazines and journals; describes how the area of Washington, D.C. was selected and named as our capital city. describes the moral and civic lessons that are implied in stories of famous lives, in the monuments and holidays; explains rules and expectations from home, school, play and neighborhood; describes examples of famous lives, holidays, monuments and buildings that relate to law, justice, peace, security, and government; explains the need for rules and regulations at home and at school; reads stories about laws, rules, and law enforcement; creates stories about following rules; writes classroom rules and consequences; reads, writes and listens to stories, narratives about local, city, and state governments;</p>

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Grade 3

7. Production, Distribution and Consumption: : Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
explores and describes similarities and differences in the ways groups, societies, and cultures address human needs and concerns;	<ul style="list-style-type: none"> defines basic needs, wants, resources and sharing; explains how people in the past met their needs in different ways (e.g., hunting and gathering, subsistence agriculture, barter, commerce and manufacturing); creates narratives and stories that describe individuals search for the necessities of life;

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES
compares and contrasts ways in which Washington, D.C. meets the economic needs of its citizens (e.g., housing, jobs, health, transportation, recreation);	<ul style="list-style-type: none"> describes advances in transportation, buildings, communication, streets, bridges; reads and analyzes stories about life in cities (urban areas).

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - generates questions about issues, texts or topics of interest. explores the impact and roles of diverse cultures on the past, present and future growth and development of Washington, D.C. 	<ul style="list-style-type: none"> describes past events in neighborhoods, communities and cities; predicts how conflicts in values or beliefs affected the relationships between Native Americans and the European settlers within family, school, and community.

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Social Studies

Grade 3

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.	
STANDARD	ACTIVITIES
describes the duties, organizational structures, and functions of the local government; differentiates among the types of governments in other large cities. distinguishes among local, state, and national government and identifies representative leaders at these levels (e.g., mayor, governor and president); describes the duties, organizational structures, and functions of the local government.	- creates a pictorial timeline that explains people and events that were important in shaping the character of the city; explains rights, responsibilities, freedom, justice, and equality; describes the process for selecting political leaders.

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Social Studies

Grade 4

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
- explores the link between culture and climate, geography and topography;	investigates how groups contribute to different cultural characteristics of a society; identifies and describes cultural communities in the United States; examines contributions and characteristics of ethnic groups in the United States; examines cultures in the United States and compare ways in which groups cooperate or dominate each other to meet basic needs; analyzes the causes for changes in the ethnic compositions of areas in the United States;

2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
describes the causes and effects of human migration on the population development of the United States; uses maps, globes, charts, graphs, diagrams and timelines;	uses maps, climate data, narrative, pictures, and archaeological data;

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Social Studies

Grade 4

3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy	
STANDARD	ACTIVITIES
<ul style="list-style-type: none"> - demonstrates an understanding of the five themes of geography; - explains how people adapt to their environment to meet their needs. <p>explains land use, settlement patterns, cultural transmission of customs, ideas, and ecosystems; charts the distribution of population in respect to land forms, climate, and resources. describes earth's land and water features, and their resources; recognizes the natural distribution of plants and animals; explains what people do and where they live in regions; identifies the major regions of the United States;</p>	<p>describes U.S. regions in terms of people, land resources, and historical importance; constructs maps using directions, legends, grid systems, boundary lines, and scales; describes how communities interact with other communities and areas; compares rural and urban environments; explains and uses the ideas of latitude and longitude to establish relative and absolute locations. examines and interprets physical and cultural patterns and their interactions;</p> <ul style="list-style-type: none"> - explains how geography and climate affect the development of social, economic and political patterns of human life; - explains distribution of population in regions in respect to land forms, climate and resources <p>explains how geography shaped continental movements of Native Americans and others; locates places and natural features by interpreting and constructing maps; identifies different types of regions; predicts the effects of living in a given geographic setting on people's lives; locates and describes major geographical features and regions; compares and contrasts regions, peoples, cultures, and environments; constructs a physical map of the local area and describes its topography, waters, coastline and climate.</p>

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Grade 4

4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society	
STANDARD	ACTIVITIES
5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.	
STANDARD	ACTIVITIES
6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
7. Production, Distribution and Consumption: Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
Investigates challenges people face in an effort to develop natural and environmental resources in regions of United States; A examines major fisheries and other ocean resources; A compares the potential of various regions for increased agricultural production. A evaluates the economy of each of the regions in terms of natural resources, methods of production, and distribution of goods and services; A investigates challenges people face in an effort to develop natural and environmental resources;	A explains the economy of United States in terms of natural resources, methods of production, and distribution of goods and services. - labels major political and economic regions in the United States; A identifies crops, products, and industries; A investigates the influences on economic growth in the United States; A investigates future impact of natural and man-made changes on the physical, economic, environmental and cultural systems.

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Social Studies

Grade 4

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES
- explores the impact of climate, geography on technological developments;	- examines how transportation and communication link people; A analyzes physical characteristics, transportation routes, climates;

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.	
STANDARD	ACTIVITIES
A describes how people interact within and between regions, states, the nation and the world. A identifies cause-effect relationship between geography and industrialization, population, environmental changes and cultures.	compares and contrasts regions on a state, national, or world basis; surveys newspapers, magazines, journals and other periodicals to understand impact of current events on global issues; - locates and describes major changes in national boundaries and place names brought about by war, revolution, and independence movements;

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.	
STANDARD	ACTIVITIES

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Social Studies
Grade 5

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
describes how societies have used various forms of visual arts, dance, theater, and music to identify their beliefs and values; identifies unique art forms that characterize various ethnic groups in the United States; explains ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture;	analyzes artifacts, diaries, letters, photographs; describes how cultural characteristics changed and endured over time (e.g. family structure, community structure, holidays, celebrations); reads stories and writes essays about various cultures and traditions different from his/her own (e.g. Asian, Latino, African-American, Native American, European); describes common traits and characteristics that unite people (e.g. food, clothing, holidays, shelter); investigates future impact of a variety of cultural traditions on literature, art, and contemporary life; analyzes the affects of contacts between settlers, Native Americans, and African Americans during the Westward Expansion.

2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
makes a time line of significant events in the development of the United States; compares and contrasts daily life in the past, and, present and its impact on future life styles; gathers and organizes information from many sources; distinguishes between historical fact and fiction; develops skills in discussion, debate, and persuasive writing; analyzes historical situations and events; plans, drafts, and revises written text with information from several primary and secondary sources. traces the social impact of colonization on cultural and ethnic groups;	measures time in centuries and millennia; develops maps, timelines, graphs, charts, biographical sketches; develops a time ordered narrative; identifies, analyzes, and interprets primary sources; uses documents, letters, diaries, maps, textbooks, and photos to reconstruct the past; creates an outline listing consequences of the American Revolution; constructs timelines that illustrate the causes and effects of the American Revolution; analyzes the issues involved in the creation and ratification of the Constitution; uses historical data to investigate present and future events; reads and analyzes periodicals to understand the impact of current events on global issues.

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Social Studies

Grade 5

3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy

STANDARD	ACTIVITIES
explains how differences in geography and climate affected how Native American groups did their work and lived their lives; compares and contrasts the quality of life among the settlers, slaves, indentured servants, and Native Americans from the settlement of the colonies through the post-Civil War era; describes life in America before the 17th century; explains the impact that exploration, discovery, colonization and the westward expansion had on existing cultural traditions; recognizes how the presence, interactions, and contributions of various groups and cultures have affected art, music, architecture, and literature.	reads stories about Native Americans, explorers, settlers, and colonists—free and enslaved—of North America; identifies the impact of exploration and colonization on Native Americans; describes geographic, political, economic, and social status in the three regions of New England, the mid-Atlantic, and the South; describes the economic and philosophical differences between the North and South; surveys demographic changes resulting from major migrations or immigrations;

4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society

STANDARD	ACTIVITIES
describes historical figures and episodes; recognizes the importance of individual choices, actions, and character;	writes essays related to individual rights and responsibilities as citizens;

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Social Studies

Grade 5

5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.	
STANDARD	ACTIVITIES
<p>describes family and social organizations; compares the family lives of different groups and classes in colonial and revolutionary times; compares and contrasts the roles and responsibilities of men, women, and children in the colonies to the present; explains factors that led to the founding of the colonies; recognizes the views held by different American groups about right and wrong; compares and contrasts the effects of basic tenets of world religions on individuals, public life, and history; examines the influences of religions in law, education, the arts and social norms; explains how religious beliefs led to the colonization of America; compares and contrasts moral, ethical, philosophical principles in literature of the period of exploration, colonization, and the Constitutional era.</p>	<p>reads stories and biographies related to the period; analyzes the reasons for religious, ethnic, gender and class persecution; compares religious beliefs of a variety of groups (e.g. Pilgrims, Puritans, Quakers, Catholics); examines events, ideas and values leading up to the American Revolution.</p>
6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
<p>diagrams the chronological order of events associated with United States political development from the Mayflower Compact to the Constitution and the Bill of Rights. identifies reasons for conflicts in the Americas.</p>	<p>recognizes key historical events and documents (e.g. American Revolution, Constitution, Bill of Rights).</p>

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Grade 5

7. Production, Distribution and Consumption: Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
<p>identifies the economic conditions and motives that influenced the growth of slavery in the southern colonies; analyzes the economic motives behind the American rebellion against George III; identifies inventions that revolutionized exploration; describes the economic factors which led to exploration, settlement and quest for independence of our country;</p>	<p>traces trade routes used by early explorers; defines economic concepts such as supply, demand, and scarcity; analyzes the relationship of supply and demand to production and consumption; investigates the effects of economic growth on the standards of living of individuals in historical and present day U.S.; describes the economic factors that led to exploration, settlement and the quest for independence of our country. explains the impact of Reconstruction policies on the South. evaluates the impact of native economies on religions, arts, shelters, and cultures;</p>

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES
<p>explains the impact of new inventions and discoveries on agriculture, mining, manufacturing, transportation, and communication; explains technological and economic forces and motives that influenced European exploration; identifies the importance of technological advances for the spread of literacy in the Americas; analyzes the effects of inventions and discoveries that changed working conditions in the colonies.</p>	<p>describes the progress of medicine, sanitation, disease control, health care, and life expectancy; explains the influence of transportation and communication on the development of the economy. explains the impact of the Industrial Revolution on life in America;</p>

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Grade 5

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.

STANDARD	ACTIVITIES
identifies multiple causes, how forces from different spheres of life can cause and shape an event;	describes relationships between the development of trade and the interdependence of nations; explains the interactions between various groups in the new Americas; describes the principal economic and political connections between colonies and England;

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.

STANDARD	ACTIVITIES
- recognizes expressions of citizenry throughout time; - recognizes events in which citizenry is recognized;	interprets patriotic slogans and excerpts from notable speeches and documents in U.S. history up to 1877;

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Social Studies

Grade 6

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
lists elements of the social and political systems of the peoples of the east that spread from one group to another;	investigates African, Asian, American, and European interaction of cultures. interprets physical and cultural patterns and their interactions (e.g., land use, settlement patterns, and cultural transmission of customs and ideas).
2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
describes the three major periods of African history; the Golden Age of Empire, the Age of European Colonization, and the Modern Age of Independence. creates maps that show the growth and decline of empires;	perceives and analyzes migration patterns;
3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy	
STANDARD	ACTIVITIES
identifies reasons why people choose to settle in different places; explains how the environment and history of North Africa and the Middle East influenced their cultures; explains how people's use of natural and human environments changes over time; explains the interaction of climate, land forms, natural vegetation, and other interactions in physical regions; distinguishes among different types of maps such as physical, political and population distribution maps; explains how the environment and history of North Africa and the Middle East influence their cultures;	examines human-land adaptation in difficult environments; evaluates how human actions modify the physical environment; uses the five themes of geography to compare natural and human systems and describe factors affecting them; maps trade routes; plots distribution of population and key resources on a regional map; explains how geography and climate affect the development of social, economic, and political patterns of human life; locates the principal ocean currents and wind patterns; locates cardinal directions, poles, equator, hemispheres, continents, oceans, major mountain ranges, and other major geographical features of the earth. compares patterns of immigration.

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Social Studies

Grade 6

4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society.	
STANDARD	ACTIVITIES

5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.	
STANDARD	ACTIVITIES
compares the three major religions of the Middle East (Islam, Judaism, and Christianity) their beliefs, their prophets, their holy places and their influences on daily life; describes ways that people solve common problems by cooperating.	

6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
labels major political and economic nations in the Eastern Hemisphere;	locates and describes major changes in national boundaries and place names brought about by war, revolution and independence movements;

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Social Studies

Grade 6

7. Production, Distribution and Consumption: Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
explains why oil, one of the major resources of North Africa and Middle East, is important to the economic and political stability of the hemisphere and the world. explains factors that affect the use and development of resources in the Eastern Hemisphere, particularly in newly formed countries.	describes the impact of economic trade on the Eastern hemisphere and the African empires of the Golden Age;
8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES
9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.	
STANDARD	ACTIVITIES
locates and defines various regions in the Eastern Hemisphere; examines maps that diffuse ideas across regions of the globe.	divides several large regions into smaller regions based on race, language, nationality, religion or some other cultural characteristics (e.g. Africa, Asia); identifies important global problems and offers suggestions for improvement; compares the cause and effects of migrations on the world; identifies important global problems (e.g. deforestation, pollution); examines cultures in the Eastern hemisphere to compare ways in which societies cooperate or dominate each other to meet basic needs; identifies global ecological regions and resources;

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Grade 6

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.	
STANDARD	ACTIVITIES

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Grade 7

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
describes ways in which people of a nation borrow and loan cultural characteristics; identifies examples of cultural barriers to population movement (e.g., language, customs, political ideologies);	investigates how groups contribute different cultural characteristics to a society; surveys newspapers, magazines, journals and other periodicals to understand impact of current events on the population;
2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy	
STANDARD	ACTIVITIES
uses knowledge of geographic concepts to interpret maps, globes, charts, graphs, diagrams and timeliness; indicates the relative location of cities, countries, and regions of the Western Hemisphere using cardinal directions; demonstrates global distribution of human characteristics using maps and diagrams; examines reasons for movement of people by studying maps or reading narration of their routes; describes characteristics of land forms, soils, water bodies, vegetation, animal life, weather, and climate; applies fundamental concepts of geography to analyze relationships among people, places and regions of the Western Hemisphere;	explains geographic factors affecting European colonization in the Western Hemisphere; examines how latitude affects climates of continents; analyzes maps and globes to locate the distribution of the earth's features of the Western Hemisphere; locates the major water bodies and land masses; explains the relationship between lines of longitude and time zones. define terms which describe the movement of people (e.g., commute, migrate, travel); examines and interprets physical and cultural patterns and their interactions; explains land use settlement patterns, cultural transmission of customs, ideas, and ecosystems; determines the role of natural features in the development of communities in the America's; identifies environmental extremes which affect people (e.g. high and low temperatures, lack of an excessive precipitation;

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	<p>uses maps, climate data, narrative, pictures, and archaeological data; analyzes the causes for changes in the ethnic composition of areas in the Americas; explains how geography shaped continental movements of Native Americans and other cultures; locates places and natural features by interpreting and constructing maps; explains the historical immigration and migration of people in the Western Hemisphere; locates major countries of the Western Hemisphere; examines maps to determine the physical characteristics of places (e.g. soils, land forms, water bodies, streams, and rivers); analyzes the demographics of the Western Hemisphere; creates maps of the physical regions of the Western Hemisphere;</p>
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4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society

STANDARD	ACTIVITIES

5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.

STANDARD	ACTIVITIES	

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Grade 7

6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
explains the impact of governmental issues on regions of the United States; describes the physical and political structure of national, state and local governments;	- identifies the various levels of government and their corresponding jurisdictions.

7. Production, Distribution and Consumption: Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
synthesizes people's interactions with the environment to obtain a variety of resources that meet their needs and wants; uses knowledge of the economy of each of the regions in terms of natural resources, methods of production, and distribution of goods and services. develops maps showing major trade routes of the Western Hemisphere.	recognizes the natural distribution of plants and animals in the Western Hemisphere; identifies present and future uses of resources. compares maps showing natural resources with populations distribution; describes the relationships between agricultural land uses and environment (e.g. grazing, grain cropping, tree farming); investigates how innovation and enterprise affect people and the environment in the Americas; analyzes physical characteristics, transportation routes, and climates; identifies crops, products, and industries; investigates the influences on economic growth in the Americas; identifies patterns, such as climate, economic or population which the Western Hemisphere shares with other parts of the world.

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES

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Grade 7

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.	
STANDARD	ACTIVITIES
describes the location of places using the global system of Time Zones. identifies how environmental changes in the rest of the world affected the Americas; compares and contrasts the physical characteristics of places in different parts of the Western Hemisphere. describes the location of major regions, countries, and cities relative to other places in terms of compass directions and time/distance;	uses newspapers, magazines, periodicals, and journals to explain the impact of natural and man- made changes on the environment. describes the demographics and topography of nations of the Western Hemisphere; locates ecological regions and resources of the Western Hemisphere; investigates future impact of natural and man-made changes on physical, economic, environmental and cultural systems. analyzes the impact of geographic factors on the development of nations, states, and cities of the Western Hemisphere;
10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.	
STANDARD	ACTIVITIES

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Social Studies

Grade 8

1. Culture: Students demonstrate an awareness of culture and its many components: history, social life, language, belief systems and political ideology	
STANDARD	ACTIVITIES
<p>explores and describes similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns; gives examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference; describes ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture; gives examples and describes the importance of cultural unity and diversity within and across groups; describes the contributions of various cultural groups to the development of our national culture, character and economy.</p>	<p>analyzes the African-American religious and ethical traditions and beliefs that justified and powered the resistance to slavery; researches the impact of historical events from the pre and post Civil War period through the Progressive Era on other cultures in America at that time (e.g. Native American, Latino, Asian); explains the struggle and accomplishment of American artists, scholars, and writers as they sought to create a new, distinctly American culture in the early 19th century; explains the ways in which painters and photographers influenced how we still "see" the people, the country, the city, and the events of American history from 1800 to 1900 (e.g. George Catlin, Matthew Brady, Winslow Homer, Jacob Lawrence, Lewis Hine); documents the changing styles and tastes in dance, song, and costume among different American groups from the Civil War to 1900;</p>

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Grade 8

2. Time Continuity and Change: Students explore their understanding of the past and of historical concepts and inquiry	
STANDARD	ACTIVITIES
<p>identifies the temporal structure of a historical narrative or story; establishes temporal order in constructing historical narratives; interprets data presented in time lines; reconstructs pattern of historical succession and duration and explain historical continuity and change; compares alternative models for periodization; uses timelines to organize large quantities of historical information; uses primary and secondary sources to make a historical bibliography that is grade level appropriate.</p>	<p>identifies dates vital enough for everybody to learn and explains choices (e.g., 1776, 1789, 1812, 1863); writes paragraphs that sequence the cause and effect relations of historical events; reads historical literature related to specific times; examines how forces from different spheres of life can cause or shape an event; analyzes events leading to secession and war; describes growth and change in America from 1801 to 1861 (e.g., territorial exploration, expansion, settlement, and acquisition); constructs a sequence of some major periods or events in the United States and compares them to the same time periods in another country.</p>

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Social Studies

Grade 8

3. People, Places and Environments: Students study the interactions of people, places, and human environment while acquiring spatial and geographic literacy	
STANDARD	ACTIVITIES
compares the way people in the United States lived in the past to ways of living in the present and the impact of past styles on future styles of living.	compares and contrasts the daily work and family lives of free workers in the American north with the work and family lives of the enslaved in the southern states; enumerates the similarities and differences between early labor union activism in the north and African-American resistance to slavery in the south;
4. Individual Development and Identity: The exploration of the individual in his/her search for identity and the behavior of individuals within the society	
STANDARD	ACTIVITIES
5. Individuals, Groups and Institutions: Students explore how institutions are formed, what controls and influences them, how they control and influence individuals and culture and how they can be maintained or changes.	
STANDARD	ACTIVITIES
identifies the author or source of historical documents or narratives; compares and contrasts differing sets of ideas, values, personalities, behaviors, and institutions; differentiates between historical facts and historical interpretations; considers multiple perspectives; analyzes cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance; challenges arguments of historical inevitability; hypothesizes the influence of the past on present issues and future events. demonstrates an understanding of role, status, and social class in describing the interactions of individuals and social groups;	follows consistent practices in quoting, paraphrasing, or citing sources used; A identifies and describes different perspectives in various historical works (e.g. the Constitution); explains multiple causation-effect of forces in all spheres of human activity, role of individuals, role of chance or accident (e.g. U.S. Civil War); examines and describes historical data and writings on controversial issues for particular points of view or omission of key facts (e.g., Native American policies); formulates and defends research findings in speech and writing; evaluates major debates among historians; creates critical components of a historical document or narrative.

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<p>analyzes group and institutional influences on people, events, and elements of culture; describes the various forms institutions take and the interactions of people with institutions; identifies and analyzes examples of tensions between expressions of individuality and groups or institutional efforts to promote social conformity; describes the role of institutions in furthering both continuity and change; explains how groups institutions work to meet individual needs and promote common good.</p>	<p>explains the religious and ethical motivations of American reformers after the Civil War, through the Progressive Era (e.g. W.E.B. DuBois, Jane Addams, Jacob Riis)</p>
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6. Power, Authority and Governance: Students study how people create and change structures of power, authority and governance.	
STANDARD	ACTIVITIES
<p>identifies and describes examples of tensions between belief systems and government policies and laws; differentiates between historical facts and historical interpretations; compares and contrasts differing sets of ideas, values, personalities, behaviors, and institutions;</p>	<p>analyzes the religious and ethical beliefs motivating the pre-Civil War reformers, including the Abolitionists; describes individual moral acts and statements in literature and history (e.g. Sojourner Truth, Frederick Douglass);</p>

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Grade 8

7. Production, Distribution and Consumption: Students explore the organization of the economy around production, distribution and the consumption of goods and services	
STANDARD	ACTIVITIES
- recognizes historical forces that impact and are impacted by economic trends	identifies and explains the 19th and early 20 th century inventions and products that changed how Americans of all classes spent their leisure time; investigates the impact of future inventions and products on the lives of the American people during the early 21st century. describes the changes and obstacles to change in the economic and social lives of African-Americans and other cultures from Emancipation through 1900; recognizes the conditions and forces behind the rise of the American labor movement from Emancipation to 1900 and the opposition to it from business and government; describes the impact of conditions and forces of the early labor movement on lives of individuals in the 20th century.

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Grade 8

8. Science, Technology and Society: Students study the development of technology and technological systems in everyday lives, throughout history and their role in shaping historical outcomes.	
STANDARD	ACTIVITIES
examines the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and welfare; synthesizes examples of how science and technology have changed people's perceptions of the social and natural world, (e.g., relationship to the land, animal life, family life, and economic needs); describes examples of how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, (e.g., invention of the printing press); explains the need for laws and policies to govern scientific and technological applications (e.g., safety and well being of workers); seeks ethical solutions to problems that arise when scientific advancement and social norms or values come into conflict (e.g., people and environment in conflict).	documents how new inventions and new technologies brought about the early Industrial Revolution in the northern United States and how they changed the working conditions of men and women who had worked on farms, at home, or in small shops; summarizes the economic reasons that led families to move westward before the Civil War; explains the technological and economic causes for northern victory in the Civil War; describes the progress of medicine, sanitation, disease control, health care, and life expectancy from before the Civil War to 1900; writes an explanation of the great expansion of American business and industry between the Civil War and 1900--including the effects of inventors and entrepreneurs, the new technologies, immigration, tariffs, government subsidies, and foreign loans.

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Grade 8

9. Global Connections: Students learn to think about and consider the interconnectedness of people, states and nations around matters of the human rights, consumption of resources, political and economic power and global dominance.

STANDARD	ACTIVITIES
identifies issues and problems in the past and their effect on present and future situations; explains conditions, actions, and motivations that contribute to conflict and cooperation within and among nations; analyzes the reasons for colonization and determines which were social, political, or economic; states the principles of democracy and freedom that supported America's quest for independence.	explains the causes, the military trends, and the human costs of the Civil War; explains the political failure of Reconstruction and the continued subjugation of African-Americans despite legal emancipation and amendments to the Constitution; recognizes the role of state and federal governments in the expansion and power of American business and industry to 1900; explains the Spanish-American War in the context of America's rise to world economic and military power.

Grade 8

10. Civic Ideals and Practices: Students explore civic ideals and practices and the responsibility of citizenship in history and in the present.

STANDARD	ACTIVITIES

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Theatre
Kindergarten

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Collaborate to select interrelated characters, environments and situations for classroom dramatizations	1. Role play characters using family members, peers, animals and identified adults as models for informal performances 2. Mine and improvise conflict and characters with instructions and adult direction for informal performances
B. Improvise dialogue to tell stories and formalize improvisations by writing or recording the dialogue	

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Imagine and clearly describe characters, their relationship and their environments	1. Imagine and clearly describe characters, their relationship and their environments based on personal preference and hobbies
B. Use variations of locomotor and non-locomotor movement and vocal pitch, tempo and tone for different characters	1. Use variations of volume for different characters
C. Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience, heritage, imagination, literature and history	1. Assume physical characteristics of animals, for informal performances

William E. Doar, Jr. Public Charter School for the Performing Arts
Theatre

Kindergarten

TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources	1. Visualize, describe and draw environments from text
B. Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup	1. Establish a playing space using classroom objects as representations

TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations	

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Communicate information to peers about people, events, time and place related to classroom dramatizations	

William E. Doar, Jr. Public Charter School for the Performing Arts
Theatre

Kindergarten

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film, Television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	1. Describe visual elements from formal performances
B. Compare how ideas and emotions are expressed in theatre, dramatic media, dance, music and visual art	1. Retell events based on personal preference from formal performances
C. Select movement, music or visual elements to enhance the mood of a classroom dramatization	1. Select visual elements
D. Express personal reactions to several art forms	1. Express reactions orally and pictorially

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Identify and describe visual, aural, oral and kinetic elements of classroom dramatizations and dramatic performances	1. Identify and describe visual elements
B. Explain how the wants and needs of characters are similar to a different from their own	1. Explain how the wants and needs of characters are similar to a different from their own

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Theatre

C. Articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances	1. Explain personal preferences about the whole as well as the parts of dramatic performances, orally and pictorially
D. Analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments and developing situations along with means of improving the collaborative processes of planning, playing, responding and evaluating	1. Suggest alternative ideas for environments

TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Identify and compare similar characters and situations in stories and drama from and about various cultures, illustrate with classroom dramatizations and discuss how theatre reflects life	1. Identify similar characters and situations in stories and drama
B. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances	1. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances

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Theatre

Grade 1

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Collaborate to select interrelated characters, environments and situations for classroom dramatizations	1. Role play characters using family members, peers, animals and identified adults as models for informal performances 2. Mime and improvise conflict and characters with instructions and adult direction for informal performances 3. Mine and improvise conflict and characters from stories read for informal performances
B. Improvise dialogue to tell stories and formalize improvisations by writing or recording the dialogue	

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Imagine and clearly describe characters, their relationship and their environments	1. Imagine and clearly describe characters, their relationship and their environments based on personal preference and hobbies
B. Use variations of locomotor and non-locomotor movement and vocal pitch, tempo and tone for different characters	1. Use variations of volume for different characters
C. Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience, heritage, imagination, literature and history	1. Assume physical characteristics of animals, for informal performances

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Theatre

TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources	1. Visualize, describe and draw environments from text
B. Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup	1. Establish a playing space using classroom objects as representations

TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations	

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Theatre
Grade 1

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Communicate information to peers about people, events, time and place related to classroom dramatizations	

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film. Television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	1. Describe visual elements from formal performances
B. Compare how ideas and emotions are expresses in theatre, dramatic media, dance, music and visual art	1. Retell events based on personal preference from formal performances
C. Select movement, music or visual elements to enhance the mood of a classroom dramatization	1. Select visual elements
D. Express personal reactions to several art forms	1. Express reactions orally and pictorially

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Theatre
Grade 1

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Identify and describe visual, aural, oral and kinetic elements of classroom dramatizations and dramatic performances	1. Identify and describe visual elements
B. Explain how the wants and needs of characters are similar to a different from their own	1. Explain how the wants and needs of characters are similar to a different from their own
C. Articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances	1. Explain personal preferences about the whole as well as the parts of dramatic performances, orally and pictorially
D. Analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments and developing situations along with means of improving the collaborative processes of planning, playing, responding and evaluating	1. Suggest alternative ideas for environments

William E. Doar, Jr. Public Charter School for the Performing Arts
Theatre
Grade 1

TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Identify and compare similar characters and situations in stories and drama from and about various cultures, illustrate with classroom dramatizations and discuss how theatre reflects life	1. Identify similar characters and situations in stories and drama
B. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances	1. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances

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Theatre

Grade 2

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Collaborate to select interrelated characters, environments and situations for classroom dramatizations	1. Role play characters using family members, peers, animals, identified adults and inanimate objects as models with peer and adult direction for informal performances 2. Mime and improvise conflict and characters with instructions and adult direction for informal performances 3. Mine and improvise conflict and characters from stories read for informal performances
B. Improvise dialogue to tell stories and formalize improvisations by writing or recording the dialogue	1. Record dialogue from improvisations by dictation and self-recording

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Imagine and clearly describe characters, their relationship and their environments	1. Imagine and clearly describe characters, their relationship and their environments based on personal preference and hobbies
B. Use variations of locomotor and non-locomotor movement and vocal pitch, tempo and tone for different characters	1. Use variations of volume for different characters

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Theatre

C. Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience, heritage, imagination, literature and history	1. Assume physical characteristics of animals, observed and imagined, for informal performances
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TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources	1. Visualize, describe and draw environments from text
B. Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup	1. Establish a playing space using classroom objects as representations

TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations	

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Theatre

Grade 2

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Communicate information to peers about people, events, time and place related to classroom dramatizations	

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film, television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	1. Describe visual and oral elements from professional performances
B. Compare how ideas and emotions are expressed in theatre, dramatic media, dance, music and visual art	1. Identify how ideas and emotions are expressed in formal performances
C. Select movement, music or visual elements to enhance the mood of a classroom dramatization	1. Select visual and movement elements
D. Express personal reactions to several art forms	1. Express reactions orally and pictorially

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Theatre

Grade 2

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Identify and describe visual, aural, oral and kinetic elements of classroom dramatizations and dramatic performances	1. Identify and describe visual and oral elements
B. Explain how the wants and needs of characters are similar to a different from their own	1. Explain how the wants and needs of characters are similar to a different from their own
C. Articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances	1. Explain personal preferences about the whole as well as the parts of dramatic performances, orally and pictorially
D. Analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments and developing situations along with means of improving the collaborative processes of planning, playing, responding and evaluating	1. Suggest alternative ideas for environments

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Theatre

Grade 2

TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Identify and compare similar characters and situations in stories and drama from and about various cultures, illustrate with classroom dramatizations and discuss how theatre reflects life	1. Identify similar characters and situations in stories and drama
B. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances	1. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances

Grade 3

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Theatre

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Collaborate to select interrelated characters, environments and situations for classroom dramatizations	<ol style="list-style-type: none">1. Role play characters using dialogue developed from stories read, with peer and adult direction for formal and informal performances2. Act in scripted scenes with adult direction for formal and informal performances3. Create characters and conflict for improvised and recorded scenes from personal experience
B. Improvise dialogue to tell stories and formalize improvisations by writing or recording the dialogue	<ol style="list-style-type: none">1. Develop a script from personal experience and text read from literature, mathematics, science, social studies or the performing arts

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Theatre

Grade 3

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Imagine and clearly describe characters, their relationship and their environments	1. Imagine and clearly describe characters, their relationship, their environments and mood based on personal preference and hobbies
B. Use variations of locomotor and non-locomotor movement and vocal pitch, tempo and tone for different characters	1. Use variations of volume and vocal pitch for different characters in narration and verse
C. Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience, heritage, imagination, literature and history	1. Assume physical characteristics of animals, observed and imagined, for informal performances and reader's theatre in a scene ranging from 5-7 minutes

TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources	1. Visualize, describe and draw environments including mood that consider space, color, and sound effects from text
B. Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup	1. Establish a playing space using classroom objects as representations 2. Establishes character through the use of costumes and makeup 3. Applies clowning makeup to self

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Theatre

TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations	1. Leads another student or small group for an informal dramatization

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Communicate information to peers about people, events, time and place related to classroom dramatizations	1. Communicates information of an historical time based on prior knowledge, new information and context

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Theatre

Grade 3

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film. Television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	1. Describe visual, oral and kinetic elements from formal performances
B. Compare how ideas and emotions are expressed in theatre, dramatic media, dance, music and visual art	1. Compares how ideas are expressed in two or more formal performances
C. Select movement, music or visual elements to enhance the mood of a classroom dramatization	1. Select visual, movement and music elements
D. Express personal reactions to several art forms	1. Express reactions orally and in writing

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Identify and describe visual, aural, oral and kinetic elements of classroom dramatizations and dramatic performances	1. Identify and describe visual, oral and kinetic elements
B. Explain how the wants and needs of characters are similar to a different from their own	1. Explain how the wants and needs of characters are similar to a different from their own

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C. Articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances	1. Articulate and explain emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances, orally and in writing
D. Analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments and developing situations along with means of improving the collaborative processes of planning, playing, responding and evaluating	1. Analyze classroom dramatizations constructively suggest alternative ideas for dramatizing roles and arranging environments

TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Identify and compare similar characters and situations in stories and drama from and about various cultures, illustrate with classroom dramatizations and discuss how theatre reflects life	1. Identify and compare similar characters and situations in stories and drama
B. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances	1. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances

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Theatre

Grade 4

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Collaborate to select interrelated characters, environments and situations for classroom dramatizations	1. Develop dramatization and formalize script of story with characters, conflict and a clear beginning, middle and end for self and others to perform for formal and informal productions
B. Improvise dialogue to tell stories and formalize improvisations by writing or recording the dialogue	1. Develop a script from personal experience and text read from literature, mathematics, science, social studies or the performing arts for self and others to perform in formal and informal performances

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Imagine and clearly describe characters, their relationship and their environments	1. Imagine and clearly describe characters, their relationship, their environments and mood based on personal preference and hobbies
B. Use variations of locomotor and non-locomotor movement and vocal pitch, tempo and tone for different characters	1. Use variations of volume and vocal pitch for different characters in narration and verse

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C. Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience, heritage, imagination, literature and history	1. Assume physical characteristics of animals, observed and imagined, for informal performances and reader's theatre in a scene ranging from 5-7 minutes
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TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources	1. Visualize, describe and draw environments that consider space, color, texture, line and sound effects from text
B. Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup	1. Establish a playing space using classroom objects as representations 2. Uses a flashlight or other hand-held light as a follow spot 3. In a group designs a simple backdrop for formal or informal performances 4. Establishes character through the use of costumes and makeup 5. Applies clowning makeup to self

TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations	1. Directs another student or small group for formal and informal dramatizations

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Grade 4

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Communicate information to peers about people, events, time and place related to classroom dramatizations	1. Communicates information of an historical time based on prior knowledge, new information and context 2. Researches for design 3. Researches in dramaturgy for accuracy of information

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film. Television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	1. Describe visual, aural, oral and kinetic elements from formal performances
B. Compare how ideas and emotions are expressed in theatre, dramatic media, dance, music and visual art	1. Compares how ideas are expressed in two or more formal performances dealing with the same theme, topic or historical period
C. Select movement, music or visual elements to enhance the mood of a classroom dramatization	1. Select visual, movement and music elements
D. Express personal reactions to several art forms	1. Express reactions orally and in writing

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Grade 4

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Identify and describe visual, aural, oral and kinetic elements of classroom dramatizations and dramatic performances	1. Identify and describe visual, oral and kinetic elements
B. Explain how the wants and needs of characters are similar to a different from their own	1. Explain how the wants and needs of characters are similar to a different from their own
C. Articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances	1. Articulate and explain emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances, orally and in writing
D. Analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments and developing situations along with means of improving the collaborative processes of planning, playing, responding and evaluating	1. Analyze classroom dramatizations constructively suggest alternative ideas for dramatizing roles and arranging environments along with suggestions to improve the production team process

TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Identify and compare similar characters and situations in stories and drama from and about various cultures, illustrate with classroom dramatizations and discuss how theatre reflects life	1. Identify and compare similar characters and situations in stories and drama

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B. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances

1. Identify and compare the various settings and reasons for creating dramas and attending theatre and other dramatic performances

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Theatre

Grade 5

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Individually and in groups, create characters, environments and actions that create tension and suspense	1. Individually develop a 2-character, multi-action dramatization and formalize script from genre or author study for self and others to perform for formal and informal productions
B. Refine and record dialogue and action	

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Analyze descriptions, dialogue and actions to discover, articulate and justify characters motivation and invent characters behaviors based on the observation of interactions, ethical choices and emotional responses of people	1. Analyze descriptions, dialogue and actions to discover, articulate and justify characters motivation and invent characters behaviors based on the observation of interactions and imagined personal history 2. Starts to identify beat in dramatic action
B. Demonstrate acting skills (such as sensory recall, concentration, breath control, dictions, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices	1. Demonstrate skills in diction and body movement to develop characters, with and without direction 2. Develop physical characteristics for characters, such as age

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C. Interact as the invented characters in an ensemble	<ol style="list-style-type: none"> 1. Performs of at least 7-10 minutes from plays (narrative and non-rhyming verse) and musicals in formal and informal dramatizations 2. Maintains a consistent characterization in dramatic and musical scenes
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TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and non-traditional sources	1. Design ideas for environment using visual elements, the visual principles of emphasis and balance
B. Work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character	1. Designs and executes costumes and makeup to suggest character
C. Analyze improvised and scripted scenes for technical requirements	1. Develops a cue sheet with at least 2 technical cues for execution
D. Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama	1. Explains the function and nature of stage environment in formal and informal performances

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Grade 5

TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group and consensus skills	<ol style="list-style-type: none"> 1. Directs scene for formal performance 2. Calls cues for formal or informal performance

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Apply research from print and non-print sources to script writing, acting, design and directing scenes	<ol style="list-style-type: none"> 1. Apply research to acting

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film, television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	<ol style="list-style-type: none"> 1. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art
B. Describe characteristics and compare the presentation of characters, environments and actions in theatre, musical theatre, dramatic media, dance and visual art	<ol style="list-style-type: none"> 1. Describe characteristics and compare the environments in theatre, musical theatre, dramatic media, dance and visual art

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C. Incorporate elements of dance, music and visual art to express ideas and emotions in improvised and scripted scenes	1. Incorporate elements from at least 2 performing arts disciplines to express ideas and emotions in improvised and scripted scenes
D. Express and compare personal reactions to several art forms	1. Express and compare personal reactions to several art forms
E. Describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual art	1. Describe and compare the functions of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual art

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances	1. Describe the effect of environments on audience response and appreciation of dramatic performances
B. Articulate and support the meanings constructed from their own and other's dramatic performances	1. Articulate and support the meanings constructed from the dramatic performances of others in formal and informal performances
C. Use articulated criteria to describe, analyze and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances	1. Use articulated criteria to describe and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances

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D. Describe and evaluate the perceives effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes	1. Describe and evaluate the perceives effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes
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TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes and discuss how theatre reflects a culture	1. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods and discuss how theatre reflects a culture
B. Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures	1. Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures
C. Explain the knowledge, skill sand discipline needed to pursue careers and vocational opportunities in theatre and other dramatic media	1. Explain the knowledge, skill sand discipline needed to pursue careers and vocational opportunities in theatre and other dramatic media
D. Explain how culture affect the content and production values of dramatic performances	1. Explain how culture affect the content and production values of dramatic performances
E. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life	1. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life

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Theatre

Grade 6

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Individually and in groups, create characters, environments and actions that create tension and suspense	1. Individually or in a group develop a 2- or 3-character, multi-action dramatization and formalize script from genre or author study for self and others to perform for formal and informal productions 2. Include music in scripted scenes 3. Develop a dramatic performance around at least one publicly-delivered speech
B. Refine and record dialogue and action	

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Analyze descriptions, dialogue and actions to discover, articulate and justify characters motivation and invent characters behaviors based on the observation of interactions, ethical choices and emotional responses of people	1. Analyze descriptions, dialogue and actions to discover, articulate and justify characters motivation and invent characters behaviors based on the observation of interactions with other characters and imagined personal history 2. Separates scenes into dramatic beats

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B. Demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices	<ol style="list-style-type: none"> 1. Demonstrate skills in diction and body movement to develop characters, with and without direction 2. Develop physical characteristics for characters, such as age
C. Interact as the invented characters in an ensemble	<ol style="list-style-type: none"> 1. Performs scenes of at least 7-10 minutes from plays (narrative and non-rhyming verse) and musicals in formal and informal dramatizations 2. Maintains a consistent characterization in dramatic and musical scenes

TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and non-traditional sources	<ol style="list-style-type: none"> 1. Design ideas for environment using visual elements, the visual principles of emphasis, balance and repetition
B. Work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character	<ol style="list-style-type: none"> 1. Designs and executes costumes and makeup to suggest character 2. Safely operates light and sound board
C. Analyze improvised and scripted scenes for technical requirements	<ol style="list-style-type: none"> 1. Develops a cue sheet with at least 3 technical cues for execution

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D. Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama	1. Explains the function and nature of stage environment in formal and informal performances
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TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group and consensus skills	1. Directs scene for formal performance 2. Acts as stage manager for formal or informal performance

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Apply research from print and non-print sources to script writing, acting, design and directing scenes	1. Apply research to acting and design

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film, television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	1. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art

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B. Describe characteristics and compare the presentation of characters, environments and actions in theatre, musical theatre, dramatic media, dance and visual art	1. Describe characteristics and compare the environments and actions in theatre, musical theatre, dramatic media, dance and visual art
C. Incorporate elements of dance, music and visual art to express ideas and emotions in improvised and scripted scenes	1. Incorporate elements from at least 2 performing arts disciplines to express ideas and emotions in improvised and scripted scenes
D. Express and compare personal reactions to several art forms	1. Express and compare personal reactions to several art forms
E. Describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual art	1. Describe and compare the functions of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual art

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances	1. Describe the effect of environments, program, publicity and study guides on audience response and appreciation of dramatic performances
B. Articulate and support the meanings constructed from their own and other's dramatic performances	1. Articulate and support the meanings constructed from the dramatic performances of others in formal and informal performances

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C. Use articulated criteria to describe, analyze and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances	1. Use articulated criteria to describe and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances
D. Describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes	1. Describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes

TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes and discuss how theatre reflects a culture	1. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods and discuss how theatre reflects a culture
B. Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures	1. Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures
C. Explain the knowledge, skill and discipline needed to pursue careers and vocational opportunities in theatre and other dramatic media	1. Explain the knowledge, skill and discipline needed to pursue careers and vocational opportunities in theatre and other dramatic media
D. Explain how culture affect the content and production values of dramatic performances	1. Explain how culture affect the content and production values of dramatic performances

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E. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life

1. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life

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Theatre

Grade 7

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Individually and in groups, create characters, environments and actions that create tension and suspense	<ol style="list-style-type: none"> 1. Individually or in a group develop multi-action, multi-conflict dramatization of at least 3 characters and formalize script from genre or author study for self and others to perform for formal and informal productions 2. Include music in scripted scenes 3. Develop a dramatic performance around at least one publicly-delivered speech
B. Refine and record dialogue and action	<ol style="list-style-type: none"> 1. Revise during and after rehearsal process

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Analyze descriptions, dialogue and actions to discover, articulate and justify characters motivation and invent characters behaviors based on the observation of interactions, ethical choices and emotional responses of people	<ol style="list-style-type: none"> 1. Analyze descriptions, dialogue and actions to discover, articulate and justify characters motivation and invent characters behaviors based on the observation of interactions with other characters and imagined personal history 2. Creates an emotional memory for the characters 3. Starts to internalize dramatic beats in the action of a scene

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B. Demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices	<ol style="list-style-type: none"> 1. Demonstrate skills in diction and body movement to develop characters, with and without direction 2. Develop physical characteristics for characters, such as age and status 3. Identifies accents from different countries and regions
C. Interact as the invented characters in an ensemble	<ol style="list-style-type: none"> 1. Performs scenes of at least 10-15 minutes from plays (narrative, rhyming and non-rhyming verse) and musicals in formal and informal dramatizations 2. Maintains a consistent characterization in dramatic and musical scenes

TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and non-traditional sources	<ol style="list-style-type: none"> 1. Design ideas for environment using visual elements, the visual principles of emphasis, balance, repetition and contrast
B. Work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character	<ol style="list-style-type: none"> 1. Designs and executes costumes and makeup to suggest character 2. Safely operates light and sound board for formal or informal performance 3. Builds a prop 4. Designs environment with imagined unlimited budget

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C. Analyze improvised and scripted scenes for technical requirements	1. Develops a multi-cue cue sheet for execution in formal and informal productions
D. Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama	1. Explains the function and nature of stage environment in formal and informal performances

TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group and consensus skills	1. Assumes a position on production team for formal performance

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Apply research from print and non-print sources to script writing, acting, design and directing scenes	1. Apply research to acting, design and direction

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Grade 7

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film, television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	1. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art
B. Describe characteristics and compare the presentation of characters, environments and actions in theatre, musical theatre, dramatic media, dance and visual art	1. Describe characteristics and compare the environments, action and character in theatre, musical theatre, dramatic media, dance and visual art
C. Incorporate elements of dance, music and visual art to express ideas and emotions in improvised and scripted scenes	1. Incorporate elements from at least 3 performing arts disciplines to express ideas and emotions in improvised and scripted scenes
D. Express and compare personal reactions to several art forms	1. Express and compare personal reactions to several art forms
E. Describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual art	1. Describe and compare the functions of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual art

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Grade 7

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances	1. Describe and analyze the effect of environments and study guides on audience response and appreciation of dramatic performances
B. Articulate and support the meanings constructed from their own and other's dramatic performances	1. Articulate and support the meanings constructed from the dramatic performances of their own and others in formal and informal performances
C. Use articulated criteria to describe, analyze and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances	1. Use articulated criteria to describe, analyze and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances
D. Describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes	1. Describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes

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Theatre

Grade 7

TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes and discuss how theatre reflects a culture	1. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes and discuss how theatre reflects a culture
B. Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures	1. Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures
C. Explain the knowledge, skill sand discipline needed to pursue careers and vocational opportunities in theatre and other dramatic media	1. Explain the knowledge, skill sand discipline needed to pursue careers and vocational opportunities in theatre and other dramatic media
D. Explain how culture affect the content and production values of dramatic performances	1. Explain how culture affect the content and production values of dramatic performances
E. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life	1. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life

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Theatre

Grade 8

TH1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature and history.	
STANDARD	ACTIVITIES
A. Individually and in groups, create characters, environments and actions that create tension and suspense	<ol style="list-style-type: none">1. Individually or in a group develop a multi-action, multi-conflict dramatization with at least 3 characters and formalize script from genre or author study for self and others to perform for formal and informal productions2. Include music in scripted scenes3. Consider technical possibilities4. Plot should include preliminary situation5. Develop a dramatic performance around at least one publicly-delivered speech
B. Refine and record dialogue and action	<ol style="list-style-type: none">1. Revise during and after rehearsal process

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Theatre

Grade 8

TH2 Acting by assuming roles and interacting in improvisations	
STANDARD	ACTIVITIES
A. Analyze descriptions, dialogue and actions to discover, articulate and justify characters motivation and invent characters behaviors based on the observation of interactions, ethical choices and emotional responses of people	<ol style="list-style-type: none">1. Analyze descriptions, dialogue and actions to discover, articulate and justify characters motivation and invent characters behaviors based on the observation of interactions with other characters and imagined personal history2. Creates an emotional memory for the characters3. Starts to internalize dramatic beats in the action of a scene
B. Demonstrate acting skills (such as sensory recall, concentration, breath control, dictions, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices	<ol style="list-style-type: none">1. Demonstrate skills in diction, pitch and body movement to develop characters, with and without direction2. Develop physical characteristics for characters, such as age and status3. Develops accents from different countries and regions
C. Interact as the invented characters in an ensemble	<ol style="list-style-type: none">1. Performs in scenes of at least 10-15 minutes from plays (narrative, rhyming and non-rhyming verse) and musicals in formal and informal dramatizations2. Maintains a consistent characterization in dramatic and musical scenes

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Theatre

Grade 8

TH3 Designing by visualizing and arranging environments for classroom dramatizations	
STANDARD	ACTIVITIES
A. Develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and non-traditional sources	<ol style="list-style-type: none"> 1. Design ideas for environment using visual elements, the visual principles of emphasis, balance, repetition, contrast and unity, as well as aural qualities 2. Execute a scale drawing and 3-dimensional model of environment for scripted scene or play 3. Contribute to the design for formal performance
B. Work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character	<ol style="list-style-type: none"> 1. Designs and executes costumes and makeup to suggest character 2. Safely operates light and sound board for formal or informal performance 3. Builds a prop 4. Designs environment with imagined unlimited budget
C. Analyze improvised and scripted scenes for technical requirements	<ol style="list-style-type: none"> 1. Develops a multi-cue cue sheet for execution in formal and informal productions
D. Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama	<ol style="list-style-type: none"> 1. Explains the function and nature of stage environment in formal and informal performances

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Theatre

Grade 8

TH4 Directing by planning classroom dramatizations	
STANDARD	ACTIVITIES
A. Lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group and consensus skills	1. Leads a committee of a production team for formal performance

TH5 Researching by finding information to support classroom dramatizations	
STANDARD	ACTIVITIES
A. Apply research from print and non-print sources to script writing, acting, design and directing scenes	1. Apply research to acting, design, direction and script writing

TH6 Comparing and connecting art forms by describing theatre, dramatic media (such as film, Television and electronic media) and other art forms	
STANDARD	ACTIVITIES
A. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art	1. Describe visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual art
B. Describe characteristics and compare the presentation of characters, environments and actions in theatre, musical theatre, dramatic media, dance and visual art	1. Describe characteristics and compare the environments, action and character in theatre, musical theatre, dramatic media, dance and visual art

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C. Incorporate elements of dance, music and visual art to express ideas and emotions in improvised and scripted scenes	1. Incorporate elements from the performing arts disciplines to express ideas and emotions in improvised and scripted scenes
D. Express and compare personal reactions to several art forms	1. Express and compare personal reactions to several art forms
E. Describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual art	1. Describe and compare the functions of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual art

TH7 Analyzing and explaining personal preference and constructing meanings from classroom dramatizations and from theatre and other media presentations	
STANDARD	ACTIVITIES
A. Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances	1. Describe and analyze the effect of environments, programs, publicity and study guides on audience response and appreciation of dramatic performances
B. Articulate and support the meanings constructed from their own and other's dramatic performances	1. Articulate and support the meanings constructed from the dramatic performances of their own and others in formal and informal performances
C. Use articulated criteria to describe, analyze and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances	1. Use articulated criteria to describe, analyze and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances 2. Devise criteria to describe, analyze and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances

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D. Describe and evaluate the perceives effectiveness of students; contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes	1. Describe and evaluate the perceives effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes
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TH8 Understanding context by recognizing the role of theatre and other dramatic media in daily life	
STANDARD	ACTIVITIES
A. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes and discuss how theatre reflects a culture	1. Describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes and discuss how theatre reflects a culture
B. Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures	1. Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures
C. Explain the knowledge, skills and discipline needed to pursue careers and vocational opportunities in theatre and other dramatic media	1. Explain the knowledge, skill sand discipline needed to pursue careers and vocational opportunities in theatre and other dramatic media
D. Explain how culture affect the content and production values of dramatic performances	1. Explain how culture affect the content and production values of dramatic performances
E. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life	1. Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life

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Theatre

Theatre Standards through grade 12

TH1 Script writing by improvising, writing and refining scripts based on personal experience and heritage, imagination, literature or history

TH1.a Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience

TH2 Acting by developing, communicating and sustaining characters in improvisations and informal or formal productions

TH2.a Analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genre and media

TH2.b Compare and demonstrate various classical and contemporary acting techniques and methods

TH2.c Create and sustain characters that communicate with audiences in an ensemble

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Theatre

- TH3 Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions
- TH3.a Develop designs that use visual and aural elements to convey environments that clearly support the text
- TH3.b Apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes and makeup
- TH3.c Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements
- TH3.d Explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint and makeup)
- TH3.e Design coherent stage management, promotional and business plan
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- TH4 Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal and formal productions
- TH4.a Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes
- TH4.b Develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting
- TH4.c Justify selections of text, interpretation and visual and aural artistic choices

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Theatre

Theatre Standards through grade 12

TH5 Researching by evaluating and synthesizing cultural and historical information to support artistic choices

TH5.a 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

TH6 Comparing and integrating art forms by analyzing traditional theatre, dance, music and visual art and new art forms

TH6.a Describe and compare the basic nature, materials, elements and means of communicating in theatre, dramatic media, musical theatre, dance, music and visual art

TH6.b Describe characteristics and compare the presentation of characters, environments and actions in theatre, musical theatre, dramatic media, dance and visual art

TH6.c Illustrate the integration of several arts media in informal presentations

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Theatre

Theatre Standards through grade 12

- TH7 Analyzing, critiquing and constructing meanings from informal and formal theatre and other dramatic productions
- TH7.a Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances
- TH7.b Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national and international issues
- TH7.c Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compares perceived artistic intent with the final aesthetic achievement
- TH7.d Analyze and critique the whole and the parts of dramatic performances, taking into account the context and constructively suggest alternative artistic choices
- TH7.e Analyze, compare and evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions

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Theatre

Theatre Standards through grade 12

- TH8 Understanding context by analyzing the role of theatre and other dramatic media in the past and the present
- TH8.a 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
- TH8.b Analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures
- TH8.c Identify and compare the lives, works and influence of representative theatre artists in various cultures and historical periods
- TH8.d Identify cultural and historical sources of American theatre and musical theatre
- TH8.e Analyze the effect of their own cultural experiences on their dramatic work

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Visual Art
Kindergarten

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Knows the differences between materials, techniques and processes	
B. Describes how different materials, techniques and processes cause different responses	1. Will use the following media: crayons, finger-paint, tempera paint, watercolor and brushes, play dough, clay, scissors, yarn, string, chalk, glue/paste, paper and markers by creating works of art 2. Will create using the following techniques: paints with large brushes, pastes and folds paper correctly, cuts basic shapes, makes stamp prints, makes rubbings, constructs simple puppets and masks, makes coil pots
C. Uses different media, techniques and processes to communicate ideas, experiences and stories	1. Will use the following media: crayons, finger-paint, tempera paint, watercolor and brushes, play dough, clay, scissors, yarn, string, chalk, glue/paste, paper and markers by creating works of art 2. Will create using the following techniques: paints with large brushes, pastes and folds paper correctly, cuts basic shapes, makes stamp prints, makes rubbings, constructs simple puppets and masks, makes coil pots 3. Uses media to create images and forms that tell a story, accompanied by emergent writing 4. Develops skill in scissor use and follows directions
D. Uses art materials and tools in a safe and responsible manner	1. Follows directions, observes safety rules and proper care of supplies

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Kindergarten

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
A. Knows the difference among visual characteristics and purposes of art in order to convey ideas	<ol style="list-style-type: none"> 1. Identifies and uses line, shape and color in artworks 2. Uses lines: straight, zigzag, curves, wavy, thick and thin 3. Draws circles, triangles, squares, rectangles 4. Recognizes a sphere, cube, cone and cylinder 5. Identifies and mixes the primary colors: yellow, red and blue 6. Names design elements in selected works
B. Describes how different expressive features and organizational principles cause different responses	<ol style="list-style-type: none"> 1. Uses color to evoke joy, sadness, anger 2. Recognizes and uses repetition to create movement in their artwork 3. Applies elements using formal and informal balance
C. Uses visual structures and functions of art to communicate ideas	<ol style="list-style-type: none"> 1. Uses color to evoke joy, sadness, anger 2. Develops an art vocabulary to talk about artworks and artists

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses visual structures and functions of art to communicate ideas	<ol style="list-style-type: none"> 1. Represents subject matter such as animals, birds, people, places, things, nature, city life, weather and seasons, faces/portraits, transportation, etc. in works of art 2. Identifies similar subject matter, symbols and ideas in works of art from holidays, celebrations and common themes 3. Uses ideas from real life, dreams, imagination and fantasies to create art

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Visual Art

Kindergarten

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows that the visual arts have both a history and specific relationship to various cultures	<ol style="list-style-type: none"> 1. Recognizes that there are universal themes in art throughout history 2. Identifies the differences and similarities in works of art
B. Identifies specific work of art as belonging to particular cultures, times and places	<ol style="list-style-type: none"> 1. Compares art which looks different because of the time period it was made in 2. Makes simple 2-dimensional or 3-dimensional visual art from different cultures and talks about their features

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Understands there are various purposes for creating works of visual art	<ol style="list-style-type: none"> 1. Interprets moods, meanings, symbolism and themes (expressive qualities) in art 2. Locates art in home, school and neighborhood
B. Describes how people's experiences influence the development of specific artworks	<ol style="list-style-type: none"> 1. Develops and opinion about the qualities of their artwork and the works of others 2. Discusses how an artwork makes them feel 3. Respects the responses and opinions of others 4. Locates art in home, school and neighborhood

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Visual Art

C. Understands there are different responses to specific artworks	<ol style="list-style-type: none"> 1. Develops and opinion about the qualities of their artwork and the works of others 2. Discusses how an artwork makes them feel 3. Recognizes that students can have similar and different descriptions of the same work of art 4. Values one's own artwork and that of one's peers and others 5. Respects the responses and opinions of others
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VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
B. Identifies connections between the visual arts and other disciplines in the curriculum	<ol style="list-style-type: none"> 1. Creates drawings and paintings in response to music 2. Expresses ideas orally and pictorially based on stories from literature 3. Makes simple books with their own pictures to illustrate a story the dictated 4. Identifies simple geometric shapes and combines them to make designs and patterns 5. Discusses the various types of jobs that artists perform

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 1

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Knows the differences between materials, techniques and processes	1. Describes the differences between art materials, techniques (e.g. varying size and color) and processes (e.g. addition and subtraction in sculpture)
B. Describes how different materials, techniques and processes cause different responses	1. Will create using the following techniques: cuts complex shapes, constructs simple puppets (paper bag, sticks), makes collages, makes prints (sandpaper, mono-print and splatter), combines media (watercolors, markers, crayon), paints murals, constructs clay projects (pinch pots, animals, figures)
C. Uses different media, techniques and processes to communicate ideas, experiences and stories	1. Will create using the following techniques: cuts complex shapes, constructs simple puppets (paper bag, sticks), makes collages, makes prints (sandpaper, mono-print and splatter), combines media (watercolors, markers, crayon), paints murals, constructs clay projects (pinch pots, animals, figures) 2. Describes artwork and illustrates stories accompanied by writing
D. Uses art materials and tools in a safe and responsible manner	1. Follows directions, observes safety rules and properly cares for supplies

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 1

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
A. Knows the difference among visual characteristics and purposes of art in order to convey ideas	<ol style="list-style-type: none"> 1. Identifies the purposes of art (e.g. to convey ideas) 2. Recognizes basic geometric shapes in nature, man-made objects and in artworks 3. Identifies and uses lines: straight, zigzag, curves, wavy, spiral, thick, thin 4. Identifies and mixes primary colors to create secondary colors/warm and cool 5. Mixes white and black with colors to create tints and shades
B. Describes how different expressive features and organizational principles cause different responses	<ol style="list-style-type: none"> 1. Uses spatial relationships 2. Identifies matching parts of symmetrical designs 3. Uses color to evoke joy, sadness, anger 4. Creates using repetition, balance, emphasis, contrast, unity to evoke different responses 5. Uses media to recreate the appearance of rough, smooth, bumpy, scratchy, slick 6. Colors and paints using depth, foreground, middle ground, overlapping
C. Uses visual structures and functions of art to communicate ideas	

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 1

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses visual structures and functions of art to communicate ideas	<ol style="list-style-type: none">1. Understands the meaning of symbols in works of art and artifacts2. Describes art forms such as portrait, sculpture, statue, sketch and bust3. Produces art that depicts symbols from everyday life4. Develops and uses ideas from imagination and other visual inspiration

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows that the visual arts have both a history and specific relationship to various cultures	

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

B. Identifies specific work of art as belonging to particular cultures, times and places

1. Identifies similar subject matter, symbols and ideas in works of art and artifacts from diverse cultures and historical periods, e.g., rituals, holidays, celebrations and common themes
2. Recognizes the cultural origins of art and artifacts from diverse cultures and places, understanding that art has been an important human activity since early times
3. Uses a variety of materials to create works that reflect cultural features
4. Observes works of art for clues to know when they were made, what they were made of, how they were made and why they were made
5. Observes art that looks different because of the time period it was made in and the culture that produces it
6. Makes 2-dimensional and 3-dimensional artworks reflecting features of diverse cultures

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art
Grade 1

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Understands there are various purposes for creating works of visual art	1. Identifies broad categories of art works 2. Distinguishes media and techniques
B. Describes how people's experiences influence the development of specific artworks	1. Verbally describes likes and dislikes about works of art by using art vocabulary
C. Understands there are different responses to specific artworks	1. Responds to various media in art by self, others and art reproductions 2. Analyzes the sensory qualities and structures in artworks 3. Interprets moods, meanings, symbolism and themes (expressive qualities) in art 4. Verbally describes likes and dislikes about works of art by using art vocabulary 5. Respects the responses and opinions of others

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art
Grade 1

VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
B. Identify connections between the visual arts and other disciplines in the curriculum	<ol style="list-style-type: none">1. Uses examples of paintings, music, dance and theater to show similarities2. Understands the similarity of rhythm and harmony in art and music3. Expresses ideas pictorially and orally based on stories from literature4. Describes works of art in writing5. Uses measurement skills to make simple constructions composed of geometric shapes6. Understands what makes a portrait and the relationship to history7. Recognizes different architecture in the neighborhood an city8. Explores art careers and the various types of jobs that artists perform

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 2

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Knows the differences between materials, techniques and processes	1. Distinguishes art materials (e.g. paint, clay, wood), techniques (e.g. overlapping, varying, size and color), and processes (e.g. Addition and subtraction in sculpture)
B. Describes how different materials, techniques and processes cause different responses	1. Creates using the following techniques: blends colors, makes crayon resist and etchings, make simple clay figures, constructs stick puppets, tears forms form folded paper, makes glue prints and styrofoam prints, makes paper sculpture, makes animal forms and jewelry with paper maché
C. Uses different media, techniques and processes to communicate ideas, experiences and stories	1. Develops control and confidence in using the following media: watercolors, oil pastels, torn paper and cut papers, styrofoam 2. Creates using the following techniques: blends colors, makes crayon resist and etchings, make simple clay figures, constructs stick puppets, tears forms form folded paper, makes glue prints and styrofoam prints, makes paper sculpture, makes animal forms and jewelry with paper maché 3. Uses media to illustrate stories, accompanied by descriptive sentences
D. Use art materials and tools in a safe and responsible manner	1. Follows directions for clean-up and storage of materials and tools

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 2

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
A. Knows the difference among visual characteristics and purposes of art in order to convey ideas	<ol style="list-style-type: none">1. Distinguishes between visual characteristics (e.g. color, texture) and purposes of art (e.g. to convey ideas)2. Distinguishes between shape (2-dimensional) and form (3-dimensional)3. Identifies architectural features (e.g. arches, columns, symmetry, domes)
B. Describes how different expressive features and organizational principles cause different responses	<ol style="list-style-type: none">1. Understands how different compositional, expressive features (e.g. evoking joy, sadness, anger) and organizational principles (e.g. repetition, balance, emphasis, contrast, unity) cause different responses2. Describes architecture as the design of the built environment
C. Uses visual structures and functions of art to communicate ideas	<ol style="list-style-type: none">1. Uses line, shape, value, color and texture in artworks2. Mixes and paints colors: primary/secondary, warm and cool, dark and light3. Creates and combines organic and geometric shapes4. Creates a sphere, cube, cone cylinder and pyramid5. Creates the illusion of depth on a flat surface by using large and small shapes and objects

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 2

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses visual structures and functions of art to communicate ideas	<ol style="list-style-type: none"> 1. Evaluates prospective subject matter, symbols and ideas for the production of artwork 2. Creates images in drawings, paintings and collages that depict specific subject matter, symbols and ideas to communicate meaning 3. Designs artwork and posters to illustrate an identified theme

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows that the visual arts have both a history and specific relationship to various cultures	<ol style="list-style-type: none"> 1. Understands that art looks different because of the time period in which it was created and the culture in which it was created 2. Recognizes the needs of a culture often affect its art
B. Identifies specific work of art as belonging to particular cultures, times and places	<ol style="list-style-type: none"> 1. Identifies works of art as belonging to time periods and cultures 2. Identifies the differences and similarities in works of art 3. Uses a variety of materials to create works that reflect cultural characteristics 4. Observes works of art for clues to know when they were made, what they were made of, how they were made and why they were made

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 2

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Understands there are various purposes for creating works of visual art	1. Recognizes that art is created for a variety of reasons (e.g. beauty, personal expression, functional, celebration, documentation of an event)
B. Describes how people's experiences influence the development of specific artworks	1. Verbally describes likes and dislikes about works of art by using visual arts vocabulary (art elements, principles and expressive features) 2. Respects the responses and opinion of others by listening thoughtfully 3. Understands there are different responses to their own artworks and the works of others
C. Understands there are different responses to specific artworks	1. Verbally describes likes and dislikes about works of art by using visual arts vocabulary (art elements, principles and expressive features) 2. Respects the responses and opinion of others by listening thoughtfully 3. Understands there are different responses to their own artworks and the works of others

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 2

VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
A. Identifies connections between the visual arts and other disciplines in the curriculum	<ol style="list-style-type: none">1. Illustrates stories to convey the meaning of subject2. Identifies geometric shapes in simple designs and patterns (e.g. tangrams, tessellations)3. Uses measurement skills to make simple constructions4. Uses examples of paintings, music and dance to show similarities of rhythm and harmony

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 3

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Knows the differences between materials, techniques and processes	1. Distinguishes between art materials (e.g. wood, fabric, stone, digital ink), techniques (e.g. overlapping, weaving, varying size and color) and processes (e.g. addition and subtraction in sculpture, sketching, line drawing and coloring final image in painting scenery and murals)
B. Describes how different materials, techniques and processes cause different responses	
C. Uses different media, techniques and processes to communicate ideas, experiences and stories	1. Develops control and confidence in using the following media: paper, paint, ink, yarn, cardboard, oak tag, styrofoam, fabric, clay) 2. Creates using the following techniques and processes: paper masks, scenery, painting, drawing, architectural design, lettering
D. Uses art materials and tools in a safe and responsible manner	1. Safely uses, cleans, cares for and stores art materials and tools

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 3

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
A. Knows the difference among visual characteristics and purposes of art in order to convey ideas	
B. Describes how different expressive features and organizational principles cause different responses	1. Demonstrates how different compositional expressive features (e.g. evoking joy, sadness, anger) and organizational principles (e.g. repetition/rhythm, balance, emphasis, contrast, proportion, variety, harmony, unity) cause different responses
C. Uses visual structures and functions of art to communicate ideas	1. Creates using line designs, six geometric shapes, five forms, value, color, textures and space in artworks 2. Mixes and paints colors: tertiary, monochromatic, dark/light, etc. 3. Identifies and uses complementary colors 4. Plans compositions using an orderly and planned arrangement of the elements and principles of art to convey ideas and emotions 5. Identifies different architectural classifications of buildings, such as residential, industrial, recreational, religious, monumental and institutional

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 3

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses visual structures and functions of art to communicate ideas	<ol style="list-style-type: none"> 1. Describes similar subject matter, symbols and ideas in works of art from different cultures and historical periods (rituals, holidays, celebrations and common themes) 2. Selects prospective ideas (e.g. formulated thoughts, opinions, concepts) for works of art 3. Finds meanings in art based on subject matter content and represents in own art 4. Develops ideas and a design to represent a theme

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows that the visual arts have both a history and specific relationship to various cultures	<ol style="list-style-type: none"> 1. Understands that art is the result of many influences including knowledge, skills and experiences
B. Identifies specific work of art as belonging to particular cultures, times and places	<ol style="list-style-type: none"> 1. Identifies the characteristics of specific artworks and artifact belonging to particular cultures and times based on visual characteristics 2. Demonstrates how history and the visual arts can influence each other in making and studying works of art 3. Identifies features of art, themes, issues and topics form historical eras

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 3

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Understands there are various purposes for creating works of visual art	1. Recognizes that reflection is important for understanding and improving one's own artwork
B. Describes how people's experiences influence the development of specific artworks	1. Recognizes that art is created for a variety of reasons (e.g. beauty, personal expression, functional, celebration, documentation of an event)
C. Understands there are different responses to specific artworks	1. Recognizes that reflection is important for understanding and improving one's own artwork 2. Respects the responses and opinions of others by listening thoughtfully

VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
B. Identifies connections between the visual arts and other disciplines in the curriculum	1. Creates using similarity of rhythm and harmony in art, music and dance 2. Creates works of art to explore ideas and integrate either science, mathematics, social studies, language arts or technology 3. Creates works of art to explore ideas and integrate the performing arts 4. Identifies a wide variety of visual arts careers, including jobs in our society that need an artist to make a product or improve it

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 4

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Knows the differences between materials, techniques and processes	
B. Describes how different materials, techniques and processes cause different responses	1. Experiments with a range of materials and techniques to express an idea based on individual experiences and imagination
C. Uses different media, techniques and processes to communicate ideas, experiences and stories	1. Develops control and confidence in using the following media: printing ink, colored papers/found/natural objects, chalk pastels/colored pencils/ clay, paper maché, plaster 2. Demonstrates the following techniques and processes: makes corrugated cardboard prints, mixed media constructions, builds slab pots (scoring, joining clay), draws human figures in proportion, constructs masks and stage scenery, sculpts with plaster casting process, constructs shadow puppets 3. Experiments with a range of materials and techniques to express an idea based on individual experiences and imagination
D. Uses art materials and tools in a safe and responsible manner	

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Visual Art

Grade 4

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
A. Knows the difference among visual characteristics and purposes of art in order to convey ideas	
B. Describes how different expressive features and organizational principles cause different responses	1. Describes moods, meaning and messages in works of art in student's own words and appropriate vocabulary 2. Identifies and uses balance, rhythm, contrast, proportion, unity and emphasis
C. Uses visual structures and functions of art to communicate ideas	1. Represents realism and designs with form, value, texture, space, size, tints and shades 3. Creates the illusion of depth on a flat surface by shading and overlapping forms and objects

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses visual structures and functions of art to communicate ideas	1. Compares the treatment of subject matter, symbols and themes found in art periods and styles 2. Designs artwork to illustrate and identifies theme 3. Compares different classifications of buildings such as residential, industrial, recreational, religious, monumental and institutional

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 4

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows that the visual arts have both a history and specific relationship to various cultures	1. Determines how the arts compare or contribute to understanding our own social, cultural and environmental dimensions
B. Identifies specific work of art as belonging to particular cultures, times and places	1. Identifies the characteristics of specific artworks and artifacts belonging to particular cultures and times based on visual characteristics to include: 2. Articulates the names of recognized artists from historical periods and diverse cultures, associating the artist with representative works

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Understands there are various purposes for creating works of visual art	1. Describes some reasons that art is created (e.g. beauty, personal expression, functional, celebration, documentation of an event)
B. Describes how people's experiences influence the development of specific artworks	1. Explains ideas about own and other various artworks
C. Understands there are different responses to specific artworks	1. Recognizes that reflection is important for understanding and improving their own artwork 2. Respects the responses and opinions of others by listening thoughtfully 3. Develops an opinion about the qualities of their artworks and the works of others

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 4

VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
B. Identifies connections between the visual arts and other disciplines in the curriculum	<ol style="list-style-type: none">1. Uses line and balance in the visual arts, dance and music2. Creates works of art to explore ideas and integrate either science, mathematics, social studies, reading, language arts, or technology3. Creates works of art to explore ideas in the performing arts4. Understands symbols and keys in map making5. Evaluates the aesthetic history of the neighborhoods and different ways people are involved with art in the community6. Identifies a variety of visual arts careers, including jobs in our society that need an artist to make a product or improve it

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 5

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Selects media, techniques and processes; analyzes what makes them effective or not effective in communicating ideas; and reflects upon the effectiveness of their choices	1. Creates drawings/paintings: contour, pen & ink, mixed media, colored pencils and watercolor, chalk and pencil, chalk, oils pastels and watercolor/tempera paint, tempera ink resist 2. Demonstrates the following techniques and processes: paper techniques of cutting, scoring, curling, makes block prints, clay objects
B. Intentionally takes advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas	1. Depicts expressions of happiness, sadness and identified feelings

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
B. Employs organizational structures and analyzes what makes them effective or not effective in the communication of ideas	1. Mixes paints with primary, secondary, tertiary; complimentary, analogous, neutral, tints and shades, warm and cool colors 2. Designs with positive and negative space 3. Creates the illusion of depth on a flat surface by shading forms, using tints and shades
C. Selects and uses qualities of structures and functions of art to improve communication of their ideas	1. Recognizes the relationship of the cone, cube, sphere, cylinder and pyramid to forms in the environment 2. Understands that an artist uses direction, repetition, color, rhythm and emphasis to convey ideas and emotions

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 5

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artworks	<ol style="list-style-type: none"> 1. Demonstrates an understanding that what is observed, the space and time in which it is produced and culture and history, tempers the value and meaning of art 2. Understands that different backgrounds and experiences of artists may be reflected in their work 3. Differentiates between a reproduction and an original work 4. Describes the aesthetic and non-aesthetic elements in the art of an urban or rural environment

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows and compares the characteristics of artworks in various eras and cultures	<ol style="list-style-type: none"> 1. Identifies specific artworks and artifacts belonging to particular cultures and times based on visual characteristics 2. Knows the names of recognized artists from historical periods and diverse cultures, associating the artists with representative works
B. Describes and places a variety of art object in historical and cultural contexts	<ol style="list-style-type: none"> 1. Identifies specific artworks and artifacts belonging to particular cultures and times based on visual characteristics to include: Renaissance Art in Italy, Art of Japan, 19th Century American Art 2. Knows the names of recognized artists from historical periods and diverse cultures, associating the artists with representative works

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 5

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Compares multiple purposes for creating works of art	
B. Analyzes contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	1. Recognizes the formal and informal art critique process 2. Understands the six steps of a critique: observe, describe, analyze, interpret, makes critical judgments and explain
C. Describes and compares a variety of individual responses to their own artworks and to artworks from various eras and cultures	1. Explains the aesthetic qualities (concerning the nature, beauty and value) of their artworks and the works of others 2. Verbally describes and makes judgments about works of art by using visual arts vocabulary (art elements, principles and expressive features)

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 5

VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
B. Describes ways in which the principles and subject matter of other disciplines taught in the school are interrelates with the visual arts	<ol style="list-style-type: none">1. Demonstrates the similarity of line, form, color, texture, rhythm and composition in art and melody, texture, harmony, rhythm, tone color/timbre and composition in music2. Illustrates stories with drawings3. Constructs two- and three-dimensional shapes, forms, tangrams and tessellations4. Uses drawings, maps and photography to study topics in social studies and science5. Uses art to record scientific observations by sketching, diagramming, mind mapping, graphing and using other graphic organizers6. Identifies a wide variety of visual arts careers, including jobs in our society which need an artist to make or improve a product7. Knows the role that an artist, art historian, curators, patron and gallery owners play

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 6

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Selects media, techniques and processes; analyzes what makes them effective or not effective in communicating ideas; and reflects upon the effectiveness of their choices	<ol style="list-style-type: none"> 1. Demonstrates proficiency in the following painting techniques: dry brush, wet into wet, wet into dry, dry into wet, watercolor washes 2. Identifies various alphabet styles (e.g. Roman, Gothic, block) 3. Demonstrates how to use and combine materials to achieve a desired effect
B. Intentionally takes advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas	<ol style="list-style-type: none"> 1. Experiments with a range of artworks using previously learned techniques to express an idea based on individual experiences and ideas

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
B. Employs organizational structures and analyzes what makes them effective or not effective in the communication of ideas	<ol style="list-style-type: none"> 1. Recognizes the relationship of the cone, cube, sphere, cylinder and pyramid to forms in the environment 2. Determines ways in which the qualities of structures and functions of art are used to create specific visual impact
C. Selects and uses qualities of structures and functions of art to improve communication of their ideas	<ol style="list-style-type: none"> 1. Uses elements in combination with one another to create more complex statements 2. Uses complimentary, analogous, neutral colors to express mood and atmosphere

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 6

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses subjects, themes and symbols that demonstrates knowledge of contexts, values and aesthetics that communicate intended meaning in artworks	<ol style="list-style-type: none">1. Evaluates artworks based on context, value and aesthetics2. Understands that different backgrounds and experiences of artists may be reflected in their work

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows and compares the characteristics of artworks in various eras and cultures	<ol style="list-style-type: none">1. Identifies specific artworks and artifacts belonging to particular periods and schools based on visual characteristics2. Knows the names of recognized artists from historical periods and diverse cultures, associating the artist with representative works3. Recognizes that works of art have a cultural style that reflects, values, beliefs, ways of seeing the world and degree of technology
B. Describes and places a variety of art object in historical and cultural contexts	<ol style="list-style-type: none">1. Identifies specific artworks and artifacts belonging to particular periods and schools based on visual characteristics2. Knows the names of recognized artists from historical periods and diverse cultures, associating the artist with representative works

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 6

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Compares multiple purposes for creating works of art	
B. Analyzes contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	1. Uses the six steps of a critiques to observe, describe, analyze, interpret, make critical judgments and explain
C. Describes and compares a variety of individual responses to their own artworks and to artworks from various eras and cultures	1. Explains the aesthetic qualities (concerning the nature, beauty and value) of their artworks and the works of others 2. Verbally describes and makes judgments about works of art by using visual arts vocabulary (art elements, principles and expressive features)

VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
B. Describes ways in which the principles and subject matter of other disciplines taught in the school are interrelates with the visual arts	1. Develops the characteristic relationships among visual arts and the performing arts (dance, music, theatre) in terms of themes, appreciation and elements 2. Demonstrates knowledge by illustrating stories with drawings 3. Constructs two- and three-dimensional shapes, forms, tangrams and tessellations 4. Uses art to record scientific observations by sketching, diagramming, mind mapping, graphing and using other graphic organizers 5. Uses drawings, maps and photography to study and illustrate topics in social studies and science 6. Recognizes that the values of a society determine the status of its artists and artisans

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 7

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Selects media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflects upon the effectiveness of their choices	<ol style="list-style-type: none"> 1. Demonstrates proficiency in media and technology to include: design/lettering/calligraphy, drawing/contour, gesture and one-point perspective, photography/film/video, jewelry, painting/acrylics, printmaking, sculpture, textiles 2. Manipulates media, format, light and subject matter to convey varied personal interpretations
B. Intentionally takes advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas	<ol style="list-style-type: none"> 1. Expresses joy and melancholy in contour and gesture drawings showing the figure in proportion

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
B. Employs organizational structures and analyzes what makes them effective or not effective in the communication of ideas	<ol style="list-style-type: none"> 1. Names color hues and that the tertiary colors are made from a primary and adjacent secondary color 2. Uses positive and negative space 3. Creates depth using various perspective devices such as color variations, overlapping forms and objects, position on picture plane 4. Generates movement through repetition of elements
C. Selects and uses qualities of structures and functions of art to improve communication of their ideas	<ol style="list-style-type: none"> 1. Uses complimentary, analogous, monochromatic, intense, neutral, warm and cool color relationships 2. Uses elements, principles and art terms to communicate specific meanings to others in artwork

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 7

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artworks	<ol style="list-style-type: none"> 1. Demonstrates an understanding that what is observed, the space and time in which it is produced, culture and history, tempers the value and meaning of art 2. Evaluates artworks base on context, value and aesthetics 3. Evaluates formulated thoughts, opinions and concepts for potential subject matter

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows and compares the characteristics of artworks in various eras and cultures	<ol style="list-style-type: none"> 1. Identifies specific artworks and artifacts belonging to particular styles, periods and schools based on visual characteristics 2. Describes the characteristics of artworks in various styles, <i>historical periods and schools</i>
B. Describes and places a variety of art object in historical and cultural contexts	<ol style="list-style-type: none"> 1. Identifies specific artworks and artifacts belonging to particular styles, periods and schools based on visual characteristics 2. Describes the characteristics of artworks in various styles, <i>historical periods and schools</i> 3. Names recognized artists from styles, historical periods, schools and diverse cultures, associating the artists with representative works

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 7

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Compares multiple purposes for creating works of art	
B. Analyzes contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	1. Observes and discusses a variety of works of art and artifacts that exemplify creators of art from diverse cultures and styles
C. Describes and compares a variety of individual responses to their own artworks and to artworks from various eras and cultures	1. Understands that students can have varying descriptions of the same works 2. Recognizes that reflection is important for understanding and improving one's own artwork

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 7

VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
B. Describes ways in which the principles and subject matter of other disciplines taught in the school are interrelates with the visual arts	<ol style="list-style-type: none">1. Understands the interconnection between art elements and principles (line, form, color, texture, rhythm) compositions and music elements (melody, texture, harmony, rhythm and tone color/timbre)2. Employs art to record scientific observations by sketching, diagramming, mind mapping, graphing and using other graphic organizers3. Uses drawings, maps and photography to study questions, issues or problems in social studies and science4. Uses mathematical ratios and proportion to understands and explore the human figure5. Analyzes art and architecture from a culture to learn more about its social values, beliefs and traditions6. Identifies a wide variety of visual arts careers, including jobs in our society which need an artist to make a product or improve it7. Studies the different backgrounds and experiences of artists which are reflected in their work

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 8

VA1 Understanding and applying media, techniques and processes	
STANDARD	ACTIVITIES
A. Selects media, techniques and processes; analyzes what makes them effective or not effective in communicating ideas; and reflects upon the effectiveness of their choices	1. Demonstrates an appropriate level of proficiency in media, techniques and processes to include: creating one- and two-point perspective drawings, scale drawings and architectural designs, creating watercolor paintings, producing two-color prints, manipulating texture, designing and constructing sculpture, developing layout skills using thumbnail sketches, rough and comprehensive layouts in making graphic designs, developing skills in lettering/typography/calligraphy, exploring photography and videography, creating books by combining text and graphics
B. Intentionally takes advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas	1. Develops original ideas, considers the effect, refines and completes processes

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 8

VA2 Using knowledge of structure and functions	
STANDARD	ACTIVITIES
B. Employs organizational structures and analyzes what makes them effective or not effective in the communication of ideas	
C. Selects and uses qualities of structures and functions of art to improve communication of their ideas	<ol style="list-style-type: none">1. Uses line to produce the effects of value2. Produces art using balance, emphasis, harmony, variety, gradation, movement, rhythm, proportions, unity3. Demonstrates that warm colors appear to advance and cool colors recede to create the illusion of depth of space4. Represents the effect of color schemes (monochromatic, polychromatic, analogous, complementary) in one's own artwork and that of others5. Produces formal (symmetry), informal (asymmetry) and radial balance

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 8

VA3 Choosing and evaluating a range of subject matter, symbols and ideas	
STANDARD	ACTIVITIES
B. Uses subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artworks	<ol style="list-style-type: none"> 1. Identifies cultural origins of artwork and objects from diverse cultures: content and apparent purpose, art media, aesthetics 2. Identifies universal subject matter and themes common to artists 3. Understands that different backgrounds and experiences of artists may be reflected in their work: cultural context, traditions, social class, religion, ethnicity and physical environment (geographic region), kinds of media available to the artist 4. Describes defining characteristics of genre, mythological and historical subjects, narrative, fantasy art

VA4 Understanding the visual arts in relation to history and cultures	
STANDARD	ACTIVITIES
A. Knows and compares the characteristics of artworks in various eras and cultures	<ol style="list-style-type: none"> 1. Identifies specific artworks and artifacts belonging to particular styles, periods and cultures based on visual characteristics 2. Describes the characteristics of artworks in particular styles, historical periods and schools
B. Describes and places a variety of art object in historical and cultural contexts	<ol style="list-style-type: none"> 1. Identifies specific artworks and artifacts belonging to particular styles, periods and cultures based on visual characteristics 2. Describes the characteristics of artworks in particular styles, historical periods and schools 3. Knows the names of recognized artists from styles, historical periods, schools and diverse cultures and associates the artist with representative works

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 8

VA5 Reflecting upon and assessing the characteristics and merits of their work and the work of others	
STANDARD	ACTIVITIES
A. Compares multiple purposes for creating works of art	
B. Analyzes contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	1. Performs the six steps of a critique: observe, describe, analyze, interpret, make critical judgments and explain 2. Verbally describes and makes judgments about works of art by using visual arts vocabulary (art elements, principles and expressive features)
C. Describes and compares a variety of individual responses to their own artworks and to artworks from various eras and cultures	1. Explains the aesthetic qualities (concerning the nature, beauty and value) of their artworks and the works of others

William E. Doar, Jr. Public Charter School for the Performing Arts
Visual Art

Grade 8

VA6 Making connections between visual arts and other disciplines	
STANDARD	ACTIVITIES
B. Describes ways in which the principles and subject matter of other disciplines taught in the school are interrelates with the visual arts	<ol style="list-style-type: none">1. Demonstrates the interconnection between artistic line, form, color, texture, rhythm and compositions; and music elements (melody, texture, harmony, rhythm and tone color/timbre)2. Represents the similarity of repeated pattern in dance/movement, music, poetry and visual arts3. Visually records scientific observations by sketching, diagramming, graphing and using other graphic organizers4. Uses drawings, maps and photography to study questions or issues in social studies and science5. Uses mathematical grids to enlarge and transfer images6. Identifies the role of artists in mass media, such as illustrators, photographers, graphic artists, computer graphic artists, cartoonists and artistic in television and film production

William E. Doar, Jr. Public Charter School for the Performing Arts
World Languages
Kindergarten

1. Communication	
1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Engages in simple conversations and responds, reacts to and initiates simple statements on topics of everyday life such as greetings, introductions and expressions of courtesy	1. Demonstrates saying hello and goodbye. 2. Connects pictures with vocabulary as stated by teacher 3. Connects colors with visual representations
B. Articulates own experiences related to topic for communication	1. Responds using appropriate gestures, both verbal and non-verbal
C. Asks and answers questions	1. Responds using appropriate gestures in the target culture
D. Blends two syllable sounds	1. Left to right sequence 2. Return sweep to left, and 3. Top to bottom
E. Identifies rhyming words	1. Matches rhyming words

1. Communication	
1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Listens to and responds to informational materials in the target language	1. Demonstrates an understanding of verbal and nonverbal communication by connecting visuals to representation (gestures)
B. Demonstrates an awareness of structural similarities and differences between the target language and the native language	1. Connects cultural events, characters to a specific region.
C. Responds to greetings, farewells and commands	1. Uses greetings and farewells appropriately
D. Conveys meaning in written words	1. Identifies directionality of print 2. Follows simple commands and identifies objects

William E. Doar, Jr. Public Charter School for the Performing Arts
World Languages

E. Identifies initial consonants

1. Connects the names of animals with visual representations

1. Communication

1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.

STANDARD	ACTIVITIES
A. Participates in a variety of activities identified with one of the target cultures by listening, speaking and gesturing and other nonverbal communication	1. Communicates by counting in correct sequence 1-10.
B. Elaborates about stories read	1. Connects pictures to words 2. Counts 10-20
C. Listens to and produces a variety of dialectical sounds and variations	1. Identifies main idea 2. Counts 20-30
D. Recognizes stressed vowels in a word	1. Matches numbers with manipulatives, 30-50

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World Languages

E. Articulates and relates sounds to letters	1. Dictates and reads simple stories
F. Applies sounds and letters in words	1. Uses manuscript writing

2. Cultures

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.

STANDARD	ACTIVITIES
A. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	1. Recognizes particular practices related to a specific cultural traditional song. 2. Matches spoken target words to printed words in the target culture

2. Cultures

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.

STANDARD	ACTIVITIES
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwelling, art, traditions, sports and foods	1. Describes similarities and differences with regard to food and clothing
B. Explores the musical contributions of a famous person in the target culture	1. Demonstrates and recognizes distinctive characteristics of a musical instrument from a particular region 2. Identifies the rhythm of a typical dance of the target culture 3. Discusses how music becomes part of a society 4. Uses musical instruments and listens to music of the target culture

William E. Doar, Jr. Public Charter School for the Performing Arts
World Languages

Kindergarten

3. Connections 3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Demonstrates basic understanding of the rules of target language in dictated and oral format	1. Uses correct oral language to express an idea in a simple arithmetic problem.
B. Develops several viewpoints relating to a single topic	1. Learns songs that highlight simple addition 2. Writes using upper and lower case letters accurately to connect to other disciplines.

3. Connections 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Summarizes information about language using characteristics of a particular region	1. Recites short idiomatic expressions
B. Recognizes how the integration of interdisciplinary information can be influenced by different cultural viewpoints	1. Uses musical instruments and listens to music of the target culture 2. Uses manipulatives to demonstrate number and finger play 3. Recognizes the sounds of a particular musical instrument of the target culture

4. Comparisons 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects community resources	1. Recites nursery rhymes, poems, songs, short stories.
B. Compares the works in two or more ways that share the same principle from the same era	1. Connects materials learned in other disciplines by learning colors and numbers

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World Languages

C. Demonstrates reading with rhythm, flow and meter that sound like everyday speech	1. Draws and illustrates events in a story 2. Dictates ideas to be written in a story
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4. Comparisons 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
STANDARD	ACTIVITIES
A. Recognizes the left to right and right to left progression when reading	1. Connects text with the target culture
B. Compares the works of two writers from different eras	1. Explains reasons we celebrate specific holidays, festivals and events

5. Communities 5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Identifies differences in a multicultural community design	1. Discusses/interprets languages heard in the community and mass media with reference to clothing, common objects found in everyday living.
B. Develops a sense of citizenship in the local and global communities applying the target language	1. Discusses/interprets languages heard in the community and mass media with reference to clothing, common objects found in everyday living.
C. Recognizes the importance of knowing a world language to improve career goals and opportunities	1. Identifies professions of interest within communities which require knowledge of a world language.

William E. Doar, Jr. Public Charter School for the Performing Arts
World Languages

Kindergarten

5. Communities	
5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
A. Explores differences in a multicultural community design	1. Engages in simple role-playing reflecting understanding relating to multicultural environment/community
B. Develops an awareness of the social, personal and cultural aspects of being bilingual	1. Engages in conversations with a partner using basic greetings and other cultural idiomatic expression

William E. Doar, Jr. Public Charter School for the Performing Arts
World Languages

Grade 1

1. Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Engages in simple conversations and responds, reacts to and initiates simple statements on topics of everyday life such as greetings, good-bye, instructions and expressions of courtesy	1. Listens and responds to a variety of texts-fiction, non-fiction, poetry, songs and nursery rhymes
B. Articulates own experiences related to topic for communication	1. Recognizes words that have been learned orally
C. Asks and answers questions	1. Retells/communicates based on knowledge of the story

1. Communication 1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Listens to and responds to informational materials	1. Demonstrates understanding of verbal and nonverbal communication
B. Becomes aware of structural similarities and differences between the target language and the native language	1. Answers questions about events, characters and settings

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World Languages

C. Responds to greetings and farewells and commands	1. Uses greetings and farewells appropriately and with complexity
D. Conveys meaning in written word	1. Connects the names of animals with visual representations 2. Matches numbers with manipulatives, 1-30
E. Articulates and relates sounds and letters	1. Follows simple commands and identifies objects
F. Applies sounds and letters in words	1. left to right sequence 2. Return sweep to left 3. Top to bottom 4. Blends two syllable sounds 5. Identifies rhyming words

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World Languages

Grade 1

1. Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.	
STANDARD	ACTIVITIES
A. Participates in a variety of activities identified with one of the target cultures by listening, speaking and gesturing and other nonverbal communication	1. Responds to commands such as sit down, get up, close the book, open the book, be quiet.
B. Comprehends main idea in simple narrative	1. Connects pictures to words associates with concepts in the student's first language
C. Listens to and produces a variety of dialectical sounds and variations	1. Dramatizes story lines, poems, songs and initiates conversation

2. Cultures 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	1. Recognizes particular practices related to a specific cultural traditional in the target language. 2. Summarizes the viewpoints of a live puppet show presentation

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World Languages

Grade 1

2. Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied , including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwelling, art, traditions, sports and foods	1. Describes similarities and differences with regard to music, artwork and clothing
B. Explores the musical contributions of a famous person in the target culture	1. Demonstrates and recognizes distinctive characteristics of a musical instrument from a particular region 2. Identifies the rhythm of a typical dance of the target culture 3. Discusses how music becomes part of a society 4. Uses musical instruments and listens to music of the target culture

3. Connections 3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Reinforces target language and expresses individual acknowledgment	1. Uses numbers for simple arithmetic problems, 1-50.
B. Develops several viewpoints relating to a single topic	1. Learns songs that highlight simple addition
C. Recognizes how the integration of interdisciplinary information can be influenced by different cultural viewpoints	1. Uses manipulatives to demonstrate number facts 2. Recognizes the sounds of a particular musical instrument of the target culture 3. Writes using upper and lower case letters accurately to connect to other disciplines 4. Explains reasons we celebrate specific holidays, festivals and events.

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World Languages
Grade 1

3. Connections	
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Summarizes information about language using appropriate cultural perspectives that evaluate distinctive viewpoints through world language and its culture	1. Recites short idiomatic expression

4. Comparisons	
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects community resources	1. Recites nursery rhymes, poems, songs, short stories.
B. Recognizes the left to right and right to left progression when reading	1. Connects text with the target culture
C. Demonstrates reading with rhythm, flow and meter that sound like everyday speech	1. Engages in games of the target culture

4. Comparisons	
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
STANDARD	ACTIVITIES
A. Identifies aspects of various cultural heritages and traditions in the literature	1. Retells story in correct sequence using details and story elements
B. Integrates material learned in the target language into mathematics, science, social studies, English language arts and the arts	1. Dictates ideas to be written in a story 2. Discusses/interprets languages heard in the community and mass media 3. Makes reference to clothing and common objects found in everyday living

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World Languages
Grade 1

5. Communities 5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Explores differences in a multicultural community design	1. Engages in simple role-playing reflecting understanding relating to multicultural environment/community
B. Recognizes the importance of knowing a world language to improve career goals and opportunities	1. Identifies professions of interest within communities which require knowledge of a world language 2. Uses the basic vocabulary for occupations in the target culture

5. Communities 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
A.. Develops an awareness of the social, personal and cultural aspects of being bilingual	1. Engages in conversations with a partner using basic greetings and other cultural idiomatic expression
B. Identifies differences in a multicultural community design	1. Discusses/interprets languages heard in the community and mass media with reference to clothing, common objects found in everyday living
C. Develops an awareness of societal and community building	1. Describes people, places, things and actions

William E. Doar, Jr. Public Charter School for the Performing Arts
World Languages

Grade 2

1. Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Communicates with rhyme flow and meter that sounds like a native speaker	1. Responds to pictures and patterns
B. Articulates own experiences related to topic for communication	1. Develops technique to assemble patterns in sequence
C. Asks and answers questions	1. Asks the name of another, following the model, "What is your name?"

1. Communication 1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Engages in simple communications and responds, reacts to and initiates simple statements on topics relating to the target culture using culturally appropriate gestures	1. Models and responds to a variety of texts, fiction, non-fiction, poetry, songs and nursery rhymes.
B. Becomes aware of structural similarities and differences between the target language and the native language	1. Imitates/questions about events, characters and setting

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World Languages

C. Responds to greetings and farewells and commands	1. Initiates story lines, poems, songs as well as initiates greetings and farewells
D. Listens to and produces a variety of dialectical sounds and variations	1. Understands patterns and colors and cycles by learning colors, days, months and numbers 1-50.
E. Conveys meaning in written word	1. Matches numbers with manipulatives
F. Articulates and relates sounds and letters	1. Identifies directionality of print 2. Identifies rhyming words 3. Blends two syllable sounds
G. Applies sounds and letters in words	1. Asks and responds to letters: Understands patterns and cycles; introduces oneself following model; initiates greetings and farewells; dictates and reads simple stories; uses manuscript for creating facsimile.

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World Languages

H. Identifies stressed vowels in a word	1. Connects the names of animals with visual representations; 2. Follows simple commands and identifies realia
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1. Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.	
STANDARD	ACTIVITIES
A. Participates in a variety of activities identified with one of the target cultures by listening, speaking and gesturing and other nonverbal communication	1. Demonstrates an understanding of verbal and nonverbal communication 2. Talks about story communicating in correct sequence

2. Cultures 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	1. Recognizes/familiarizes with realia related to a specific cultural tradition. 2. Familiarizes with crafts and artifacts

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World Languages

Grade 2

2. Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied , including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwelling, art, traditions, sports and foods	1. Describes similarities and differences with regard to music, artwork and clothing and certain crafts from the target culture
B. Explores the musical contributions of a famous person in the target culture	1. Demonstrates and recognizes distinctive characteristics of a musical instrument from a particular region 2. Identifies the rhythm of a typical dance of the target culture 3. Creates an artifact reflecting the target culture
3. Connections 3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Reinforces target language and expresses individual acknowledgment	1. Uses numbers for simple arithmetic problems, 1-50.
B. Develops several viewpoints relating to a single topic	1. Learns to appreciate children's literature and crafts of the target culture
C. Recognizes how the integration of interdisciplinary information can be influenced by different cultural viewpoints	1. Explores/uses numbers for simple arithmetic problems 2. Recognizes the sounds of a particular musical instrument of the target culture 3. Writes using upper and lower case letters accurately to connect to other disciplines 4. Explains reasons we celebrate specific holidays, festivals and events. 5. Listens and describes the events in a story

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World Languages

Grade 2

3. Connections	
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Summarizes information about language using appropriate cultural perspectives that evaluate distinctive viewpoints through world language and its culture	1. Recites short idiomatic expression
4. Comparisons	
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects community resources	1. Recites/describes nursery rhymes, poems, songs, short stories in sequence
B. Recognizes the left to right and right to left progression when reading	1. Connects text with personal experience
C. Demonstrates reading with rhythm, flow and meter that sounds like everyday speech	1. Discusses/interprets languages heard in the community and mass media
4. Comparisons	
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
STANDARD	ACTIVITIES
A. Compares the characteristics of works in two or more ways that share the same principle, historical era or cultural context	1. Develops an appreciation of literary forms in the target culture 2. Dictates ideas to be written in a story

William E. Doar, Jr. Public Charter School for the Performing Arts
World Languages

Grade 2

5. Communities 5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Explores differences in a multicultural community design	1. Engages in simple role-playing reflecting understanding relating to multicultural environment/community
B. Recognizes the importance of knowing a world language to improve career goals and opportunities	1. Identifies professions of interest within communities which require knowledge of a world language 2. Uses the basic vocabulary for occupations in the target culture

5. Communities 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
A.. Develops an awareness of the social, personal and cultural aspects of being bilingual	1. Engages in games, songs, stories, crafts of the target culture with a partner using basic greetings and other cultural idiomatic expression
B. Identifies differences in a multicultural community design	1. Interprets languages heard in the community and mass media with reference to clothing, common objects found in everyday living
C. Develops an awareness of societal and community building	1. Describes people, places, things and actions 2. Engages in games of the target culture

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World Languages

Grade 3

1. Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Listens to and responds to informational materials	1. Reads and relates story, communicating in correct sequence
B. Articulates own experiences related to topic for communication	1. Comprehends and provides written response to a shared reading
C. Asks and answers questions	1. Expands knowledge of the numbers to include 1-100
B. Becomes aware of structural similarities and differences between the target language and the native language	1. Responds to questions about events, characters and setting
C. Responds to greetings and farewells and commands	1. Uses a variety of greetings, gestures and farewells appropriately

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World Languages

D. Listens to and produces a variety of dialectical sounds and variations	1. Memorizes story lines, poems and songs and initiates conversation
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1. Communication 1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Comprehends the main idea in simple narratives	1. Comprehends a variety of texts, fiction, non-fiction, poetry, songs and nursery rhymes
B. Elaborates about stories read	1. Elaborates on more complex text and chapter books
C. Conveys meaning in written word	1. Reads simple stories

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World Languages

D. . Articulates and relates sounds and letters	<ol style="list-style-type: none">1. Identifies rhyming words2. Blends two-syllable sounds3. Identifies initial consonants
E. . Applies sounds and letters in words	<ol style="list-style-type: none">1. Uses manuscript writing2. Writes the names of animals with visual representations3. Writes numbers using manipulatives 1-75
F. Identifies stressed vowels in a word	<ol style="list-style-type: none">1. Follows simple commands and identifies objects
G. Identifies cognate words	<ol style="list-style-type: none">1. Understands and describes: family members; household pets; neighborhood places

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World Languages

Grade 3

1. Communication	
1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.	
STANDARD	ACTIVITIES
A. Participates in a variety of activities identified with one of the target cultures by listening, speaking and gesturing and other nonverbal communication	1. Recognizes similarities and differences in the role of a child of comparable age in a family in the target culture
B. Analyzes and revises work to make it effective communication; Adds and deletes details and explanations	1. Demonstrates an understanding of verbal and nonverbal communication

2. Cultures	
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	1. Understands child's role in the family and community as compared with that of a child in the target culture 2. Summarizes the viewpoints of a student presentation puppet show

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World Languages

Grade 3

2. Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied , including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwelling, art, traditions, sports and foods	1. Describes similarities and differences with regard to music, artwork and clothing and certain crafts from the target culture
B. Recognizes the heritage and contributions of the target culture	1. Demonstrates and recognizes distinctive characteristics of elements used in the development of cultural products of a particular region 2. Identifies the rhythm of a typical dance of the target culture 3. Discusses how music becomes part of a society 4. Uses musical instruments and listens to music of the target culture

3. Connections 3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Reinforces target language and expresses individual acknowledgment	1. Understands nursery rhymes, poems, songs, short stories of target culture
B. Develops several viewpoints relating to a single topic	1. Recites songs that highlight simple addition
C. Recognizes how the integration of interdisciplinary information can be influenced by different cultural viewpoints	1. Uses manipulatives to demonstrate number facts 2. Recognizes the sounds of a particular musical instrument of a target culture 3. Writes using upper and lower case letters accurately to connect to other disciplines 4. Cites reasons for the celebration of specific holidays, festivals and events

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World Languages

Grade 3

3. Connections 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Summarizes information about language using appropriate cultural perspective that evaluates the distinctive viewpoints through language and its culture	1. Develops an appreciation of literary forms of the target culture through poetry and songs.

4. Comparisons 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects community resources	1. Understands nursery rhymes, poems, songs, short stories of the target culture
B. Integrates material learned in the target language into mathematics, science social studies, English language arts and the arts.	1. Understands and compare the impact of the environmental conditions on the daily life of a child in his own culture and the target culture
C. Demonstrates reading with rhythm, flow and meter that sounds like everyday speech	1. Listens and describes events in a story 2. Dictates ideas to be written in a story 3. Discusses languages heard in the community and mass media 4. Articulates clothing, common objects found in everyday living.

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World Languages

Grade 3

4. Comparisons 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
STANDARD	ACTIVITIES
A. Compares in two or more ways the characteristics of works that share the same principle, historical era or cultural context	1. Retells story in correct sequence, using details and story elements
B. Identifies aspects of various cultural heritages and traditions in the literature	1. Cites reasons for the celebration of specific holidays, festivals and events.

5. Communities 5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Explores differences in a multicultural community design	1. Identifies the major features of geography of the region or country where the target language is widely spoken
B. Uses the arts to understand the culture of the target language	1. Understands and appreciates differences in two cultures in a given situation 2. Develops an awareness of global issues related to the environment and tourism

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World Languages

Grade 3

5. Communities 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
A. Develops an awareness of the social, personal and cultural aspects of being bilingual	1. Learns games, songs, poems and stories related to family and community helpers and makes them part of the daily routine
B. Recognizes the importance of knowing a world language to improve career goals and opportunities	1. Identifies professions of interest within communities which requires knowledge of a world language

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World Languages

Grade 4

1. Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Articulates own experiences related to topic for communication	1. Uses target language to state likes, dislikes and preferences

1. Communication 1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Listens to and responds to informational materials	1. Identifies and describes fruits and vegetables 2. Expands on numbers 1-100. 3. Recognizes story elements in fiction (problem, setting, plot and climax)
B. Becomes aware of structural similarities and differences between the target language and the native language	1. Connects pictures to words and writes sentences about pictures

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C. Responds to greetings, farewells and commands	1. Comprehends and provides a written response to shared reading/writing activities
D. Conveys meaning in written word	1. Recognizes the names of animals without visual representations 2. Reads simple stories with understanding
E. Articulates and relates sounds and letters	1. Identifies and matches rhyming words with accuracy 2. Blends two-syllable sounds 3. Identifies initial consonants
F. Applies sounds and letters in words	1. Uses manuscript writing 2. Writes numbers using manipulatives 3. Describes the weather and seasons 4. Describes clothing appropriate to seasons 5. Identifies various fruits and vegetables
G. Identifies stressed vowels in a word	1. Gives simple commands and identifies objects

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Grade 4

1. Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.	
STANDARD	ACTIVITIES
A. Participates in a variety of activities identified with one of the target cultures by listening, speaking and gesturing and other nonverbal communication	1. Uses target language to respond orally to: describe the weather on a daily, monthly or seasonal basis; describe clothing appropriate to seasons, weather and country
B. Listens to and produces a variety of dialectical sounds and variations	1. Reads a simple narrative that has been seen, heard and understood
C. Participates in a variety of activities identified with one of the target cultures by speaking and listening	1. Follows and gives commands related to appropriate vocabulary

2. Cultures 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	1. Recognizes particular sporting events related to specific cultural tradition or region. 2. Summarizes the viewpoints of a live puppet show presentation

2. Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwellings, art, traditions, sports and food	1. Recognizes the climatic similarities and differences between the student's environment and that of the target culture.

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B. Explores the musical contributions of a famous person	<ol style="list-style-type: none"> 1. Recognizes distinctive characteristics of a musical instrument from a particular region. 2. Identifies the rhythm of a typical dance of the target culture. 3. Recognizes musical instruments and listens to music of the target culture
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3. Connections	
3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Reinforces target language and expresses individual acknowledgment	1. Compares and contrasts the impact of environmental conditions on the daily life of a child in the target culture
B. Demonstrates an understanding and expresses basic, concrete concepts from other disciplines in the target language	1. Compares conditions experienced in own culture and the target culture studied
C. Recognizes how the integration of interdisciplinary information can be influenced by different cultural viewpoints	1. Understands and compares education in the target culture and the language studied.

3. Connections	
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Summarizes information about language using appropriate cultural perspectives that evaluate the distinctive viewpoints through world language and its culture	1. Connects with children's stories from the target culture that highlight important factors

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Grade 4

4. Comparisons	
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects community resources	1. Creates nursery rhymes, poems, songs, short stories
B. Recognizes the left to right and right to left progression when reading	1. Compares idiomatic expressions from the various regions

4. Comparisons	
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
STANDARD	ACTIVITIES
A. Compares in two or more ways the characteristics of works that share the same principle, historical era or cultural context	1. Retells story in correct sequence using details and story elements 2. Understands and compares education in the target culture and the language studied

5. Communities	
5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Explores differences in a multicultural community design	1. Participates in simple role-playing reflecting understanding relating to a multicultural environment/community
B. Develops a sense of citizenship in the local and global communities applying target language skills	1. Discusses/interprets languages heard in the community and mass media with reference to clothing and common objects found in every day living. 2. Engages in games of the target culture

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Grade 4

5. Communities	
5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
A. Develops an awareness of the social, personal and cultural aspects of being bilingual	1. Engages in conversations with a partner discussing the impact of languages in business places
B. Recognizes the importance of knowing a world language to improve career goals and opportunities	1. Identifies professions of interest within communities which requires knowledge of a world language 2. Uses the basic vocabulary for occupations in the target culture

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Grade 5

1. Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Student gives own experiences related to topic for communication	1. Develops knowledge of the heritage of a target culture as evidenced in important celebrations
B. Asks and answers questions	1. Distinguishes between declarative, imperative, interrogative and exclamatory sentences

1. Communication 1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Engages reads and responds to informational materials on at least 2 self-selected books or book equivalents that represent a multicultural collection of materials	1. Listens and responds to a variety of texts—fiction, non-fiction, poetry, songs and fairy tales
B. Listens to and responds to informational material	1. Describes a self-portrait by an artist
C. Responds to greetings, farewells and commands	1. Uses greetings, farewells and gestures appropriately
D. Comprehends and discusses main themes and ideas	1. Understands the meaning and importance of holiday celebrations in various cultures
E. Demonstrates an awareness of structural similarities and differences between the target language and native language	1. Engages and gives commands related to appropriate vocabulary using correct sequence of words 2. Matches numbers with appropriate written correspondence in the target language

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Grade 5

1. Communication	
1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.	
STANDARD	ACTIVITIES
A. Participates in a variety of activities identified with one of the target cultures by listening, speaking and gesturing and other nonverbal communication	1. Composes simple narratives to communicate messages in correct sequence
B. Listens to and produces a variety of dialectical sounds and variations	1. Dramatizes story lines, poems, songs and initiates conversation
2. Cultures	
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Observes, analyzes and discusses similarities and differences among social customs and traditions of own culture and the target culture	1. Becomes familiar with some works of art from the target culture that focus on self presentation
B. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	1. Summarizes the viewpoints of derivatives observed in the target language as terms of endearment
C. Observes and identifies in age-appropriate setting similarities, differences and patterns of social interaction in the target language and in their own	1. Understands the use of derivatives in the target language as terms of endearment

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Grade 5

2. Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied , including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwellings, art, traditions, sports and food	1. Demonstrates knowledge of the similarities and differences in music, artwork, clothing, foods and architecture using Venn diagram or graphic organizer

3. Connections 3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Develops several viewpoints relating to a single topic	1. Uses the target language to identify and describe personalities in other disciplines

3. Connections 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Summarizes information about language using appropriate cultural perspectives that evaluate the distinctive viewpoints through world language and its culture	1. Demonstrates an understanding of using geographic terms in the target language
B. Recognizes how the interpretation of interdisciplinary information can be influenced by different cultural view points	1. Demonstrates an understanding of children's stories from the target culture which highlight various experiences and heroes.

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C. Recognizes how the integration of interdisciplinary information can be influenced by different cultural viewpoints	1. Understands and reinforces concepts from other disciplines by expressing grade appropriate ideas in the target language 2. Recognizes the sounds of a particular musical instrument of the target culture.
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4. Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects community resources	1. Understands and reinforces basic concepts from other disciplines by expressing age/grade appropriate ideas in target culture
B. Demonstrates an understanding and expresses basic, concrete concepts from other disciplines in the target culture	1. Expresses reaction in the target language to works of art, craft and/or music

4. Comparisons

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

STANDARD	ACTIVITIES
A. Compares in two or more ways the characteristics of works that share the same principle, historical era or cultural context	1. Understands the literature as an artistic product of the culture and society 2. Explains reasons for the celebration of specific holidays, festivals and cultural events.

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Grade 5

5. Communities 5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Interacts with members of the local community when possible to see how language is used in their careers	1. Expresses reaction in the target language to works of art, craft and/or music
B. Interacts with members of the local community when possible to learn how to integrate language in their careers	1. Participates in conversations with a partner using basic greetings and other cultural and/or regional expressions
C. Expands and applies basic vocabulary for occupations in the target culture to communicate simple related messages in school and community	1. Differentiates differences in languages heard in the community and mass media with reference to common objects found in everyday living.
5. Communities 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
C. Recognizes the importance of knowing a world language to improve career goals and opportunities	1. Identifies professions of interest within communities that require knowledge of a world language

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Grade 6

1. Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Comprehends, "reads," and presents information about an environmental issue as it relates to the home, appropriate clothing and weather, including animals and their dwellings, with increased attention to correct language usage	1. Employs self-corrective reading strategies through the use of context clues.

1. Communication 1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Listens to and responds to informational materials	1. Expresses feelings towards a variety of texts, e.g. fiction, non-fiction, poetry, songs and fairy tales
B. Becomes aware of the structural similarities and differences between the target language and native language	1. Articulates knowledge of events, characters and settings 2. Interprets figures of speech and analogies 3. Understands and uses correctly the following: syllabication, accents and irregular spellings of words from other languages

1. Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.	
STANDARD	ACTIVITIES
A. Participates in a variety of activities identified with one of the target cultures by listening, speaking and gesturing to convey nonverbal communication	Discusses and understands verbal and non-verbal communications
B. Comprehends and articulates knowledge of developmentally appropriate vocabulary and grammatical structures, using the literary context	1. Articulates age appropriate stories which highlight traditions of the target culture

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C. Demonstrates an awareness and understanding of the geography of the target culture, using the target language	<ol style="list-style-type: none"> 1. Discusses, with guidance, how various ethnic groups are portrayed in the media. Articulates how these portrayals can differ from reality 2. Articulates, orally and in writing, a personal experience related to stereotyping.
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2. Cultures 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	<ol style="list-style-type: none"> 1. Explores the role of the community in target cultures 2. Demonstrates an awareness of and sensitivity to cultural stereotypes

2. Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied , including human commonalities as reflected in history, literature and the arts	
STANDARD	ACTIVITIES
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwellings, art, traditions, sports and food	1. Explores and compares the role of the community in own culture and in target culture
B. Demonstrates knowledge of the art, music and authentic artifacts of the target culture	1. Prepares questions to interview fellow students, school staff and community members about the role of adolescents in relation to: members of the extended family; the school; the community; various cultures

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World Languages

Grade 6

3. Connections 3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Connects contents, facts and ideas with own background knowledge and experience	1. Connects using Celsius scale in the target culture 2. Predicts outcomes and draws conclusions, makes inferences, interprets cause and effect. Recognizes propaganda and bias and analyzes author's purpose
B. Connects with material being learned in other disciplines to include the arts and music	1. Develops an awareness of cultural viewpoints as evidenced in works of art

3. Connections 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Uses appropriate cultural perspective to summarize information about language through world language and its cultures; compares and contrasts distinctive points of view	1. Evaluates explicit and implicit information and relationships for accuracy, author's point of view, bias and effectiveness of presentation
B. Recognizes how the integration of interdisciplinary information can be influenced by different cultural viewpoints	1. Recognizes the sounds of a particular musical instrument of the target culture 2. Explains reasons for celebrating specific holidays, festivals and events

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World Languages

Grade 6

4. Comparisons 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects community resources	1. Chooses an article or story to read and reconstruct
B. Relates photos, illustrations, charts, graphs and diagrams to written text	1. Analyzes literary elements (plot, setting, characters, conflict resolution, theme, foreshadowing and point of view)

4. Comparisons 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
STANDARD	ACTIVITIES
A. Compares in two or more ways the characteristics of works that share the same principle, historical era or cultural context	1. Compares the works of two authors writing on the same topic or themes 2. Writes a brief description of the differences in point of view 3. Compares/contrasts dialects heard in the community and mass media

5. Communities 5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Communicates and exchanges information with people of the target culture	1. Creates a story map to show sequence of events in the literary work 2. Develops and prepares a mini-publication offering suggestions for behavioral changes regarding cultural stereotyping
B. Develops an awareness of community buildings and architecture	1. Identifies professions of interest within communities which require knowledge of a world language

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World Languages

Grade 6

5. Communities 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
A. Develops an awareness of the social, personal and cultural aspects of being bilingual	1. Researches and identifies organizations and resources that service the target language community
B. Recognizes the importance of knowing a world language to improve career goals and opportunities	1. Uses the basic vocabulary for occupations in the target culture

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World Languages

Grade 7

1. Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Shares own experiences related to topic for communication	1. Recognizes different points of view in materials read for discussion 2. Maintains private literary journals of own readings, responses and understandings
B. Demonstrates that a variety of language variations can be modeled through verbal and nonverbal collaborative means	1. Gives reasons to support favorable opinions; offers constructive criticism for unfavorable comments

Grade 7

1. Communication 1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Comprehends, "reads" and shares two self-selected books or book equivalents that represent a multi-cultural collection of materials	1. Listens and responds to a variety of texts, both fiction and non-fiction, poetry, as well as songs and fairy tales
B. Becomes aware of the structural similarities and differences between the target language and native language using a graphic organizer	1. Exchanges information about the environment as it relates to the home, appropriate clothing and weather, health and animals and their habitats with increasing attention to appropriate language usage
C. Responds to greetings, farewells and commands	1. Displays appropriate turn taking behavior
D. Uses correct grammatical structures in an increasingly complex manner when writing in the target language	1. Responds to a visual demonstrating extreme weather conditions through group discussions of feelings, appropriate clothing and solutions to problems that may occur
E. Students uses meaning and organization of texts to understand unknown words and concepts	1. Offers an opinion and accommodates others' viewpoints

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World Languages

Grade 7

1. Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.	
STANDARD	ACTIVITIES
A. Participates in a variety of activities identified with one of the target cultures by listening, speaking and gesturing for nonverbal communication	1. Uses a diagram or model of a house to ask and answer questions about furniture and activities in various rooms of the house
B. Listens to and produces a variety of dialectical sounds and variations	1. Responds to literature in various ways: by retelling the story, by writing an alternative ending or beginning, by writing a short poem, or by publication of student writing samples
C. Communicates and exchanges information with people of the target culture	1. Dramatizes story lines, poems, songs; initiates conversation in the target culture

2. Cultures 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Demonstrates knowledge of appropriate cultural activities such as songs, games, story telling, birthday celebrations and dramatizations	1. Uses the library and/or internet to research musical instruments of various target cultures; discusses, with the class, how the environment has influenced their design
B. Uses appropriate gestures and oral expressions for greetings, leave taking and common classroom expressions	1. Demonstrates reading an authentic menu from a café of the target culture; role plays of the café situation
C. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	1. Analyzes world events that combine the arts and other cultural activities to express issues, perspectives, experiences, beliefs and aspirations 2. Analyzes and discusses diverse customs; investigates how ideas, values and beliefs are preserved through principles and diplomacy

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Grade 7

2. Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied , including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwellings, art, traditions, sports and food	1. Describes similarities and differences in music , artwork and clothing

3. Connections 3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Connects with materials being learned in mathematics, science, social studies, English language arts, dance, music, theater and visual arts	1. Gives an oral response to literature that: identifies the main idea and sequence of details, summarizes what is heard/read, connects text to personal experience and interprets the author's intention 2. Uses mathematical terms in the target language to solve problems

3. Connections 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Recognizes how the interpretation of interdisciplinary information can be influenced by different cultural view points	1. Demonstrates knowledge of climatic zones, indigenous plants and animals, natural resources, etc.
B. Observes and reports on performances of community events that feature a multicultural perspective	1. Writes a synopsis summarizing information learned through participation in community activities
C. Recognizes how the integration of interdisciplinary information can be influenced by different cultural viewpoints	1. Views a variety of works of art that portray families, schools, etc; completes a checklist of cultural perspectives citing evidence reflected in the works of art

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Grade 7

4. Comparisons	
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects community resources	1. Completes an appreciation survey that highlights health, foods, animals and their habitats, and music
B. Demonstrates ways in which languages share commonality with other disciplines	1. Develops experiences with occupational opportunities that are enhanced by the knowledge of a world language

4. Comparisons	
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
STANDARD	ACTIVITIES
A. Compares in two or more ways the characteristics of works that share the same principle, historical era or cultural context	1. Develops awareness of cultural viewpoints as evidenced in works of art in target language 2. Associates, recognizes patterns/words similar to English

5. Communities	
5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Interacts with members of the local community, whenever possible, to learn how language is used to enhance careers	1. Identifies different staples common in the target culture that may not be so popular in town culture
B. Exchanges information with people of the target culture about things not common to own community	1. Prepares a nutritious meal with staples from the target culture; eats and shares experiences of the taste

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Grade 7

5. Communities	
5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
A. Increases awareness of professions in which knowledge of a second language is a benefit	1. Engages in simple role-playing in the target language reflecting understanding of various occupations
B. Recognizes the importance of knowing a world language to improve career goals and opportunities	
C. Uses the arts to understand the culture of the target language	1. Visits cultural institutions within the local community and beyond: views art exhibits; hears musical presentations; attends craft exhibits and attends theatrical and dance productions

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World Languages

Grade 8

1. Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
STANDARD	ACTIVITIES
A. Uses correct grammatical structures in an increasingly creative manner when communicating in the target language	1. Exchanges information in correct sequence and order
B. Articulates own experiences related to selected topic for communication, incorporating good language skills and accuracy	1. Maintains private literary journals of own readings, responses and understandings
C. Engages in conversations using complex and linguistically correct terminologies	1. Follows and responds to directions using correct grammar
D. Demonstrates that a variety of language variations can be modeled through verbal and nonverbal collaborative means	1. Offers an opinion and accommodates the viewpoints of others; 2. Displays appropriate turn-taking behavior; 3. Gives reasons to support favorable opinions as well as constructive criticism for unfavorable comments

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World Languages

Grade 8

1. Communication 1.2 Students understand and interpret written (when appropriate) and spoken language on a variety of topics.	
STANDARD	ACTIVITIES
A. Understands the main these and significant details from selected topics	1. Demonstrates an understanding of target language through reading age-appropriate literature
B. Engages in communications; exchanges information; identifies and describes people places, things and events, incorporating short phrases and idioms with creative linguistic accuracy	1. Listens and responds to a variety of texts, both fiction and non-fiction, poetry, songs and nursery rhymes
C. Responds to greetings, farewells and commands	1. Dramatizes story lines, poems, songs; initiates conversation in the target culture
D. Becomes aware of the structural similarities and differences between the target language and native language using a graphic organizer	1. Answers questions about events, characters and setting in books

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E. Writes responses to literature	1. Recognizes different points of view in materials read for discussion
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1. Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers (when appropriate) on a variety of topics.	
STANDARD	ACTIVITIES
A. Listens to and produces a variety of dialectical sounds and variations	1. Asks relevant questions to seek clarification
B. Discovers, describes, generalizes and extends excellent communication skills that define relationships and represent them using a variety of idioms	1. Discusses the principal characters with visual representation

2. Cultures 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Demonstrates an awareness and understanding of the geography of the target culture	1. Demonstrates and recognizes distinctive societal characteristics and how culture and environment influence their creation and use
B. Participates in age-appropriate cultural activities such as songs, games, story-telling, birthday celebrations and dramatizations	1. Analyzes how environmental differences within a target culture can influence government, housing and social customs
C. Recognizes how the arts are used to interpret culture	1. Discusses how music becomes part of a society

William E. Doar, Jr. Public Charter School for the Performing Arts
World Languages

Grade 8

2. Cultures 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied, including human commonalities as reflected in history, literature and the arts.	
STANDARD	ACTIVITIES
A. Demonstrates knowledge of appropriate cultural activities such as songs, games, story telling, birthday celebrations and social customs	1. Describes distinctive characteristics of products of the target culture with reference to a particular region of the world
A. Identifies and observes tangible products of culture, such as toys, dress, types of dwellings, art, traditions, sports and food	1. Describes similarities and differences in music, artwork, dwellings and clothing between own culture and target culture

3. Connections 3.1 Students reinforce and further their knowledge of other disciplines through the world language.	
STANDARD	ACTIVITIES
A. Reads and reports on internet research, or book equivalent based on the life of an author, writing style of historical era	1. Creates a report that is computer generated 2. Evidences the reading/research process 3. Compares/contrasts text 4. Cites points of view, setting and mood
B. Summarizes informational structures and technologies of various genres with those of music, dance, social studies as they are used in literature to convey cultural stereotypes	1. Connects text with the target culture

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World Languages

Grade 8

3. Connections 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	
STANDARD	ACTIVITIES
A. Observes and reports on how interdisciplinary information can be influenced by different cultural viewpoints	1. Prepares a reflective portfolio showing growth over time, which includes at least 5 novels to reflect the target culture
B. Recognizes how the integration of other disciplines can be influenced by different cultural viewpoints	1. Differentiates between fiction and non-fiction or real and fantasy

4. Comparisons 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
STANDARD	ACTIVITIES
A. Describes ways in which the origin and principles of language acquisition affects global and local resources	1. Responds to literature in various ways: retelling a story; writing an alternative beginning or ending; writing a short poem
B. Reinforces and extends knowledge of developmentally appropriate vocabulary and grammatical structures through various genres	1. Gives an oral response that identifies the main idea and sequence of details 2. Summarizes what is heard/read, connects text to personal experience and interprets the author's intention

4. Comparisons 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
STANDARD	ACTIVITIES
A. Compares in two or more ways the characteristics of works that share the same principle, historical era or cultural context	1. Listens and describes the events in the story 2. Creates a web; interrelates topical vocabulary and concepts
B. Demonstrates an appreciation of literature through exposure to various genres	1. Gives a verbal response that follow the main idea, recalls details or connects to a personal experience

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World Languages

C. Recognizes literature as an artistic product of the culture and society	1. Associates/recognizes patterns, words that are similar to English
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5. Communities 5.1 Students use the language both within and beyond the school setting.	
STANDARD	ACTIVITIES
A. Identifies differences in murals, music and multicultural representation	1. Interprets languages heard in the community and mass media with reference to every day living

5. Communities 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
STANDARD	ACTIVITIES
A. Uses the arts to understand the culture of the target language	1. Discusses/interprets languages heard in the community and mass media 2. Articulates an appreciation of various nutritional diets in the target culture
B. Recognizes the importance of knowing a world language to improve career goals and opportunities	1. Demonstrates an awareness of the countries throughout the world where the target language is spoken
C. Develops an awareness of the social, personal and cultural aspects of being bilingual	1. Uses own vocabulary to describe various nutritional diets of the target culture

1: Interpersonal Communication

Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. At the end of grade 12

Using sentences, strings of sentences, and fluid sentence-length, paragraph length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

- 1.16 Perform Stage 1, Stage 2, and Stage 3 Learning Standards
- 1.17 Initiate, sustain, and close a conversation
- 1.18 Negotiate a compromise
- 1.19 Discuss national, international, or current events
- 1.20 Exchange opinions on a variety of contemporary or historical topics
- 1.21 Use rephrasing, summarization, or elaboration to substantiate opinions or express ideas and emotions
- 1.22 Convince and persuade another person to adopt a plan or viewpoint
- 1.23 Discuss and analyze literary texts*

STANDARD 2: Interpretive Communication

Students will understand and interpret ideas and information written or spoken in a language other than English. at the end of grade 12

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will

- 2.19 Perform Stage 1, Stage 2, and Stage 3 Learning Standards
- 2.20 Identify the main points and details in a radio or TV news program
- 2.21 Understand printed or recorded advice and suggestions
- 2.22 Analyze the aesthetic qualities of works of poetry, drama, fiction, or film*
- 2.23 Interpret literature based on evidence from the text*
- 2.24 Analyze moral/philosophical points presented in literary texts*

STANDARD 3: Presentational Communication

Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.

At the end of grade 12

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning students will:

- 3.18 Perform Stage 1, Stage 2, and Stage 3 Learning Standards
- 3.19 Write journals, letters, stories, and essays
- 3.20 Write critiques of books, articles, orations, movies, plays, videos, or CDs from or about the target culture*

3.21 Write or prepare an oral or videotaped report about a personal interest

3.22 Recount events in an incident or a reading*

3.23 Narrate in the past, present, and future

STANDARD 4: Cultures

Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.

at the end of grade 12:

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages in the target language with some patterns of errors that do not interfere with meaning, and using English when necessary in classical language classes, students will

4.20 Describe the evolution of words, proverbs, and images and discuss how they reflect cultural perspectives*

4.21 Analyze examples of literature, primary source historical documents, music, visual arts, theatre, dance, and other artifacts from target culture(s) and discuss how they reflect individual and cultural perspectives*

4.22 Describe conflicts in points of view within and among cultures and their possible resolutions; and discuss how the conflicts and proposed resolutions reflect cultural and individual perspectives*

4.23 Distinguish among knowledge, informed opinions, uninformed opinions, stereotypes, prejudices, biases, open mindedness, narrow mindedness, and closed mindedness in literature, primary and secondary source documents, mass media, and multimedia presentations about and/or from culture; and discuss how these presentations reflect cultural and individual perspectives*

4.24 Analyze how participants' accounts of the same events can differ; how historians' interpretations of events can change over time; and how participants' and historians' interpretations of events can reflect individual and cultural perspectives*

STANDARD 5: Linguistic Comparisons

Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own.

at the end of grade 12

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages in the target language with some patterns of errors that do not interfere with meaning, students will:

5.15 Compare, contrast, and discuss etymological/linguistic roots of English words from the target language*

5.16 Read and view several literary works (print, film, multimedia) with related themes and compare them*

5.17 Describe a major aspect of the linguistic system of the target language (such as syntax, style, body language, pragmatics, etc.) and compare and contrast this to a comparable aspect of English*

5.18 Describe similarities in themes and details found in narratives of the target language and English*

STANDARD 6: Cultural Comparisons

Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own. In classical language study, discussion and writing will be in English.

at the end of grade 12

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages in the target language with some patterns of errors that do not interfere with meaning, students will:

- 6.14 Compare, contrast, and discuss how a social issue is treated in primary sources in both English and the target language*
- 6.15 Compare and contrast how international events are or have been reported in the target culture's media*
- 6.16 Analyze and present how an important event was covered in the media in the target culture and how the United States media covered the same or similar events*

STANDARD 7: Connections

Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.
at the end of grade 12

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

7.4 Obtain information and knowledge related to other disciplines from sources in the target language*

Examples of this include:

- Analyzing depictions of mythology by applying the learning standards of the History Strand of the History and Social Science Framework and the Literature Strand of the English Language Arts Framework;
- Learning technical vocabulary in the target language to explain a design project when applying the learning standards of the Technology/Engineering Strand of the Science and Technology/Engineering Framework;
- Researching examples of cultural encounters in history by reading primary source documents from the target culture and analyzing them by using the learning standards of the History Strand of the History and Social Science Framework.

STANDARD 8: Communities

Students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.
at the end of grade 12

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

8.4 Apply knowledge of the target language and culture beyond the classroom setting*

Examples of this include:

- Locating speakers or scholars of the target language in the community, region, or state and establishing ongoing communication through correspondence, multiple interviews or conversations, internships, or volunteer activities;
- Locating newspapers, magazines, newsletters, television or radio stations, or websites that use languages other than English and contributing letters, articles, or other materials in the target language;
- Describing work and volunteer opportunities requiring second language skills in international government relations, international businesses, and international non-profit organizations.

* Applies to classical Language Learning

Appendix B: Board Biographies

ROBIN L. BRAMWELL

WORK EXPERIENCE

January 2000 - Present
J.P. Morgan Securities Inc.
New York, NY

- Associate, Public Finance

Responsible for financial structuring and modeling for governmental clients issuing long and short-term debt instruments. Day-to-day responsibilities include structural analysis, deal execution and general marketing for a variety of clients with broad transactional experience having executed over \$1 billion in fixed rate, variable rate and advisory transactions. Executes transactions on behalf of clients at all levels of government including municipalities, counties, public authorities and states. Areas of specialization include water and sewer financing, charter school financing, stadium financing, and financing for New York and New Jersey based clients.

January 1997 – December 1999
Governor's Office of Employee
Albany, NY

- Assistant Director and Chief Negotiator

Chief Negotiator for the Professional, Scientific and Technical (PS&T) Unit Agreement. The unit represented 52,000 state employees in several hundred job titles. Responsible for all aspects of contract negotiation and administration including implementation and contract interpretation. The negotiated agreement covered all aspects of employment including compensation benefits, work rules and discipline. Responsible for delivering training on administration of the collective bargaining agreement. Represented management in various labor/management forums

November 1995 – December 1996

- Assistant Director

Responsible for contract administration for the PS&T Unit. Negotiated agreements, drafted settlements and authored Step 3 grievance decisions.

January 1995- November 1995
Executive Chamber, Office of the Counsel to the Governor
Albany, NY

- Research & Policy Analyst

Drafted legislation dealing with labor, insurance and banking policy. Negotiated bill language with the legislature, and participated in collective bargaining negotiations with public sector unions. Advised the Counsel to the Governor on pending labor issues and performed general legal research.

April 1994- January 1995
Mayor's Office of Labor Relations, City of New York
New York, NY

- Assistant General Counsel

Represented the City of New York before the Office of Collective Bargaining. Arbitrated issues arising under the various collective bargaining agreements with the municipal labor unions. Negotiated settlements, interviewed witnesses, attended collective bargaining sessions, advised agencies on labor policy and research various issues.

EDUCATION

1998
Cornell University
New York, NY

- Collective Bargaining Studies Certificate

1990-1993
Brooklyn Law School
Brooklyn, NY

- Juris Doctor

1986-1990
Howard University
Washington, DC

- Bachelor of Arts, Political Science

ACCREDITATIONS

- National Association of Securities Dealers
- Licensed Securities Representative- NASD Series 7

REFERENCES

Available upon request

NADIA CASSEUS
NCasseus@AOL.COM

Phone: 301-887-1113
Phone: 240- 601 8739
Fax: 301-887-1848

4913 40th Place
Hyattsville, Md. 20781

Special Education Administration

Career Highlights:

- ✦ Dynamic leader with progressive experience in educational administration.
- ✦ In depth knowledge of local and federal regulations regarding education.
- ✦ Intimate knowledge of IDEA, special education policy and procedure, assessment, provision of services and compliance.
- ✦ Proven ability to monitor special education assessment and service provision.
- ✦ Consistent track record of lowering citywide backlog of overdue special education evaluations. ✦ Instrumental in redistribution of staff to provide adequate services.
- ✦ Direct supervision and responsibility for citywide assessment efforts.
- ✦ Strong commitment to team-building, staff development and supervision.
- ✦ Proficient in various computer applications and internet programs.

EDUCATION

Doctoral Candidate in Educational Administration and Policy (Special Ed Specialty) Howard University, Washington DC – Present

Master Degree in Social Work Magna Cum Laude Howard University Washington DC – 1994-1996

Bachelor Degree in Psychology and Early Childhood Education Howard University Washington DC 1988-1992

PROFESSIONAL EXPERIENCE

2003-2003 SouthEast Academy Public Charter School

Principal

Fully staffed the school at time of school opening for SY 2002-2003
Lead school in completing management and curriculum transition
Developed extensive student achievement program

Highlights of Accomplishments:

Wrote grants bringing additional financial support to the school
Surpassed enrollment target for SY 2003
Implemented changes that removed school from probationary status

2001-2002 SouthEast Academy Public Charter School

Assistant Principal

Developed policies and procedures for day-to-day school operations
Designed and monitored implementation of annual long student achievement plan
Lead staff through professional development plan

Highlights of Accomplishments:

Re-instituted PTA
Wrote Family Handbook
Graduated the school's first 8th grade class
Designated interim principal March 2003

2000-2002 Institute for Behavioral Change Washington DC

Family Therapist

Significantly impact lives of adolescents at risk of drug and alcohol addiction.
Provide intensive strategies for long-term family success.
Designed agency outreach efforts.

Highlights of Accomplishments:

Development of Public Service Announcements
Conducted meaningful research intervention strategies

Significant contributions in design program

1997-1999 Heritage Academy School Alexandria VA

Principal

Provided leadership to 30 staff members. Effectively carried out daily operations. Maintained required standards of excellence to maintain accreditation. Hired, evaluation and maintained credentialed staff.

Highlights of Accomplishments:

Doubled child enrollment

Implemented first special education classroom in building

Recognized for high-standardized assessment scores.

1996-1997 Early Head Start Gaithersburg, MD

Family Services Coordinator

Supervise direct service staff. Develop appropriate training for staff and participants. Provide clinical intervention with families. Coordinated community supports with other agencies. Respond to RFPs and maintain necessary documentation to substantiate required activities under the current grant agreement.

Highlights of Accomplishments:

Responsible for recruitment the required number of families under the grant

Institute successful family night event

Key team member in ensuring grant renewal

1994-1996 Prevent Child Abuse of DC Washington DC

Clinical Director

Designed and implemented training curriculum for staff and community.

Supervise and train all staff, volunteers and interns.

Assist in grant writing.

Design and Implement parent training series.

Highlights of Accomplishments:

Created Parenting Program

Responsible for recruiting and retention of volunteers

Key player in development of 5 yr. Strategic plan

1992-1994 National Children's Center

Lead Child Habilitation Specialist

Coordinate support services for families. Develop appropriate contact and resources for families.

Supervised of staff.

Maintained classroom ratios and providing adequate coverage.

Highlights of Accomplishments:

Instrumental in developing onsite childcare for staff

Developed major staff development plan for entire site

Lead the site through NAEYC accreditation

ORGANIZATIONAL AND PROFESSIONAL EXPERIENCE

Howard University Field Advisory Board

Mayor's Advisory on Child Abuse and Neglect

National Association of Black Social Workers

National Association of Female Administrators

National Association of Social Workers

Delta Sigma Theta Sorority Inc.

RELATED MEDIA APPEARANCES

Fox Morning News

News Channel 8

WHUR Radio

WMAL Radio

Washington Post

Washington Parent

ADDITIONAL PROFESSIONAL AND ACADEMIC HONORS

National Who's Who

National Dean's List

Principal of the Year

School Social Work Association Recognition

JERRY CRUTE, JR.

304 Maryland Avenue, NE
Washington, DC 20002-5712

Telephone: (202) 251-8466

E-Mail: jcrute@hotmail.com

EDUCATION

Johns Hopkins University

Baltimore, Maryland

Masters of Business Administration (MBA), 2001

President: Johns Hopkins University MBA Association 1998-1999

Captain: Johns Hopkins University MBA Rugby Team 2000 & 2001

Vice President of Communications: Capital MBA Coalition (CMC) 1999-2000

National Black MBAA Case Competition - Johns Hopkins Team Member 1999

Certified Public Accountant (CPA) Exam candidate

University of Maryland

College Park, Maryland

Bachelor of Science (BS), 1989

Major: Agr.-Economics Minor: Accounting

Maryland State Scholarship Recipient 1985 - 1989

University of Maryland Ice Hockey Team 1986-1989

Vice President of Finance: American Marketing Association (AMA) 1985-1986

PROFESSIONAL EXPERIENCE

Associate Director, Investment Research *American Council of Life Insurers (ACLI) – Washington, DC*

Lead investment research analyst for the \$3.3 trillion in assets of the life insurance industry for the premier life insurance company membership organization. Responsibilities include the production of five quarterly investment research publications, organizing financial management seminars and conferences for investment professionals, and fielding questions in reference to the life insurance industry's investment patterns for ACLI members as well as for national & local publications such as the Wall Street Journal, Washington Post, San Francisco Chronicle and Boston Globe. Staff of two.

(March 2002 – Present)

Cash & Investment Manager *Government of the District of Columbia, Office of the Chief Financial Officer, Office of Finance and Treasury – Washington, DC*

Monitor and control the flow of cash receipts and disbursements to meet the business and investment needs of the District of Columbia's \$5.5 billion annual Operating Budget. Responsibilities include creating daily, monthly and yearly cash flow projections to determine if loans (Tax Revenue Anticipation Notes) must be obtained to meet cash requirements or whether surplus cash should be invested in interest-bearing instruments. Additional responsibilities include analyzing the fixed income securities market as it pertains to the District's interest income and cash flow, oversee the investment of funds and manage associated risks, supervise cash management activities, and implement electronic efficiencies that will improve and ensure the long-term fiscal health of the District. Staff of eight.

(December 1999 – January 2002)

Director of Administrative Services & Comptroller *Graphic Communications Association / Printing Industries of America, Inc. - Alexandria, Virginia*

Responsible for the financial management and administrative supervision of a global membership organization that advances the computerized processing of information and image management. Responsibilities include managing \$4 million of the \$15 million annual budget of our parent company Printing Industries of America, Inc., implementing and analyzing cost controls for conferences, programs, seminars and other data services to enhance income levels. Supervised a staff of three and coordinated all accounting and financial functions of the organization. Additional responsibilities included maintaining and upgrading all database systems for accounting, finance and management information, budget preparation, cost analysis, internal controls and recommending to the President and Board of Directors new techniques and methods that will help improve the organization's internal and external operations.

(December 1996 - January 1999)

Comptroller *Immigration and Refugee Services of America, Inc. - Washington, DC*

Financial manager for the headquarters office of an international refugee resettlement and immigration assistance agency with an annual budget of \$10 million. Responsibilities included budgeting for a nine department office, overseeing the financial funding of 35 member agencies, managing a staff of two and functioning as a liaison with the financial bureaus of the Department of State, Department of Health and Human Services, Department of Justice and the Immigration and Nationalization Service (INS). Financial scope encompassed managing a \$1.7 million pension plan, \$450,000 tax deferred annuity plan and \$1.5 million in investment securities. Additional responsibilities included serving as Assistant Treasurer on the Board of Directors, establishing and maintaining the cash flow of private & public grant funds as well as having significant knowledge in the rules and regulations of GAAP, FASB, OMB A-133, OMB A-110, OMB A-122, Securities and Exchange Commission, Internal Revenue Service 990 & 5500 annual returns, and Political Action Committee (PAC) funding.

(July 1994 - December 1996)

Comptroller *Council for American Security, Inc. - Washington, DC*

Managed the daily financial operations of a national defense-lobbying firm with an annual budget of \$4 million. Responsibilities included managing a staff of three, Accounts Payable, Accounts Receivable, Payroll, Employee Insurance, computer technical support, bank reconciliation, monthly financial statements and annual taxes. Additional duties included making the company current and compliant with any and all Federal, State and Local taxes that had not been previously filed. Actions included regular meetings with the IRS and state tax agencies to negotiate reduced tax penalties and filing 5 years of 990 yearly tax reports for both a 501 (c) 3 and 501(c) 4 organization.

(May 1990 - July 1994)

Financial Analyst *Shearson Lehman Brothers, Inc. 14 Wall Street - New York, New York*
(Summer Intern)

Designed and programmed a computerized system using Dbase software measuring retail branches' financial and marketing efforts. Design involved thorough understanding of the financial industry, substantial knowledge of financial indicators (NYSE, AMEX, NASDAQ) and interaction with fund managers and stockbrokers to develop a user-friendly system to facilitate frequent updates and easy access. Prepared all test data and documentation supporting database system.

(June 1987 - September 1987)

COMPUTER SKILLS

Microsoft Office (Excel, Word, PowerPoint, Mail, Access), Microsoft FrontPage (HTML Code),
Microsoft Internet Explorer. Lotus 1-2-3. QuickBooks

Julie S. Doar
301 G Street, NE Apt. 3
Washington, DC 20002

(202) 547-1214
(202) 669-4786
jsdoar@hotmail.com

• **MANAGEMENT EXPERIENCE**

CHILDREN'S STUDIO SCHOOL PCS

Washington, DC

6/03 – Present

Interim Principal. Providing day-to-day leadership for staff, faculty, students and families. Assumed post during search for permanent replacement of principal. Responsible for all employee supervision, budgeting, reporting, purchasing.

SOUTHEAST ACADEMY OF SCHOLASTIC EXCELLENCE PCS

Washington, DC

7/01-6/02

Director. Provided day-to-day leadership for staff, faculty, students and families. Ensured implementation of school wide curriculum, cultural development, and management philosophy. Oversaw development of physical plant, school growth plan, and financial accountability. Led movement toward new curricular and management structure. Led Administrative team. Forged relationships and partnerships with community and corporate agents. Sought outside funding. Made decisions about disciplinary policy, overall program design. Created and implemented staff and student policy. Managed staff development and training as well as maintained ultimate responsibility for full staffing. Approved spending, oversaw disbursement of federal entitlements and private grants.

THE NEWPORT SCHOOL

Kensington, MD

8/96-6/01

Middle School Director. Responsible for day to day operations for grades 5-8. Supervised faculty of 34, including department chairs and support staff. Provided disciplinary lead and served as main contact for parents in Middle School. Helped coordinate student activities. Consulted on curriculum decisions. Conducted staff meetings, participated in Administrative and calendar meetings. Chaired Planning Committee. Created and implemented staff and student policy. Recruited, evaluated and made decisions on admissions and staffing. Oversaw scheduling, conferencing, staff, student and parent education and development. Approved spending, events, absences and trips. Edited staff and student manuals. Edited Curriculum Guide. Contributed to school self-evaluation. Chaperoned and lead various student programs including overnight trips.

Summer Program Director. Main responsibilities included long-term planning for development, enrollment, grant writing and staffing of program serving students aged 3-18. Supervised and met with administrative team. Recruited and made final decisions on staffing including staff development and orientation, evaluation, retention and dismissal. Rewrote staff manual. Oversaw marketing, advertising, budgeting and scheduling. Established and implemented policy and procedures. Approved spending. Increased revenue by 50% in two seasons. Wrote and designed annual brochure, applications, forms, etc. Edited camp newsletter. Wrote and revised annual budget including final financial reports.

WORLD OF DISCOVERY DAY CAMP

Brooklyn, NY

6/96-8/96

Assistant Senior Division Director. Supervised team of counselors responsible for junior high school students. Planned trips, coordinated camper schedules, assigned junior counselors, conducted staff meetings and staff orientation, evaluated staff development and handled disciplinary issues regarding staff and campers. Developed and ran intern program.

CLUB-B

6/93-12/93

New York, NY

Assistant Director. Located fundraising sources for pilot-not-for-profit educational incentive program. Authored College Guide for student members. Prepared grant applications. Maintained database of member information. Oversaw all aspects of program administration including events planning and supervision of student workers.

• INSTRUCTIONAL EXPERIENCE**STRAYER UNIVERSITY**

4/02-Present

Lorton, VA

Professor. Taught online asynchronous classes in Sociology of the Developing World.

THE CHILDREN'S GUILD

06/02-7/02

Chillum, MD

Teacher. Taught 4th and 5th grade Level 5 Special Education students reading, math and life skills.

PREP FOR PREP

10/95-6/96

New York, NY

Teacher. Prepared curricula for, taught and evaluated progress of Prep 9 students in World History.

COLUMBIA PREPARATORY SCHOOL

9/93-6/96

New York, NY

Teacher. Prepared curricula for, taught and evaluated student progress in the following courses: American History; Russian History; WWI, WWII and the Rise of Fascism in Europe; Latin American History; Social Movements; Education and Society; African-American History; Women's Studies; Middle East; World Religions and Middle to the Far East. Advised students on academic matters. Advised Multi-Ethnic Cultural Awareness Club and edited newsletter. Created educational programs as Director of Multicultural Programs. Served as school representative at job fair.

HUNTER COLLEGE/CUNY9/94-12/94 and
6/93 7/93

New York, NY

Adjunct Professor. Prepared curriculum for, taught and evaluated undergraduate student progress in Introduction to Sociology and Social Inequality.

MIT/WELLESLEY UPWARD BOUND

6/92-8/92

Wellesley, MA

Teacher. Created curricula for and taught American History, Civics and African-American History courses to high school students. Supervised Teaching Assistant.

NORTHEASTERN UNIVERSITY

9/90-6/92

Boston, MA

Teaching Assistant. Prepared lectures, held tutoring and discussion sections, aided in the writing and administration of exams and in the final evaluation of students in the following courses: Introduction to Sociology, Drugs and Society and Sociology of Work.

• RESEARCH/CONSULTING EXPERIENCE**SOCIAL SCIENCE RESEARCH INSTITUTE**

9/92-5/93

Los Angeles, CA

Research Assistant. Responsible for primary association research, telephone polling and compilation of data for the Crime-Free Environments Project.

POLICY AND MANAGEMENT ASSOCIATES, INC.

4/92-8/92

Boston, MA

Consultant. Responsible for statistical research and needs assessment for community development corporations. Developed business plans, market studies and grant proposals. Computed financial projections for business plans. Provided office support for low-income job creation program grant applications.

NORTHEASTERN UNIVERSITY

Boston, MA

9/90-3/91

Resource Center Coordinator. Assumed responsibilities as the main contact for a resource center aimed at coordinating efforts by the Boston School Committee and the African-American Studies Department at Northeastern University to introduce multi-cultural education into the Boston Public Schools. Designed curriculum survey.

• PRESENTATIONS/PUBLICATIONS

- October 2002 Guest Speaker, Hemophilia Association of the Capital Area Conference: School and Day Care Issues, Tysons Corner, VA
- October 2002 Guest Speaker, DC Government Office of Partnerships and Grants: Recruiting, Managing and Retaining Volunteers, Washington, DC
- September 2002 Guest Speaker, Americorps Members Conference: Recruiting, Managing and Retaining Volunteers, Washington, DC
- January 2001 Contributing writer to *Organizing Black America: An Encyclopedia of African-American Associations* on Iota Phi Theta Fraternity, Inc.; National Pan-Hellenic Council, Inc.; Phi Beta Sigma Fraternity, Inc.; Zeta Phi Beta Sorority, Inc.; National Council on Negro Youth and Big Eight Council on Black Student Governments. NY: Garland 2001
- Fall 1999 Newsletter Editor, Rx Files, for OptCare Plus, Inc., Woodbridge, VA
- November 1999 Career Day Speaker: Woodmore Elementary School, Mitchellville, MD
- March 1997 Radio talk show guest: Education in our communities. MetroTalk, WTEM/WBIG Radio, Rockville, MD.
- May 1996 Guest Speaker: American Express Career Day for Chelsea High School, New York, NY.
- March 1996 Workshop panelist: People of Color in Independent Schools Job Fair, New York, NY.
- Summer 1991 Co-Author of paper entitled: White Guys and Women of Color: Zero-Signifiers and the Politics of Difference. Presented at: 1991 American Sociological Association Convention, Cincinnati, OH.

• EDUCATION**THE UNIVERSITY OF SOUTHERN CALIFORNIA**

Los Angeles, CA

9/92-5/93 Doctoral Student in Sociology with concentrations in Education and Inequality. All University Pre-Doctoral Merit Fellow. USC Tommy Award Winner, May 1993.

NORTHEASTERN UNIVERSITY

Boston, MA

9/90-6/92 Master of Arts in Sociology, June 1992. Teaching Assistant. Graduate Minority Fellow.

WESLEYAN UNIVERSITY

Middletown, CT

9/86-6/90 Bachelor of Arts in African-American Studies with Departmental Honors, June 1990. Concentration: Sociology. Honors Thesis entitled: The Trees in the Forest: An Examination of African-American Street Performers in New York City.

AMERICAN INSTITUTE FOR FOREIGN STUDY

Florence, Italy

3/89-6/89 Studied photography, painting and art history. Gained conversational fluency in Italian.

SKILLS

WordPerfect; Microsoft Office 2000, PowerPoint, Access, Publisher; Windows 2000, Pagemaker; Experience on Lotus 1-2-3, Q & A, SPSSX, Internet. PC, Macintosh.

AFFILIATIONS

Zeta Phi Beta Sorority, Inc.
Life Force Media Services for Youth, Inc.
Wesleyan University, Alumni Schools Committee, Volunteer Admissions Interviewer
William E. Doar, Jr. Educational Foundation, Inc.
First Step Task Force, National Hemophilia Foundation, Inc.

Angela J. Harris
1102 Barnaby Terrace, S.E.
Washington, D.C. 20032
(202) 563-1048

EDUCATION

University of the District of Columbia
Major: Secondary Special Education/Child Psychology
Degree Expected: June 2003

Monterey California Adult Education Center
Certified Teacher Technician, 1991

TEACHING EXPERIENCE

08/99 – Present	SouthEast Academy of Scholastic Excellence PCS Kindergarten and First Grade Teacher. Lead classes in all subjects for Kindergarten and First Grade. Evaluated students, prepared lesson plans, participated in parent conferences. Designed and lead field trips, hands-on classroom experiences. Served as Kindergarten lead teacher. Supervised Teaching Assistant.	Washington, D.C.
9/89 – 8/99	The Tides Center Director. Supervised and directed seventy students and two assistants. Provided enrichment activities and academic classes, youth counseling, basic educational skills for pre-schoolers, one-on-one tutorial services for elementary and secondary level students, bible studies, self-awareness classes and other educational services as needed.	Washington, D.C.
5/98 – 8/98	Summer Institute of Learning Director. Responsible for aiding 149 underprivileged children with learning disabilities in the areas of reading, spelling and math, youth counseling, self-esteem classes, poetry writing, daily journals. Provided daily tutoring classes for elementary, secondary and high school level students.	Washington, D.C.
5/97 – 8/97		
5/96 – 8/96		
10/91 – 6/93	Frederick Douglass Junior High School Educational Technician. Provided instruction in reading and math to special education students. Provided tutoring services for test prep classes. Graded papers and prepared tests. Substituted in 7 th through 9 th grade classes.	Washington, D.C.
9/87 – 8/90	Illesheim Middle School Education Aide. Taught basic academic skills to Kindergarten students including numbers, alphabet and name writing. Provided home assignments to reinforce each child's writing and listening skills.	West Germany
6/83 – 1/98	National Children's Center Student Aide. Worked with handicapped children. Taught sign language, eating skills and basic living habits. Assisted the teacher in administering medication to the students. Prepared lunches.	Washington, D.C.

OTHER EXPERIENCE

9/97 – 1/98	American Federation of Government Employees Local 1812 Assistant to the President	Washington, D.C.
2/95 – 5/95	U.S. Postal Service Clerical Assistant	Washington, D.C.
1/94 – 1/95	U.S. Postal Service Data Conversion Operator	Washington, D.C.
10/93 – 1/94	World Bank Office Automation	Washington, D.C.
5/92 – 9/92	Bolling Air Force Base Commissary Produce Clerk	Washington, D.C.
10/89 – 2/90	Illesheim Commissary Warehouse Clerk	West Germany
11/86 – 6/87	Bureau of Prisons Personnel Clerk	Washington, D.C.
2/84 – 11/86	Bureau of Prisons Lead Mail Clerk	Washington, D.C.

VOLUNTEER EXPERIENCE

Congress Heights United Methodist Church
F.A.M.E. Project After School Program
Shaw United Methodist Church

SKILLS

PC Computer Skills, WordPerfect, Microsoft Word 2000, and Windows 2000

AWARDS

Certificate of Appreciation and Cash Award from Department of Justice, Most Likely to Succeed

Mark S. Lerner

2384 Hunters Square Court
Reston, Virginia 20191
Home 703 391 0296
Work 202 884 3428
mlerner10@aol.com

EDUCATION:

George Mason University
Masters of Public Administration, 1997

Fairfax, Virginia

George Washington University
Bachelor of Arts Degree, Political Science, 1982

Washington, D.C.

George Washington University
Associate of Science Degree, Nuclear Medicine Technology, 1982

National Naval Medical School of Health Sciences
Didactic Nuclear Medicine Training, 1980

Bethesda, MD

WORK HISTORY:

Children's National Medical Center, 1998 to present
Director of Radiology Operations
Administrator of Radiology and Diagnostic
Imaging Department overseeing 65 FTE's at world-renowned pediatric teaching hospital.

Shady Grove Adventist Hospital, 1998
Lead Nuclear Medicine Technologist
Re-entered healthcare to manage a progressive hospital based nuclear medicine department specializing in pediatrics.

The Competitive Enterprise Institute, 1997 to 1998
Vice President for Finance and Operations
Responsible for finances, human resources, and administration of 33 FTE free-market advocacy group. Acted as consultant in charge of finance for 3 months after accepting a new position.

Sterling/Dulles Imaging & MRI Center, 1995 to 1997
The Fairfax City Imaging Center, 1993 to 1997
Center Manager
Supervised 36 FTE's in a 10 Radiologist practice. Responsible for daily operations, financial administration, payroll, accounts payable, report of cash disbursement, review of general ledger, forecasting, developed operating procedures, and coordinated sales and marketing.

Northern Virginia Doctors Hospital, 1984 to 1993
Director of Imaging Department, 1986 to 1993
Supervisor of Nuclear Medicine, 1984 to 1986
Managed 30 FTE's in a 12 Radiologist practice. Minimized staff turnover. Scored all 1's on last JCAHO inspection.

Children's National Medical Center, 1982 to 1984

Staff Technologist

Gained experience in paying strict attention to detail in performing patient examinations and modifying study for a pediatric population.

PUBLICATIONS:

"Total Quality Management in the New Millennium," published in Radiology Management, May/June, 2000, and presented at the 42nd annual meeting of the Maryland Society of Radiologic Technologists, 2001, and the 30th annual meeting of the Mid-Eastern Chapter of the Society of Nuclear Medicine, 2000.

"Romantic Versus Classic Nuclear Medicine," published in Applied Radiology, July/August, 1986.

"A Modified Gates Technique for the Measurement of Glomerular Filtration Rate," presented at the 33rd Annual Meeting of the Society of Nuclear Medicine, 1986.

"The Kidney/Liver Ratio as an Identifier of Normal Glomerular Filtration Rates In Children," presented at The 31st Annual Meeting of the Society of Nuclear Medicine, 1984.

"Technical Factors Influencing Glomerular Filtration Rate Measurements Based on the Single Compartmental/Three Blood Sample Technique," presented at the 30th Annual Meeting of the Society of Nuclear Medicine, 1983.

"Calibration, Chromatography, and Floods," published in the Technology Journal of Nuclear Medicine, 1982.

"The Motion Artifact in Rest/Exercise Ventriculograms," presented at the 28th Annual Meeting of the Society of Nuclear Medicine, 1981.

ACTIVITIES:

Recipient of the Maryland Society of Radiologic Technologist's Charlotte Wade Todesco Memorial Award for outstanding contributions to the field of radiology, 2001.

Member of the Board of Directors of the Cesar Chavez Public Charter High School for Public Policy, Washington, D.C., 2000 to present. Volunteer tutor at the school, 1999 to present.

George Mason University Alumni Association Board of Directors, 2001 to present.

President, George Mason University MPA Alumni Chapter, 2001 to present. President-Elect, 1997 to 2001.

Washington D.C. Chamber of Commerce Workforce Development Committee, 2000 to present.

Society of American Healthcare Radiology Administrators, 1999 to present.

Member American Society of Radiologic Technologists, 1997 to present.

At-Large Rep. to the Fairfax Cty School Board Student Health Advisory Committee, 1997-2000.

Reston Coordinator, Tom Davis for Congress, 1994.

Barbara McNeill-Tucker

**4002 21st St., NE
Washington, DC 20018
Telephone: (202) 269-1148**

Employment History:

2001 - Present	Founder/Director, DSS Educational Network, LLC, Washington, DC
2000- 2001	School Administrator / Acting Principal, World Public Charter School, Washington, DC
1999- 2000	Development Coordinator, Black Student Fund, Washington, DC
1995 -1999	Development Officer, Grace Episcopal Day School, Kensington,MD
1992 - 1994	Teacher, Bunker Hill E.S., Washington, DC
1991 - 1992	Director, Joe Cole Soccer League, Washington, DC
1990 - 1991	Community Relations Director, Prince George's Hospital Center, Cheverly, MD
1989 - 1990	Teacher, West Elementary School, Washington, DC
1986 - 1987	Co-founder/Designer, Cilgia, Washington, DC

Significant Accomplishments:

- Created learning opportunities for 100% of the special needs children I taught to successfully reach their identified goals of IEP's.
- Increased voluntary giving to Grace Episcopal Day School by 400% and broadened the base of donors within 4 years as a one-person shop.
- Executed major events involving over one thousand individual and corporate donors with interests in independent schools.
- Created and executed the honoring of the Black Student Fund founders; it was the first time they had ever been recognized by that organization since it was founded after 35 years.
- Established a sense of community and trust among parents, students and staff at a school ravaged by politics and in-fighting.
- Received national award of recognition for corporate identity package created for The Learning Channel.

Education: **Howard University, Washington, DC**
 B.F.A. degree, Design/Art History, 1978

Special Interests and Hobbies:

Reading, Decorative Arts, Cultures and Issues of Diversity, Community Service, Family

Affiliations:

Alpha Kappa Alpha Sorority, Inc.
Association of Fund Raising Professionals

DIANNE S. MYERS

11160 Veirs Mill Road
Building L-15, Suite 229
DSMyers@att.net
Wheaton, MD 20902

301-526-3134**PROFESSIONAL EXPERIENCE:****GREATER DC CARES****current****PROGRAM OFFICER FOR NONPROFIT SERVICES**

Manage programs that prepare corporate executives for nonprofit board participation, utilize technical skills of corporate employees in nonprofit organizations, organize/coordinate group volunteer activities of corporate employees, and assist youth in community volunteer participation.

THE NEWPORT SCHOOL**1996 to 2001****DIRECTOR OF DEVELOPMENT**

Managed activities related to analysis, planning, execution, control and evaluation of fund raising and public relations programs designed to enhance and support the overall mission of the school.

NICHE COMMUNICATIONS**1994 to 1996****VICE PRESIDENT OF NEW BUSINESS DEVELOPMENT**

Established/cultivated relationships with customers requiring advertising, public relations or general marketing assistance.

DYNAMIX CORPORATION**1992 to 1994****VICE PRESIDENT OF MARKETING**

Developed marketing strategies for selling computer equipment, services and maintenance to Federal Government agencies. Hired/managed sales, technical, and service personnel. Supervised contract negotiations.

INTERNATIONAL BUSINESS MACHINES**1981 to 1992****AS/400 PROGRAM MANAGER****1991 to 1992**

Had responsibility for the Mid-Atlantic Area (included eastern states from Pennsylvania through northern Georgia). Acted as liaison between IBM Headquarters marketing and manufacturing organizations and the field marketing force. Developed the Area marketing plan for the AS/400 mid-range computer.

MARKETING MANAGER**1989 to 1991**

Managed units that had responsibility for large systems, mid-range systems, personal computers, maintenance and systems integration. Negotiated/contracted with outside firms that were utilized in customer solutions. Exceeded marketing targets and received superior management ratings from employees.

ADVISORY MARKETING REPRESENTATIVE**1988 to 1989**

Provided field managers with information and direction in the utilization of outside firms. Led strategic planning sessions for the marketing units. Received Area Directors Award.

MARKETING REPRESENTATIVE**1981 to 1987**

Graduated #1 in IBM product training class. Developed/implemented marketing education program for Sales Representatives and System Engineers. Exceeded territory sales objectives as evidenced by 5 "100% Clubs", "Golden Circle" Recipient (top 10%) , "National Directors Award" (#1 in nation).

EDUCATION:

Wake Forest University - B.A. Psychology - Winston Salem, North Carolina

Stephen Francis Percy
3213 Wisconsin Ave. NW Apt. C
Washington, DC 20016
Phone: (202) 362-3248 E-mail: spearcy@hotmail.com

EXPERIENCE

Worship Department Assistant - Washington National Cathedral, Washington, DC October 2000
to present

- Write, design and lay out service leaflets, concert programs, promotional flyers. Run sound board for services.
- Schedule guest performers and clergy. Coordinate department finances. Manage events, concerts, and choir tours.

Math Department Chair & Music Teacher - Newport School, Kensington, MD August 1996 to June 2000

- Taught Grade 6 Math, Pre-Algebra, Algebra 1, Geometry, Algebra 2/Trigonometry, Pre-Calculus, and Calculus. - Created and taught classes in Finite Math and Probability & Statistics.
- Revised math curriculum from Kindergarten to Grade 12 for accreditation report.
- Mentored new teachers, acted as resource for department, and advised student placement.
- Served on honors and curriculum committees. Designed evaluation for faculty and administration.
- Established and directed upper school chorus. Arranged music and performed in music festivals.
- Created and taught Music Composition and Music in Society classes. Established synthesizer lab.
- Directed music in school musical productions. Directed instrumental ensemble.

Music Instructor - Kent State University, Kent, OH January 1996 to May 1996

- Taught an undergraduate music appreciation class.

Math Specialist August 1995 to May 1996

- Assessed students' skills in math and advised class placement.
- Tutored students in math. Led study groups for math, physics, and music classes.

Conducting Assistant September 1994 to May 1995

- Sang with and directed choral ensembles in rehearsals and performances.
- Coordinated programs for workshops, rehearsals, and performances.

Tutor and Study Group Leader September 1992 to May 1994

- Tutored students in mathematics, writing, and physics. Led study groups for physics classes.

Recording Services Coordinator September 1992 to May 1994

- Recorded concerts, distributed recordings, and scheduled recording engineers.

Math Teacher - Hathaway Brown School, Shaker Heights, OH August 1990 to June 1991

- Taught Algebra 1, Algebra 2, and Honors Algebra 2.
- Advised the freshmen class and participated in the student musical production.

Math, Music, & English Teacher - St. Andrew's-Sewanee School, St. Andrew's, TN August 1987 to May 1990

- Taught Algebra 1, Algebra 2, Geometry, and English 9. Summers of 1992, 1993, & 1994
- Established and directed a student chamber chorus. Led music for chapel services.
- Supervised a dorm of 18 boys. Advised the student newspaper.

Electronics Engineer (GS 11) - Naval Surface Weapons Center, Silver Spring, MD October 1983 to June 1987

- Wrote and modified programs to model radar and missile systems. Presented data produced.
- Wrote and edited technical manuals for naval equipment and reports on scientific research.

Mary C. Robbins

4322 A 14th Street, NW Washington, DC 20011

240-481-6873 MRobbins91@msn.com

Yale School of Drama, Certificate 1997

Clark University, BA 1991

Worcester State College, M.Ed. 1995
Massachusetts Teaching Certificate, 1994

School Administration:

Literacy Coach, SouthEast Academy, Washington, DC

July 2001-August 2002

Direct and manage the literacy movement within the school
Supervise, instruct and support English/Language Arts teachers
Coordinate the implementation of America's Choice curriculum model, including 25-Book Campaign and safety nets for students not nearing the literacy standards
Direct demonstration teaching labs
Construct and establish school-wide policies as a member of the Leadership Team
Design and deliver professional development and school achievement plan
Recruitment Coordinator for 2002-2003 faculty and staff

Teaching:

Educator, Eshkol Academy, Spencerville, MD

September 2002-present

Design and implement English curriculum for grades 7,8,11 and 12 in the inaugural year of a boys Yeshiva program

Educator, The Newport School, Kensington, MD

August 1996-June 2001

Design and implement theatre curriculum for middle and preparatory schools, including courses in performance, theatre history, literature and design
Produce, direct and design extra-curricular theatre productions
Conduct choral group
Teach American Literature, Dramatic Literature and Introduction to Literature courses
Student Government and Activity Advisor
Honor Council member
Chair of Capital Campaign for Preparatory School Faculty

Head of Drama, Bishop McNamara High School, Forestville, MD September 1994-June 1995

Coordinate and implemented curriculum for multi-leveled classroom of grades 9-12
Produce direct and design extra-curricular theatre productions

Fine Arts Instructor, Wakefield High School, Arlington, VA Spring Semester, 1996

Instruct classes and evaluate students in Fine Arts section of *Transitions*, an interdisciplinary course team taught with AP American History and Literature
Production Assistant/Consultant for annual Spring Musical

Other Experience:

Drama and Music Specialist for St. Stephen's and St. Agnes' School Summer Camp, Alexandria, VA (Summer, 1996)
Camp Manager, Production Director, Stage Manager for BAPA's Imagination Stage, Bethesda, MD (Summers 1999-2001)

Administrative Assistant, Stage Manager and Theatre Consultant for Levine School of Music, Washington, DC (March 1996-1999)

Head of Drama for Camp Pembroke Jewish Girls' Camp, Pembroke, MA (Summer 1993-1995)

Academic Tutor for Sylvan Learning Center, Bethesda, MD (Spring 1996)

Founder and Co-director for Our Lady of the Valley Regional School's theatre program, Uxbridge, MA (Spring 1992-1994)

Memberships and Associations:

BAPA's Imagination Stage Educational Advisory Board

Clark University Alumni Admissions Officer, Alumni Association Reunion Program Coordinator, Alumni Council Member

Founding member of the William E. Doar, Jr. Educational Foundation

Special Skills: piano, voice, sight singing, computer literate (Windows XP)

ANGELA SCREEN
8750 GEORGIA AVENUE #424A
SILVER SPRING, MD 20910
301-562-9395
amsouthernbelle@earthlink.net

EXPERIENCE

November, 2000 - Present, Caliber Associates, Fairfax, VA
National Evaluation Data Services
Associate

- ◆ Perform research activities around substance abuse issues for variety of audiences. Perform data analysis on secondary data. Co-authored technical reports; authored Fact Sheets based on Technical report findings for non-technical audiences. Task Manager for project with total budget of 1.3 million dollars. Duties include budgeting, meeting facilitation with government client, working with IT team to develop website, and working with expert panel group on content issues.

June, 1999 - November, 2000, Johnson, Bassin & Shaw, Silver Spring, MD
National Leadership Institute - Evaluation Unit
Center for Substance Abuse Prevention (CSAP) Technical Assistance Project
Research Associate

- ◆ Performed a variety of research functions including managing data collection activities; conducted extensive telephone interviews with Executive Directors of community-based substance abuse organizations; contributed to annual report; responded to client data information requests; analyzed data using statistical software packages; served as liaison from evaluation to other project components. As a result of liaison activities, increased evaluation data collection by other project components. Performed site visits to evaluate state substance abuse prevention systems

April, 1998 - June, 1999, American Registry of Diagnostic Medical Sonographers, Rockville, MD
Test Development Department
Research Assistant

- ◆ Conducted and analyzed task surveys using statistical software packages; worked closely with panel members to ensure registry exams were practice-based. Designed and initiated task surveys via the Internet

1996 - August, 1997, Enterprise State Junior College, Enterprise, AL
Department of Social Sciences
Associate Professor

- ◆ Taught Sociology courses to junior college students; served on faculty committees, including hiring and outstanding student committees; counseled students on academic offerings and career choices.

1994 - 1995, Uhuru Counseling Center, Los Angeles, CA
South Central Community Resource Center
Program Director

- ◆ Directed activities and budgeted expenditures for substance abuse referral center; interviewed, trained, supervised, and evaluated staff of five persons; conducted consensus-building meetings with substance abuse providers in South Central Los Angeles; developed and conducted various seminars on substance abuse issues for clients and various community agencies, including Goodwill Industries of Southern California and Head Start; and performed grant writing to secure program funding.

1993- 1994 University of Southern California, Los Angeles, CA
School of Social Work
Research Interviewer

- ◆ Conducted interviews with women enrolled in substance abuse treatment centers; distributed stipends to program participants

EDUCATION

M.A. Sociology, 1994
University of Southern California, Los Angeles, CA

- ◆ Alpha Kappa Delta Sociology Honor Society
- ◆ Frye Tuition Fellow

B.A. Sociology, 1992
Alabama State University, Montgomery, AL

- ◆ cum laude graduate; Academic Tuition Scholarship; Alpha Kappa Mu Honor Society; National Dean's List; Who's Who Among Students in American Colleges and Universities
- ◆ Minor in History

SELECTED PUBLICATIONS

Analysis of Three Outcome Proxies for Post-Treatment Substance Use in NTIES (2001).
Prepared for the Center for Substance Abuse Treatment. Caliber Associates: Fairfax, VA

Pre-Treatment Substance Use: Findings from a Colorado Case Study (2001). Prepared for the Center for Substance Abuse Treatment. Caliber Associates: Fairfax, VA.

Alcohol/Drug Use at Treatment Exit: Findings from a Colorado Case Study (2001). Prepared for the Center for Substance Abuse Treatment. Caliber Associates:

Population Changes in Wisconsin, 1950-1990 (1993). Applied Populations Laboratory, Department of Rural Sociology, College of Agricultural and Life Sciences, University of Wisconsin-Madison/Extension

RICHARD H. SINKFIELD III
301 G Street, NE Apt. 3
Washington, DC 20002
(202) 547-1927

EXPERIENCE

SIDLEY AUSTIN BROWN & WOOD LLP Corporate/Securities

Washington, D.C.
Feb. 2001 –

General corporate practice representing public and private companies in matters related to formation, organization, equity and debt financing and business operations. Recent deals include private placement offerings for an automated retail grocery start-up; third and fourth round financing for a European-based Internet services firm; outside general counsel to a broadband hardware R&D firm in matters involving private placements, licensing and product development; U.S. counsel to a mid-sized U.K./Australia-based mortgage lending firm in acquisition by a large U.S. financial services provider.

AKIN, GUMP, STRAUSS, HAUER & FELD, L.L.P. *Akin Gump Technology Ventures/Public Law & Policy Section* Senior Associate

Washington, D.C.
June 1999 to Feb. 2001

General practice focusing on national and international public policy developments related to trade and financial services matters. Recent work includes advising clients on federal regulatory treatment of technology mergers before the U.S. Committee on Foreign Investment in the U.S. Monitor and analyze foreign country regulation of the telecommunications and Internet sectors in preparation for client expansion abroad. Monitor and analyze national and international non-governmental/self-regulatory efforts to establish competitive ground rules in the areas of online privacy, commercial solicitation and open access. Member of the firm's financial services planning team, including anti-money laundering compliance and WTO Round negotiations. Member of strategic planning group for the Public Law & Policy Section related to the opening of a new office in the Northern Virginia Tech corridor, which has also entailed assuming task responsibilities on Corporate Section client matters.

U.S. DEPARTMENT OF THE TREASURY Deputy Assistant Secretary (Legislative Affairs and Public Liaison) June 1999

Washington, D.C.
Feb. 1998 to

Senior Executive advisor to the Secretary and Deputy Secretary of the Treasury, the Assistant Secretary for Legislative Affairs, and the Under Secretary and Assistant Secretary of the Office of International Affairs, concerning Treasury legislative and public actions implementing U.S. international debt, development, monetary, trade and investment policies. Responsible for design and implementation of legislative strategy to achieve FY 99 foreign operations funding for the U.S. contributions to international financial institutions, including the International Monetary Fund Quota Increase, totaling \$18bn and over \$1.5bn for the multilateral development banks. Managed Treasury's congressional relations related to the IMB-led and Treasury responses to the S.E. Asian currency crisis and economic assistance to Brazil. Managed Treasury's efforts to preserve Executive Branch authority and discretion over the Exchange Stabilization Fund; conducted extensive briefings for select Congressional committees regarding Y2K readiness in developing countries and the potential impact on U.S. institutions in conjunction with the 1st World Bank/Regional Development Bank Y2K ad hoc task force.

U.S. DEPARTMENT OF THE TREASURY Senior Deputy to the Assistant Secretary (Legislative Affairs and Public Liaison)

Washington, D.C.
Jan. 97 to Feb. 1998

Confidential advisor to the Secretary and Deputy Secretary of the Treasury, the Assistant Secretary for Legislative Affairs, and the Assistant Secretary and Under Secretary for the Office of International Affairs, concerning Treasury legislative and non-legislative actions implementing U.S. international, debt, development, monetary, trade and investment policies, representing the Department in inter-agency meetings and public interactions for each of these

areas. During the first session of the 105th Congress, co-designed a strategy that achieved almost full funding for the U.S. contributions to the multilateral development banks, totaling over \$1.5bn, the most successful year in four years; also helped to negotiate legislative compromises on specific policy issues, e.g., cessation of Congressional funding restrictions on the U.S. contribution to the International Development Association and the preservation of Executive discretion in bilateral and multilateral assistance to Bosnia consistent with donee compliance with the Dayton Accords war crimes provisions.

U.S. DEPARTMENT OF THE TREASURY

Deputy Assistant Secretary (Legislative Affairs and Public Liaison)
Jan. 1997

Washington, D.C.

Sept. 1995 to

Confidential Assistant, advising the Assistant Secretary for Legislative Affairs on legislative considerations pertaining to U.S. Customs Service counter-narcotic efforts along the Southwest Border, Caribbean corridor and Northern Border, Office of Foreign Assets Control embargo programs (Cuba, Iraq, Iran, Sudan, and Libya) and Treasury involvement in U.S. foreign trade and investment policy. Assisted in the formulation of a legislative relations strategy to defend Customs counter-narcotic efforts on the Southwest border to counterattacks from Congress and calls for the resignations of key Customs officials, including the Commissioner. Represented the Department in legislative consultations and negotiations related to the enactment of the Iran-Libya Oil Export Sanctions Act of 1996, resulting in improved provisions related to the levels and definition of "investment" as a sanctionable activity. As one of two Treasury liaisons between congressional intermediaries, the Department, and third-party religious interest groups, helped to end a three-month hunger strike (four persons) that had been commenced as a protest against the U.S.-Cuba embargo policy.

U.S. DEPARTMENT OF STATE

Attorney Advisor
1995

Washington, D.C.

Sept. 1994 to Sept.

Assigned to the Office of International Claims and Investment Disputes, advising regional desks on expropriation and sovereign investment dispute issues. Responsible for developing U.S. citizen claims against various foreign governments and initiating appropriate Department action: multi-million dollar claim against the Government of Italy for post WWII expropriations of property in Rome and Milan; land confiscation in Peru for hydroelectric construction; and land confiscation for settlements in Israel. As a member of the intra-agency (State/Department of Defense – Army, Navy, Air Force) Iran-U.S. Claims Tribunal (Hague) litigation teams, assisted in developing case strategies and coordinated intra-agency case analysis related to Navy weapons system cases.

EDUCATION

HARVARD LAW SCHOOL, J.D., cum laude, 1994

Honors and Activities: *Harvard Law Review, Supervising Editor*
Harvard Fellow, 1993
Resident Assistant, Hastings Hall
Cambridge Legal Services Clinic Immigration & Asylum Legal Assistant
"Kids in Court" Advisor
Black Law Students Association

Publications: *Dethroning the Welfare Queen: The Rhetoric of Reform, 107 HARV. L. REV. 2013 (1994)*

GEORGETOWN UNIVERSITY, School of Foreign Service, B.S., International Law Relations and Organization, 1991

Honors and Activities: *Landegger International Business Diplomacy Honors Recipient*
Men's Varsity Diving Team, 1987-1989 (1988 Big East Finalist)
Washington Adopt-a-School Mentor, 1989-1991

SPEECHES

Panelist: U. of Kentucky Midwest/Midsouth Securities Law Conference –
Venture Capital Deals February 2002
Commencement Address: U.S. Mint – Partnership
in Education Graduation May 2001
Panelist: ABA National Conference on the Minority Lawyer –
Making the Transition Between the Public and Private Sectors June 2001

ACTIVITIES

Georgetown University African-American Advisory Board 1999 to present
Georgetown University Healy Fellows Program Mentor 1997 to present
The Newport School Board of Trustees 1999 to 2001
Metropolitan A.M.E. Church Legal Ministry (Co-Chair) 1998 to present
American Council on Germany Young Leaders Program Class of 2001

LANGUAGES

French: Written and oral proficiency
Spanish: Basic written and oral knowledge

SONYA A. SMITH, CPA, ESQ.

Law Offices of Sonya A. Smith
7272 Wisconsin Avenue, Suite 300 · Bethesda, MD · 20814
(301) 941-1911
sonya_a_smith@hotmail.com

ADMISSIONS/PROFESSIONAL LICENSES

Bar Admissions: District of Columbia, Maryland, New York, New Jersey, and Connecticut
CPA Licenses: District of Columbia, Maryland and New York

EDUCATION

BROOKLYN LAW SCHOOL, Brooklyn, NY
Juris Doctor, June 1997

VILLANOVA UNIVERSITY, Villanova, PA
Bachelor of Science in Accountancy, September 1991
Honors: Dean's List; American Institute of Certified Public Accountants Scholarship

LEGAL EXPERIENCE

LAW OFFICES OF SONYA A. SMITH, Bethesda, MD

Managing Attorney

September 2002 – Present

Litigate cases involving domestic relations, child custody, child abuse and neglect, real estate, and civil matters. Prepare and argue pleadings, motions and discovery requests. Draft separation agreements, wills, and powers of attorney. Conduct real estate closings. Draft probate petitions and manage estate matters. Interview and counsel clients, participate in settlement negotiations, conduct case research and trial work.

LIOTTA, DRANITZKE & ENGEL, LLP, Washington, DC

Associate Attorney

September 2001 – September 2002

Litigated cases involving domestic relations, child custody, and criminal matters. Drafted pleadings, motions and discovery requests. Managed probate and estate matters. Drafted qualified domestic relations orders, separation agreements, and powers of attorney. Conducted real estate closings. Interviewed clients, participated in settlement negotiations, conducted research and trial work.

LEGAL AID BUREAU, CHILD ADVOCACY UNIT, Riverdale, MD

Staff Attorney

September 2000 – September 2001

Litigated child abuse and neglect, and termination of parental rights cases for children in Prince George's and Montgomery County. Interviewed children, witnesses and foster parents. Participated in negotiations. Represented children at court hearings. Collaborated with social workers.

LEGAL AID SOCIETY, JUVENILE RIGHTS DIVISION, Brooklyn, NY

Staff Attorney

April 1998 – August 2000

Litigated juvenile delinquency, child custody, child abuse and neglect, and termination of parental rights cases for children in Kings County Family Court. Prepared and argued a full range of motions and discovery requests. Conducted interviews of children, witnesses and foster parent. Participated in pre- and post-trial negotiations. Represented children at court hearings. Coordinated juvenile delinquency crime scene investigations and canvassing of neighborhoods.

SONYA A. SMITH, Pg. 2

DELOITTE & TOUCHE, LLP, New York, NY

Tax Attorney

October 1997 – March 1998

Prepared income tax returns and related filings, including state and local income tax returns for clients. Prepared tax return extensions and quarterly estimated taxes. Researched and drafted memoranda of law on tax issues. Edited tax allocation agreements between clients and their parents/subsidiaries.

GULIELMETTI & GESMER, P.C., New York, NY

Law Clerk

May 1996 – August 1996

Conducted research and drafted pleadings, motions and memoranda of law concerning domestic relations law, real estate transactions and landlord-tenant disputes. Drafted separation agreements. Assisted in the preparation of appellate briefs and client interviews. Participated in pre-trial conferences and observed courtroom proceedings.

BLS LEGAL SERVICES, Brooklyn, NY

Legal Intern, Family Law Clinic

January 1996 – May 1996

Handled all aspects of child support and domestic violence cases for clients in Kings County Family Court. Drafted pleadings and motions. Interviewed clients. Reviewed discovery materials and conducted investigations.

MELTZER, LIPPE, GOLDSTEIN & SCHLISSEL, LLP, Mineola, NY

Law Clerk

June 1995 – May 1996

Researched and drafted memoranda of law concerning domestic relations law. Participated in pre-trial conferences. Reviewed and digested discovery materials. Researched and assisted in the preparation of articles and presentations concerning arbitration in domestic relations matters.

ACCOUNTING EXPERIENCE

METROPOLITAN MUSEUM OF ART, New York, NY

Internal Auditor

September 1993 – April 1994

Performed financial, operational and compliance audits in various areas for the largest museum of fine art. Assessed cash and inventory control. Assisted external auditors with financial audit. Evaluated application controls for EDP systems.

PRICE WATERHOUSE, New York, NY

Staff Accountant

August 1991 – April 1993

Performed reviews of all financial statement components for a client base in industries including not-for-profit, entertainment, and law firms. Reviewed employee pension plans and evaluated internal control systems. Assisted in resolving business issues and maintained extensive interaction with client financial officers.

AMERICAN EXPRESS COMPANY, New York, NY

INROADS/NYC Accounting Intern

Summers 1988, 1989, 1990

Department assignments included budget/finance, corporate accounting, and division/operations accounting. Key responsibilities included fixed asset accounting, budget data analysis, payroll calculations, accounts payable, account reconciliations, and capital expenditures reporting.

SONYA A. SMITH, CPA, ESQ.

Law Offices of Sonya A. Smith
7272 Wisconsin Avenue, Suite 300 · Bethesda, MD · 20814
(301) 941-1911
sonya_a_smith@hotmail.com

PROFESSIONAL DEVELOPMENT

1. Rita Rosenkrantz Basic Family Law Training, Montgomery County, MD, Bar Foundation, 2002
2. Guardianship in Maryland, MICPEL, 2002
3. Essential Trial Skills (Six Part Series), District of Columbia Bar CLE Program, 2002
4. Fundamentals of Estate Planning, MICPEL, 2002
5. Tax Refresher: Complex Concepts Come to Life, Center for Professional Education, 2001
6. Representing Children in Maryland in Child Dependency Matters, University of Baltimore, 2001
7. Professional Ethics for CPAS, American Institute of Certified Public Accountants, 2001
8. CINA Training: ASFA and Maryland Guidelines of Advocacy for Attorneys Representing Children in CINA, Related TPR and Adoption Proceedings, ABA Center on Children and the Law, 2000
9. Improving the Professional Response to Children in the Legal System, National Children's Law Conference – National Association of Counsel for Children, 2000
10. Effective Dispositional Advocacy in Juvenile Delinquency Cases, Legal Aid Society, 2000
11. An Overview of Public Assistance Benefits for Legal Aid Clients and Their Families, Legal Aid Society, 2000
12. Special Immigrant Juvenile Status, Legal Aid Society, 2000
13. Advocating for the Healthcare Needs of Children in Foster Care, Legal Aid Society, 2000
14. Early Intervention Advocacy, Legal Aid Society, 2000
15. Juvenile Delinquency Caselaw Update, Legal Aid Society, 2000
16. Conference on Women, Children & Domestic Violence, Fordham University School of Law, 1999
17. Children's Law Institute, Practicing Law Institute, 1999
18. Motion Practice in Delinquency Cases, Legal Aid Society, 1999
19. Child Abuse, Neglect & the Foster Care System, Practicing Law Institute, 1999
20. Representing Children in Child Protective and PINS Proceedings, Legal Aid Society, 1998

NICOLE L. STREETER

1839 12th St., NW
Washington, D.C. 20009
(202)-319-1132

EDUCATION

Boalt Hall School of Law - University of California at Berkeley

Juris Doctor, May, 1997

Activities: *African American Law & Policy Report*, Editorial Board Member - Symposium Coordinator; *Berkeley Women's Law Journal*, Articles Screening Committee; Black Law Student Association, Western Region Executive Director; Berkeley Law Foundation, Speaker Series Committee - Chairperson; Legal Research & Writing Teacher Assistant.

Publication: Nicole L. Streeter, Recent Development, 11 Berkeley Women's L.J. 200 (1996).

School of Foreign Service, Georgetown University

Bachelor of Science, International Politics, May 1994

Honors: Dean's List; Proficiency Certificate in Italian

Activities: Georgetown Alumni Association - Alumni Interviewer

Villa Le Balze, Fiesole, Italy

Georgetown Study Abroad Program, Summer 1992

EXPERIENCE

Department of Justice, Civil Division, Torts Branch, Admiralty/Aviation Section, Washington, D.C. October 1997-2000
Constitutional & Specialized Torts Litigation Section 2000-present

Attorney General, Honor's Attorney

Award for Superior Performance - October 1998.

Successfully represented the United States in four personal injury cases; represented the United States in a trial on the issue of fair market value of a destroyed motor vessel; defended an appeal to the Fifth Circuit in a seaman's injury case; moved to dismiss a long shore worker's personal injury claim; settled a personal injury case and a lock damage case; and moved to dismiss a United States agency as a co-defendant in a personal injury case. Assisted in drafting a brief to the Ninth Circuit on the issue of discretionary function, and in drafting a motion for summary judgment on the issue of discretionary function. Taken and defended more than three dozen depositions. Represented the United States in court ordered mediation. Attended the Department of Justice's Civil Trial Advocacy, Appellate Advocacy, Introduction to Freedom of Information Act, Basic Negotiation Skills, Ethics for Litigators, and Constitutional and Specialized Torts Litigation training seminars. Represented two Federal Bureau of Investigation agents and six Office of Thrift Supervision employees in a malicious prosecution case; and Immigration and Naturalization Service officers in an Expedited Removal case. Currently representing Veterans Affairs law enforcement personnel in an excessive force case; and a United States Attorney, two Assistant United States Attorneys, and two Drug Enforcement Administration agents in a malicious prosecution case. Representing on a pro bono basis an HIV positive client seeking compensation for services rendered; and an HIV positive client applying for continued health care coverage pursuant to the Consolidated Omnibus Budget Reconciliation Act of 1985.

Saul, Ewing, Remick & Saul, Philadelphia, PA

Summer 1996

Summer Associate (permanent offer received)

Successfully represented a client in a social security disability benefits hearing. Drafted two motions in limine for the exclusion of deposition testimony as evidence at trial. Interviewed clients defrauded of their money by a travel agency. Drafted a letter brief arguing for the admissibility of evidence in a search and seizure case. Researched and drafted memoranda highlighting the legal constraints on admission of parol evidence, admission of patient records pursuant to a subpoena, and the certification of settlement classes. Assisted in preparation for oral argument on the issue of a contract dispute.

The Honorable D. Lowell Jensen, Federal District Court, Northern District of California, Oakland, CA

Spring 1996

Judicial Extern

Wrote bench memoranda and drafted court orders on topics such as attorney's fees, amendment of judgment, sovereign immunity, motion to withdraw as counsel, 1983 civil rights violations, violation of both federal and state credit reporting acts, prisoner civil rights and habeas corpus, and social security appeals.

Hall & Associates, Los Angeles, CA

Summer 1995

Summer Associate

Researched and drafted legal memoranda on substantive and procedural legal issues involving title and ownership of land, attorney sanctions and damages in class actions, and building compliance with the regulations of the Americans with Disabilities Act.

Women's Legal Defense Fund, Washington, D.C.

Spring 1994

Legal Intern

Updated correspondents on recent policy developments. Attended and reported on Congressional hearings and briefings. Drafted press releases on passage of current legislation. Lobbied for Congressional support of the Family Medical Leave Act.

U.S. Attorney's Office, Washington, D.C.

Spring 1992, 1993

Legal Intern

Researched and drafted briefs on issues involving car-jackings and search and seizure cases.

ADMITTED

The Supreme Court of the State of California, District of Columbia Court of Appeals, Federal District Court for the Central District of California, and the Fifth Circuit.

PROFESSIONAL ASSOCIATIONS

Chair of the Department of Justice Association of Black Attorneys, Member of Greater Washington Area Chapter of the National Bar Association, Women's Bar Association, American Bar Association, California Bar Association, and District of Columbia Bar Association.

OTHER LICENSE

Passed Real Estate License Exam - Washington, D.C., June 2001.

INTERESTS

Tennis, running, skiing, cycling, traveling, art, literature, theater, community development and relations.

TERRENCE WHITE

809 Tennessee Avenue #103

Alexandria, Virginia 22305

(703) 299-0005

Terry00004@aol.com

OBJECTIVE: To contribute acquired skills to a technical support position.

EXPERIENCE:

- 8/01 – Present** **SOUTHEAST ACADEMY OF SCHOLASTIC EXCELLENCE, Washington D.C.**
Instructional Technology Specialist and Support Technician
Provide training and support to the school community to develop technology skills and promote curriculum integration. Develop and implement professional development program for all teachers and administrators, adapting it as necessary to the school culture. Provide technical support to members of the school community. Perform maintenance functions on the local-area network including back-ups, user access, data security and data recovery. Manage the technology budget and technology planning. Coordinate and manage funding and grant processes.
- 3/00 – 8/01** **KINKO'S INC., Alexandria, VA**
Express Computer Coordinator and FM Project Coordinator/Key-Operator
Provided desktop support to customers; maintained and periodically upgraded hardware and software according to company guidelines and timetables; maintained internal Project Tracking system; facilitated document production, assisted the manager in staff coordination duties.
- 9/98 – 9/99** **THE NEWPORT SCHOOL, Kensington, MD**
Media Technician
Maintained two NT 4.0 networks and all hardware connected to the networks for student computer labs and an administrative network; repaired broken hardware; conformed PCs to be commensurate with the needs of the school population; provided desktop support to students, teachers and administration; trained teachers and students to use MS Office applications; compiled and maintained accurate inventory list of all PCs, peripherals, and multimedia devices.
- 6/98 – 8/98** **THE NEWPORT SCHOOL SUMMER PROGRAM, Kensington, MD**
6/99 – 8/99 Computer Instructor
Taught basic computer applications to students (grades nursery through ninth); developed lesson plans for students enrolled in summer computer courses; coordinated a staff of junior computer instructors.
- 8/96 – 10/96** **OPTICAL TECHNOLOGIES CORPORATION, Long Island City, New York**
Controller's Assistant
Posted checks for the Accounts Receivable Department to their database; created and maintained spreadsheets for all accounts; facilitated inter and extra office communication.
- 10/94 – 07/96** **FINANCIAL MODELS COMPANY, New York, New York**
Technical Assistant
Assisted Network/Systems Specialist in various tasks; conformed PCs to the guidelines that were specified by the System Specialist; provided desktop support for 20 users; repaired broken equipment; maintained an accurate inventory of all hardware and software.

SKILLS: Experience with Microsoft Windows 2000, Microsoft Office 2000 Professional, Lotus 1–2-3, dBase M Plus, Peachtree, WordPerfect Suite 2000, and VAXNMS 5.5, Adobe PageMaker, Adobe Photoshop.

EDUCATION: NORTHERN VIRGINIA COMMUNITY COLLEGE, Alexandria, VA
B.A. Candidate: May 2003
Major Computer Information Systems
Currently pursuing A+ Certification.

Appendix C: Board Docs/Letters of Support

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

THIS IS TO CERTIFY that there were received and accepted for record in the Department of Consumer and Regulatory Affairs, Corporations Division, on the 18th day of November, 2002 *Articles of Incorporation of:*

WILLIAM E. DOAR, JR. EDUCATIONAL FOUNDATION, INC.

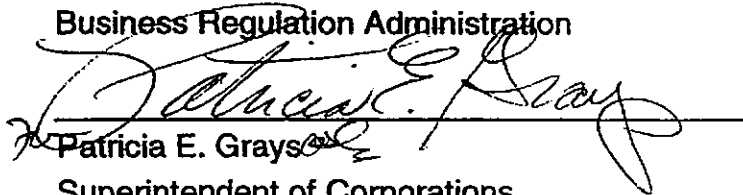
The above named corporation is duly incorporated and existing pursuant to and by virtue of the Nonprofit Corporation Act of the District of Columbia and authorized to conduct its affairs in the District of Columbia as of the date mentioned above.

WE FURTHER CERTIFY that the above entitled corporation is at the time of issuance of this certificate in Good Standing, according to the records of the Corporations Division, having filed all reports required by the District of Columbia Nonprofit Corporation Act.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed this 10th day of December, 2002.

David Clark
DIRECTOR

Elizabeth O. Kim
Administrator
Business Regulation Administration


Patricia E. Gray
Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

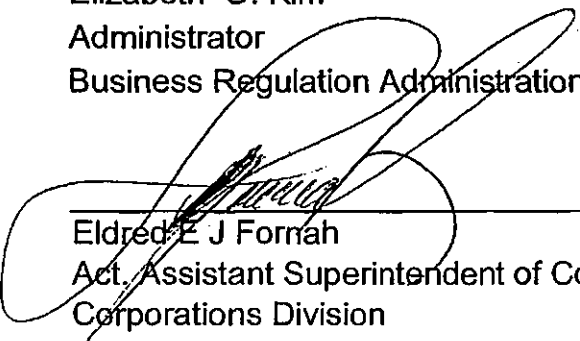
THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

WILLIAM E. DOAR, JR. EDUCATIONAL FOUNDATION, INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **18th** day of **November, 2002**.

David Clark
DIRECTOR

Elizabeth O. Kim
Administrator
Business Regulation Administration



Eldred E. J. Fornah
Act. Assistant Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

**ARTICLES OF INCORPORATION
OF THE
WILLIAM E. DOAR, JR. EDUCATIONAL FOUNDATION, Inc.**

NOV 18 2001

To: Department of Consumer and Regulatory Affairs
Business Regulation
Corporations Division

We, the undersigned natural persons of the age of eighteen years or more, acting as incorporators of the above-named corporation, adopt the following Articles of Incorporation for such corporation pursuant to the provisions of the District of Columbia Nonprofit Corporation Act.

FIRST: The name of the corporation is the WILLIAM E. DOAR, JR. EDUCATIONAL FOUNDATION, Inc.

SECOND: The duration of corporation is perpetual.

THIRD: The corporation is organized for such community, religious, civic and charitable purposes as shall qualify it for exemption from federal taxation under section 501(c)(3) of the Internal Revenue Code, including, but not limited to, providing career development and training; education of children and adults; music, arts and cultural programs; and giving and receiving grants, endowments and fellowships.

FOURTH: The corporation may exercise all power or authority granted to it under the District of Columbia Nonprofit Corporation Act or otherwise, including, but not limited to, the power to accept donations of money, property, or any interest therein, or any other thing of value, and to own or lease property, whether real or personal. The corporation will not have members.

FIFTH: In carrying out its purposes, the corporation shall not engage directly or indirectly in any activity, that would prevent it from qualifying as a corporation described in section 501(c)(3) of the Internal Revenue Code. The assets of the corporation shall at all times be dedicated to the purposes set out in Article THIRD. No part of the assets or earnings, current or accumulated, of the corporation shall at any time inure in whole or in part to the benefit of any private individual, association, or corporation within the meaning of the prohibition contained in section 501(c)(3) of the Internal Revenue Code, except that the corporation shall be authorized and empowered to make payments as reasonable compensation for services rendered and/or as a reasonable allowance for authorized expenditures incurred on behalf of the corporation and to make payments and distributions in furtherance of the purposes set forth in Article THIRD.

SIXTH: The corporation shall not carry on propaganda or otherwise attempt to influence legislation to any extent that would disqualify it from tax exemption under section 501(c)(3) of the Internal Revenue Code by reason of attempting to influence legislation. The corporation shall not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office.

SEVENTH: The corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

EIGHTH: The affairs of the corporation shall be managed by a Board of Directors. Qualifications for membership on the Board of Directors shall be described in the Bylaws. The number of members of the Board of Directors shall be fixed by the Bylaws and may be increased or decreased from time to time as provided therein, but in no event shall the number of directors be less than nine (9). Each member of the Board of Directors shall be elected or appointed in the manner and for the term provided in the Bylaws.

NINTH: Upon the termination, dissolution, or winding up of the corporation in any manner or for any reason, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the corporation shall be distributed to, and only to, one or more organizations described in section 501(c)(3) of the Internal Revenue Code and engaged in activities similar to those of the corporation.

TENTH: The number of members of the initial Board of Directors shall be nine (9). The names and addresses of the initial Board of Directors, who shall serve until their successors are elected or appointed and qualified, are as follows:

Mary C. Robbins, M.A.
3064 Bel Pre Road, #302
Silver Spring, MD 20906
(301) 603-0010

Nadia Casseus, M.A., LCSW
4913 40th Place
Hyattsville, MD 20781
(301) 887-1113

Julie S. Doar, M.A.
13005 Conductor Way
Silver Spring, MD 20904
(301) 890-8609

Angela Bartee
1102 Barnaby Terrace, SE
Washington, DC 20032
(202) 563-1048

Terrence White
809 Tennessee Avenue
Alexandria, VA 20032
(703) 299-0005

Jerry Crute, Jr., MBA
304 Maryland Ave., NE
Washington, DC 20002
(202) 251-8466

Richard H. Sinkfield, III, Esq.
301 G Street NE, #3
Washington, DC 20002
(202) 547-1927

Sonia A. Smith, CPA, Esq.
9600A Homestead Court
Laurel, MD 20723
(301) 776-8940

Nicole Streeter, Esq.
1839 12th St., NW
Washington, D.C. 20009
(202) 319-1132

ELEVENTH: The private property of the officers or directors of the corporation shall not be subject to payment of corporation debts to any extent whatsoever.

TWELFTH: Any reference herein to any provision of the Internal Revenue Code shall be deemed to mean such provision as now or hereafter existing, amended, or superseded, as the case may be.

THIRTEENTH: The address, including street and number, of the initial registered office of the corporation in the District of Columbia is 301 G. Street, NE #3, Washington, DC 20002, and the name of the initial registered agent at such address is Richard H. Sinkfield, III a resident of the District of Columbia.

FOURTEENTH: The Fiscal Year of the corporation will begin each July 1 and end each June 30.

FIFTEENTH: The names and addresses of the incorporators are as follows:

Mary C. Robbins, M.A.
3064 Bel Pre Road, #302
Silver Spring, MD 20906
(301) 603-0010

Julie S. Doar, M.A.
13005 Conductor Way
Silver Spring, MD 20904
(301) 890-8609

Richard H. Sinkfield, III, Esq.
301 G Street NE, #3
Washington, DC 20002
(202) 547-1927

IN WITNESS WHEREOF, we have signed and acknowledged these Articles of Incorporation this

2nd day of November 2002.

Mary Robbins
Mary Robbins

Julie S. Doar
Julie S. Doar

Richard H. Sinkfield, III
Richard H. Sinkfield, III

I, Sonya A. Smith, a Notary Public, hereby certify that on this 2nd day of November, 2002, personally appeared before me, Mary Robbins, who being first duly sworn, declared that she signed the foregoing document as an incorporator and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the day and year written above.

Sonya A. Smith
NOTARY PUBLIC

10/23/05
TERM EXP.

I, Sonya A. Smith, a Notary Public, hereby certify that on this 2nd day of November, 2002, personally appeared before me, Julie S. Doar, who being first duly sworn, declared that she signed the foregoing document as an incorporator and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the day and year written above.

Sonya A. Smith
NOTARY PUBLIC

10/23/05
TERM EXP.

I, Sonya A. Smith, a Notary Public, hereby certify that on this 2nd day of November, 2002, personally appeared before me, Richard Sinkfield, who being first duly sworn, declared that she signed the foregoing document as an incorporator and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the day and year written above.

Sonya A. Smith
NOTARY PUBLIC

10/23/05
TERM EXP.

THE WILLIAM E. DOAR, JR. EDUCATIONAL FOUNDATION, INC.

BYLAWS

ARTICLE I

Name

1. **Name.**

ARTICLE II

ARTICLE III

ARTICLE IV

Offices and Agent

1. **Principal Office.**
2. **Registered Office and Agent.**

ARTICLE V

Honorary Membership

1. **Honorary Membership.**

ARTICLE VI

Membership

1. **Membership.**

ARTICLE VII

Directors

1. **Powers.**
2. **Number and Terms.**
3. **Election of Directors.**
4. **Resignations.**
5. **Removal.**
6. **Vacancies.**
7. **Place of Meetings.**
8. **Annual Meeting.**
9. **Other Meetings.**
10. **Quorum; Majority Vote; Adjournment.**
11. **Meetings by Telephone.**
12. **Action Without a Meeting.**

13. **Emergency Meeting.**
14. **Reimbursement.**
15. **Committees.**
16. **Executive Committee.**
17. **Indemnification and Insurance**

ARTICLE VIII

Officers

1. **Officers.**
2. **Qualification and Election.**
3. **Terms of Office.**
4. **Resignation.**
5. **Removal.**
6. **Reimbursement.**

ARTICLE IX

Duties of Officers

1. **President.**
2. **Secretary.**
3. **Treasurer.**
4. **Other Officers.**

ARTICLE X

Advisory Council

1. **Advisory Council.**

ARTICLE XI

Financial Administration

1. **Documents.**
2. **Deposits and Accounts.**
3. **Corporate Records.**

ARTICLE XII

Amendments

1. **Amendments.**

ARTICLE XIII

Corporate Seal

1. Corporate Seal

ARTICLE I

Name

1. Name. The name of the Corporation is THE WILLIAM E. DOAR, JR. EDUCATIONAL FOUNDATION (hereinafter "Foundation").

ARTICLE II

The Foundation is organized and shall be operated exclusively for such charitable, educational and religious purposes as may qualify the Foundation for exemption from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended (hereinafter referred to as the "Code"), and for the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code. Any reference herein to any provision of such Code shall be deemed to mean provisions as now or hereafter existing, amended, supplemented, or superseded. The purposes of the Foundation include, but are not limited to, the following:

1. Education of children and adults.
2. Music, arts and cultural programming.
3. Giving and receiving grants, endowments and fellowships.
4. Fostering enterprise and business skills.
5. To do any and all lawful acts that may be necessary, useful, suitable or proper for the furtherance or accomplishment of the purposes of the Foundation.

In furtherance of these purposes and related activities, the Foundation shall have the power to exercise all power and authority granted to it under the District of Columbia Nonprofit Corporation Act or other laws of the District of Columbia, including, but not limited to, the power to accept donations of money or property, whether real or personal, or any interest therein, wherever situated.

ARTICLE III

No part of the net earnings of the Foundation shall inure to the benefit of or be distributable to its members, directors, officers or other private persons, except that the Foundation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the Foundation and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. Except to the extent permitted by Section 501(c)(3) and

(h) of the Code, no substantial part of the activities of the Foundation shall consist of carrying on propaganda, or otherwise attempting to influence legislation. The Foundation shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Bylaws, or any provision of the Articles of Incorporation or the District of Columbia Nonprofit Corporation Act governing or pertaining to the Foundation, the Foundation shall not engage in or carry on any activities not permitted to be engaged in or carried on by a corporation described in Section 501(c)(3) of the Code (or the corresponding provision of any future Federal income tax law) and exempt from taxation under Section 501(c)(3) of the Code (or the corresponding provision of any future Federal income tax law).

ARTICLE IV

Offices and Agent

1. **Principal Office.** The principal office of the Foundation shall be in the Washington, D.C. metropolitan area, and shall be located at such place as may be designated by the Board of Directors.
2. **Registered Office and Agent.** The Foundation shall continue to maintain a registered office and registered agent in the District of Columbia. The address, including street and number, of the initial registered office of the corporation in the District of Columbia is 301 G Street, NE Apt 3, Washington, DC 20002, and the name of the initial registered agent at such address is Richard H. Sinkfield III, a resident of the District of Columbia.

ARTICLE V

Honorary Membership

1. **Honorary Membership.** The Board of Directors may, in its discretion and upon terms it shall decide, appoint persons to be Honorary Members of the Foundation. Honorary Members may attend the Annual Meeting and any other such meetings that the Board of Directors shall decide, but shall not exercise the right to vote.

ARTICLE VI

Membership

1. **Membership.** The Foundation shall have no members.

ARTICLE VII

Directors

1. **Powers.** The powers to govern and supervise the Foundation shall be vested in a Board of Directors. The Board of Directors shall possess, and may exercise, any and all powers granted to the Foundation under the Articles of Incorporation, the Bylaws and the District of Columbia Nonprofit Corporation Act.
2. **Number and Terms.** The initial Board of Directors shall consist of the fifteen (15) directors that have been identified in the Articles of Incorporation for the Foundation (the "Initial Board"). The Initial Board shall be divided into three classes of directors as follows:

Class I Director(s): Nadia Casseus
Mary C. Robbins
Terrence White
Angela Harris
Julie S. Doar

Class II Director(s): Jerry Crute, Jr.
Richard H. Sinkfield, III
Sonya Smith
Kim Carlson
Robin Bramwell

Class III Director(s): Steve Percy
Nicole Streeter
Angela Screen
Barbara Tucker
Dianne Myers

The term of the Class I Director(s) shall expire at the second annual meeting of the Board of Directors (two year term). The term of the Class II Director(s) shall expire at the third annual meeting of the Board of Directors (three year term). The term of the Class III Director(s) shall expire at the fourth annual meeting of the Board of Directors (four year term).

At each annual meeting of the Board of Directors following the initial classification outlined above, directors elected to succeed those directors whose terms expire shall be elected to a term of office to expire at the third succeeding annual meeting of the Board of Directors after their election (three year term), provided that the directors electing new or replacement directors may from time to time specify a term of less than three years in order to maintain the number of directors in each class as nearly equal as possible.

Directors may serve for up to a total of three consecutive terms. At the end of the third term, the director must leave the Board of Directors for a minimum period of one term (three years).

3. **Election of Directors.** The Board of Directors shall elect a Chairman who shall lead all meetings of the Board of Directors including the Annual Meeting. In the absence of the Chairman of the Board of Directors, the meetings will be led by any member of the Executive Committee. Except for the Initial Board, directors shall be elected by an affirmative vote of a majority of the directors in office. The Board of Directors shall determine the number of directors to be elected in the future, but this number shall not be less than nine (9), and shall always be an odd number. At the first Annual Meeting, the Board of Directors shall establish a procedure for nominations by a Nominating Committee made up of volunteers working on various committees.
4. **Resignations.** Any director may resign at any time by giving written notice of this to the Secretary or such other officer as may be designated by the Board of Directors. The resignation must be accepted before it can become effective. The resignation will take effect forty (40) days from the date of acceptance of written notification.
5. **Removal.** A director may be removed from office only for Cause at a meeting of the Board of Directors expressly called for this purpose. A vote of two-thirds (2/3) of the directors in office is necessary. Cause is to be defined at such time and in such a manner as the Board of Directors shall determine.
6. **Vacancies.** A vacancy in the Board of Directors existing between Annual Meetings may be filled by a majority vote of the Board of Directors. A director so elected shall serve the remainder of the unexpired term. A vacancy created by an increase in the number of directors shall be filled by majority vote of the directors in office.
7. **Place of Meetings.** The Board of Directors may hold meetings, annual, regular or special, either at the principal office of the Foundation or elsewhere.
8. **Annual Meeting.** The Annual Meeting of the Board of Directors shall be held at such time and at such place as the Board of Directors shall decide.
9. **Other Meetings.** There will be a minimum of four meetings of the Board of Directors each year, including the Annual Meeting. Additional regular or special meetings of the Board of Directors may be held at such times and places as the Board of Directors shall decide, provided that the times and places of such meetings are contained in the minutes of previous meetings of the Board of Directors which have been duly delivered to all directors at least thirty (30) days prior to the meeting date or are announced by written notice signed by the President, the majority of the Executive Committee or any three members of the Board of Directors and duly delivered to all directors at least thirty (30) days prior to the meeting date. The written notice shall specifically set forth the day and time of the meeting, and the appropriate method of response to the notice.
10. **Quorum; Majority Vote; Adjournment.** At all meetings of the Board of Directors, the actual presence of a majority of the directors then in office shall constitute a quorum for the transaction of business, and the affirmative vote of a majority of the directors present

at any meeting at which there is a quorum shall be the act of the Board of Directors, except as may be specifically provided by law or by the Articles of Incorporation or these Bylaws. If a quorum is not present at a meeting of the Board of Directors, the directors may adjourn the meeting until a quorum is present.

11. **Meetings by Telephone.** The Board of Directors may hold a meeting by means of a conference telephone or similar communications equipment by which all directors participating in the meetings can hear each other at the same time. Participation by directors by such means shall constitute presence in person at such meetings. These meetings shall be conducted in accordance with sections 9 and 10 hereof.
12. **Action Without a Meeting.** Any action which may be authorized or taken at a meeting of the Board of Directors may be authorized or taken without a meeting, without prior notice and without a vote, if the proposed action is specifically set forth in writing, duly delivered to all directors and consented to by signature of a majority vote of all directors within a period of no more than sixty (60) days. Any such written consent shall be filed or entered upon the records of the Foundation, and notified to all directors within ten (10) days.
13. **Emergency Meeting.** It may be necessary to hold a previously unscheduled meeting of the Board of Directors in the event of a corporate emergency. The requirements of notice of a meeting contained elsewhere in the Bylaws may be waived by an affirmative vote of a majority of the Board of Directors in Office or a unanimous vote of the Executive Committee. E-Mail, FAX, or any other such device as may be authorized by the Board of Directors may be used to inform all members of the Board of Directors of the day and time of the Emergency Meeting, the subject to be discussed and the appropriate method of response to the notice of the meeting. The meeting may be held outside of the District of Columbia.
14. **Reimbursement.** Directors shall receive no compensation for their services, but by resolution of the Board of Directors, may be reimbursed for reasonable expenses paid while acting on behalf of the Foundation.
15. **Committees.** The Board of Directors shall have the authority from time to time to designate committees of the Board of Directors. These committees shall have the powers delegated to them by the Board of Directors, and shall function under the supervision of a Committee Chair, appointed by and responsible to, the Board of Directors.
16. **Executive Committee.** The President, Secretary and Treasurer, as set forth in Article VIII below, shall form the Executive Committee of the Board of Directors, and may exercise all powers of the Board of Directors between meetings of the Board of Directors, except the power to fill vacancies in their own membership. The Executive Committee may meet at stated times or with at least ten (10) days prior written notice to all Executive Committee members by any officer of the Foundation. The attendance of all three members of the Executive Committee shall constitute quorum, but the affirmative vote of a majority of the Executive Committee shall be necessary in order for the

Executive Committee to act. The Executive Committee shall keep regular minutes of its proceedings and report the same to the Board of Directors. Any action which may be authorized or taken by the Committee at a meeting may be authorized or taken without a meeting pursuant to the same requirements as set forth in Article VII, Section 12 for the Board of Directors, except that it must be consented to by signature of all members of the Committee.

17. **Indemnification and Insurance.** The Board of Directors may decide, at such a time and in such a manner as they see fit to do so, to indemnify directors and/or officers of the Foundation from liability for actions in performance of their duties as directors and/or officers that would not constitute negligence or misconduct in the performance of a duty. The Board of Directors will purchase insurance at such time as it decides to adopt a resolution to indemnify directors and/or officers of the Foundation.

ARTICLE VIII

OFFICERS

1. **Officers.** The officers of the Foundation shall be a President, a Secretary and a Treasurer. They shall be elected by the Board of Directors from among its members. No two offices may be held at any one time by the same person. The Foundation officers shall also function as officers of the Board of Directors. Other officers may be elected as the Board of Directors shall determine from time to time.
2. **Qualification and Election.** The officers shall be elected by and from among the members of the Board of Directors at its Annual Meeting. A vacancy among the officers existing between Annual Meetings of the Board of Directors may be filled at any time by a majority vote of the Board of Directors. Nominations of officers may be made by any member of the Board of Directors present at the Annual Meeting.
3. **Terms of Office.** The President, Secretary and Treasurer shall each serve a two (2) year term. Officers may be elected for successive terms of office.
4. **Resignation.** Any officer may resign at any time by giving written notice of this to the Secretary or such other officer as may be designated by the Board of Directors. The resignation must be accepted before it can become effective. The resignation will take effect forty (40) days from the date of acceptance of the written notification.
5. **Removal.** An officer may be removed by the Board of Directors at a meeting or by action taken without a meeting whenever in the judgment of the Board of Directors the best interests of the Foundation will be served thereby. A vote of two-thirds (2/3) of the Board of Directors in office is necessary to remove an officer.
6. **Reimbursement.** Officers shall receive no compensation for their services but, by resolution of the Board of Directors, may be reimbursed for reasonable expenses incurred while acting on behalf of the Foundation.

ARTICLE IX

Duties of Officers

1. **President.** The President shall be the chief executive officer of the Foundation, and shall perform the duties normally incident to the office of the President of a corporation such as the Foundation.
2. **Secretary.** The Secretary shall perform the duties normally incident to the office of the Secretary of a corporation such as the Foundation. He or she shall: (1) see that all notices are duly given in accordance with law and these bylaws; (2) keep, or cause to be kept, in books provided for the purpose, minutes of the meetings of the Foundation, of the Board of Directors, and of each committee of the Board of Directors; (3) see that the books, reports, statements and all other documents and records required by law are properly kept and filed; (4) sign such instruments as require the signature of the Secretary; (5) compile and maintain a journal of the activities of the Foundation; (6) perform all the duties that from time to time may be assigned by the Board of Directors.
3. **Treasurer.** The Treasurer shall perform the duties normally incident to the office of the Treasurer of a corporation such as the Foundation. He or she shall: (1) sign such instruments as require the signature of the Treasurer; (2) render a financial report at the Annual Meeting of the Foundation and, if requested, a statement of the condition of the finances of the Foundation at any other meeting of the Board of Directors; (3) perform all the duties that from time to time may be assigned by the Board of Directors.
4. **Other Officers.** The duties of any other officers shall be as specified by the Board of Directors, but these duties shall not duplicate or interfere with the duties of the principal officers.

ARTICLE X

Advisory Council

1. **Advisory Council.** The Board of Directors may, in its discretion and upon terms it shall decide, appoint persons to be members of an Advisory Council for the Foundation. Members of the Advisory Council may attend the Annual Meeting and any other such meetings that the Board of Directors shall decide, but members of the Advisory Council shall not exercise the right to vote.

ARTICLE XI

Financial Administration

1. **Documents.** All checks, drafts, orders for the payment of money, bills of lading, warehouse receipts, obligations, bills of exchange and insurance certificates shall be signed or endorsed by such officer(s) or agent(s) of the Foundation and in such manner as shall from time to time be determined by resolution of the Board of Directors.
2. **Deposits and Accounts.** All funds of the Foundation not otherwise employed shall be deposited from time to time in general or special accounts in such banks, trust companies or other depositories as the Board of Directors or any committee to which such authority has been delegated by the Board of Directors may select, or as may be selected by any officer or officers or agents of the Foundation to whom such power may from time to time be delegated by the Board of Directors. For the purpose of deposit and for the purpose of collection for the account of the Foundation, checks, drafts and other orders of the Association may be endorsed, assigned and delivered on behalf of the Foundation by any officer or agent of the Foundation.
3. **Corporate Records.** The Foundation shall keep at its principal place of business (1) the original or a duplicate record of the proceedings of the Board of Directors, (2) the original or a copy of the Articles of Incorporation and Bylaws of the Foundation, including all amendments thereof to date, certified by the Secretary, and (3) appropriate, correct and complete books and records of account.

ARTICLE XII

Amendments

1. **Amendments to the Bylaws.** The Bylaws may be amended by a two-thirds (2/3) vote of a quorum of the Board of Directors at any meeting of the Board of Directors.

ARTICLE XIII

Corporate Seal

1. **Corporate Seal.** The Official Seal of the Foundation will be in such form and contain such other words and/or figures as the Board of Directors shall determine, by any printing or process whatsoever.

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
HOLTSVILLE NY 00501

NUMBER OF THIS NOTICE: CP 575 F
EMPLOYER IDENTIFICATION NUMBER: 13-4217621
FORM: SS-4
0133349524 0

WILLIAM E DOAR JR EDUCATIONAL
% JULIE DOAR
301 G ST STE 3 NE
WASHINGTON DC 20002

FOR ASSISTANCE CALL US AT:
1-800-829-1040

OR WRITE TO THE ADDRESS
SHOWN AT THE TOP LEFT.

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER (EIN)

~~Thank you for your Form SS-4, Application for Employer Identification Number~~
(EIN). We assigned you EIN 13-4217621. This EIN will identify your business account;
tax returns, and documents, even if you have no employees. Please keep this notice in
your permanent records.

Use your complete name and EIN shown above on all federal tax forms, payments and
related correspondence. If you use any variation in your name or EIN, it may cause
a delay in processing and incorrect information in your account. It also could cause
you to be assigned more than one EIN.

Please use the label IRS provided when filing tax documents. If that isn't
possible, use your EIN and complete name and address shown below to identify your
account and to avoid delays in processing.

WILLIAM E DOAR JR EDUCATIONAL
FOUNDATION INC
% JULIE DOAR
301 G ST STE 3 NE
WASHINGTON DC 20002

If this information isn't correct, please correct it using page 2 of this notice.
Return it to the address shown so we can correct your account.

If you want to apply to receive a ruling or a determination letter recognizing
your organization as tax exempt, and have not already done so, you should file Form
1023/1024, Application for Recognition of Exemption, with the IRS Ohio Key District
Office. Publication 557, Tax Exempt Status for Your Organization, is available at
most IRS offices and has details on how you can apply.

Ms. Julie Doar
Board Chair
William E. Doar Jr., Educational Foundation, Inc.
301 G Street, NE Suite 3
Washington, DC 20002

Dear Ms. Doar,

We are thrilled to formally commit our support to the William E. Doar Jr., Public Charter School for the Performing Arts (hereafter: "WEDJSchool"). Our family, the Archibald MacLeish Family, has been live-long supporters of the arts. Having worked for many years with several of the principal Board Members involved with this endeavor, including, Dianne Myers, Mary Robbins, Stephen Percy and yourself, we are confident in your abilities to successfully embark on and execute such an ambitious project.

As an active supporter, we pledge to work with the WEDJSchool to reach its fullest potential for many years to come. We would be pleased to also commit our time in any way necessary to help out with both short term and long term goals. We believe that the WEDJSchool can provide a valuable learning environment to the children of the District of Columbia and are proud to support such your efforts. In keeping with our promise, we have made a grant of stock to the WEDJSchool in pre-planning support towards achieving your goals.

As the school continues down the path of success, we are committed to a continuous, supportive relationship. As the partnership matures, we will make every possible effort to ensure the relationship remains stable and mutually beneficial for all parties.

Sincerely,

Mimi Grimm

Mimi Grimm (Mary H. Grimm)

Mina Erickson

Mina Erickson



CityDance Ensemble
CityDance Ensemble Early Arts

Ms. Julie Doar
Board Chair
William E. Doar Jr., Educational Foundation, Inc.
301 G Street, NE Suite 3
Washington, DC 20002

Dear Ms. Doar,

On behalf of CityDance Ensemble, I am thrilled to formally commit to the partnership between the William E. Doar Jr., Public Charter School for the Performing Arts (hereafter: "WEDJSchool") and CityDance Ensemble Early Arts. CityDance is excited to forge a meaningful partnership with a school of such outstanding integrity and purpose; providing quality education through the arts at a local charter school is the perfect marriage for CityDance Ensemble's Outreach program and the Washington DC Community.

As an active partner, CityDance will help to create, plan, and implement the dance-based portion of the curricula. Working closely with the WEDJSchool staff, CityDance will create a curriculum that reflects the mission and goals of the the WEDJSchool. The core fields of study, math, science, English, etc, are employed as part of the learning process for dance; CityDance Early Arts strives to bring the core fields of study to life through movement-based education. CityDance will provide the WEDJSchool with an on-site director to assist with administration, staffing, and student support. CityDance will offer continuous staff development opportunities and create training sessions that continue to meet the needs of an evolving community. As a benefit, CityDance will offer students many opportunities outside the classroom, including internships in arts administration, dance education, and dance performance.

As the school continues down the path of success, CityDance is committed to a continuous, supportive relationship. As the partnership matures, CityDance will make every possible effort to ensure the relationship remains stable and mutually beneficial for all parties. Early Arts anticipates a wonderful and exciting journey as CityDance and the WEDJSchool strive to bring necessary alternatives to the traditional education system available to students in Washington D.C.

Sincerely,

Kelly Mayfield
Director of Early Arts

CityDance Is Right at Home

By Lisa Traiger
Special to The Washington Post
Friday, March 21, 2003; Page WE24

AT JUST seven years old, CityDance Ensemble is experiencing a growth spurt. This little company that could, founded on a whim and a fancy when choreographer Tara Pierson Dunning presented a group work at a Joy of Motion Dance Project showcase, has been growing like Jack's magic beanstalk. In December, the troupe was invited to St. Petersburg as the opening attraction of the Mussorgsky State Theater's modern dance festival, and it will return to Russia in 2004. In January, Dance Magazine named the company one of "25 to Watch" in a roundup of international dance artists.

This weekend, the troupe scales another height. Thursday night it opened a four-night run at Dance Place with a program dedicated to African American choreographers. This is the first time Washington's most prolific dance presenter has dedicated four consecutive nights to a local troupe.

"Dance Place is thrilled," says Dance Place Associate Director Deborah Riley. "Offering an unprecedented four nights of performances was a win-win-win opportunity for Dance Place to promote D.C. artists, to support such an important project and to cultivate a larger audience than [our] intimate theater typically affords."

When CityDance Ensemble Artistic Director Paul Gordon Emerson took the helm of the fledgling troupe in 1997, his skills as a telecommunications manager and marketing vice president — along with the dance company's mission to perform repertory from a range of choreographers — helped put CityDance on the fast track.

Emerson came to dance relatively late after he arrived in Washington to take a job as a legislative director on the Hill in the 1980s. Emerson took his first dance lesson in 1984 and eventually began choreographing, founding the Dupont Alley Dance Company in 1989.

A former telecommunications executive who fell victim to the economic bust of 2000, Emerson is now a freelance communications consultant. "The lesson I think is most important for us is that this is a business," he says. "To become a stable dance company, you have to do all the things the business world demands." He notes that the company's budget more than doubled this year, and Emerson projects substantial growth next year as well.

This CityDance program features a world premiere by Gesel Mason, who is one of Washington's most interesting choreographers. Her solo project, "No Boundaries: Dancing the Visions of Contemporary Black Choreographers," culminates next year in an evening of works from African American choreographers as diverse as Bebe Miller, Donald McKayle, Jawole Willa Jo Zollar and David Rousseve. This weekend, Mason performs Miller's "Rain," Andrea E. Woods's "Belle of the Ball" and her own "Flava," a world premiere that melds influences from modern dance, African dance, hip-hop and martial arts. For CityDance, Mason's premiere "Ladies First" incorporates personal interviews with eight company members discussing womanhood.

"A Celebration of Black Choreographers" includes works by Washington area dance artists Alvin Mayes and Adrain Bolton, as well as a hip-hop-inspired piece by Vanessa Williamson.

"An African American choreographer is just that," Emerson says. "They each bring their own life experience and sensibility to the work. Many people tend to assume that an African American choreographer must work in the style of Alvin Ailey, and while some do, many others work differently. These works don't have one underlying principle."

A CELEBRATION OF BLACK CHOREOGRAPHERS — *Performed by the CityDance Ensemble and Gesel Mason Performance Projects through Sunday at Dance Place, 3225 Eighth St. NE. 202-269-1600.*

© 2003 The Washington Post Company



23 June, 2003

*Changing Standards,
Changing Lives*

Ms. Julie Doar
The William E. Doar Jr. Educational Foundation, Inc.
301 G Street NE, Suite 3
Washington, DC 20002
Dear Ms. Doar:

We are pleased to write a letter of commitment for the William E. Doar Jr. Educational Foundation, Inc. because of your philosophy of education and commitment to student success. We know America's Choice® School Design was selected from a wide array of whole school reform models and the selection was made after a thorough search for a model that was most congruent to the needs, current programs and challenges of your school and we look forward to a long, productive partnership.

The William E. Doar Jr. Educational Foundation clearly understands the changes and strategies that need to occur and the commitment it takes to be successful and they have enthusiastically begun conversation around the work. The National Center on Education and the Economy® has been and will be in direct communication with the school team to prepare for a smooth and successful implementation. Prior meetings with staff indicate overwhelming support for the America's Choice design and it is our intent and commitment to assist your school to bring about increased student achievement.

The National Center has agreed to provide technical assistance and ongoing support in your quest to transform teaching and learning. We look forward to developing a productive collaboration on behalf of your students.

Yours truly,

Loretta S. Polhill
Regional Director
Mid-Atlantic Region

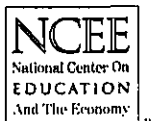
4 Tornillo Road
Suite 118
West Orange, NJ 07052

{phone} 973 731 1443

{fax} 973 731 4552

{email} info@ncee.org

{web} www.ncee.org



April 15, 2003



Ms. Julie Doar
Board Chair
William E. Doar Jr., Educational Foundation, Inc.
301 G Street, NE Suite #3
Washington, DC 20002

Dear Ms. Doar,

Many people talk the talk, but few people walk the walk; I am proud to be a part of this walk with you. On behalf of UrbanLEARN, I am pleased to formally commit to a partnership with the William E. Doar Jr., Public Charter School for the Performing Arts (hereafter: "WEDJSchool") to provide quality education to DC youth.

The WEDJSchool understands the importance of incorporating traditional education with those things that youth are interested in, such as the arts, which is a perfect partnership for UrbanLEARN. As an active partner, UrbanLEARN will provide teacher training (as well as ongoing development that will meet the needs of a growing professional and student body) and supplemental educational materials. Supplemental materials will be to make the educational experience more relevant to the student's lifestyle thus enhancing the academic portion of WEDJSchool and giving them a greater appreciation for the performing arts curricula.

Because of its significant impact, UrbanLEARN uses popular youth culture as a route to teaching academic subjects important for school, personal and professional success. We take the things that interest youth, such as hip language, group interaction, arts, entertainment, and athletics, and then combine them with current workplace, education and social trends. We give youth what they need in a language they understand.

UrbanLEARN solutions support higher order thinking, an appreciation for culture in business, career and higher education, and academic enhancement for primary learners to adult learners. The earlier you begin working with youth, to have them understand business and careers, the greater chance that they will become productive members of society.

We look forward to working with the WEDJSchool team to build on the core fields of traditional study as well as your thoughtful arts program. We see this partnership as being beneficial to all parties and we know that the youth will receive a high quality, thoughtful and well-rounded educational experience

Sincerely,

A handwritten signature in black ink, appearing to read "Tami D. Garcia". The signature is fluid and cursive, with a large initial "T" and "G".

Tami D. Garcia
CEO & President

700 Mercantile Lane
Arlington, VA 22204
Arlington, MD 20774
tel: (301) 583-8531
ax: (301) 583-8534
www.UrbanLEARN.com

BAPA's

Imagination stage

4908 Auburn Avenue
Bethesda, Maryland
20814

TEL 301.961.6060
TTY 301.718.8813
FAX 301.718.9526

info@imaginationstage.org
www.imaginationstage.org

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A not-for-profit,
tax-exempt organization

Julie S. Doar

Board Chair

WEDJ PAS

301 G Street, NE, Suite 3

Washington, DC 20002

Dear Ms. Doar:

This letter represents the formal intention of Imagination Stage (formerly BAPA) to partner with The William E. Doar Jr. Public Charter School for the Performing Arts (WEDJ) in offering a variety of arts experiences to children in the District of Columbia.


The mission of Imagination Stage is to foster the creative spirit in children. We accomplish this by 1) producing innovative professional theatre for families and 2) offering diverse and inclusive theatre education programs which aim to develop the whole child. WEDJ Arts Partnership Director Mary Robbins and I have discussed a number of ways in which Imagination Stage programming can become integrated into the WEDJ curriculum. As a result of Mary's past experience with Imagination Stage as a summer program director, she is well aware of our company's educational philosophy and practice. Together we have identified a variety of Imagination Stage services that may be useful to WEDJ. They include Imagination Quest – our literacy intervention program; satellite drama classes; field trips to shows at Imagination Stage during the school day; use of Imagination Stage study guides, post-show workshops and master classes.

It is also possible that at some point in the future, Imagination Stage will be interested in sharing space at WEDJ's DC campus and staff for the expansion of summer programs. We are committed to working jointly with WEDJ on grant research and writing in order to fund partnership projects.

We at Imagination Stage wholly support WEDJ's mission and approach to the education of young children. Our 25 years of experience in arts education are testimony to the value of teaching through and with the arts. We share WEDJ's appreciation for the multiple intelligences and firmly believe that academics can be effectively taught to children by using a variety of creative arts techniques. We also applaud the initiative to teach arts for arts' sake and to use the discipline of arts training to instill good study habits and create high motivation for success.

We look forward to working with WEDJ PCS to make this new charter school a fine model for schools across the country.

Sincerely,



Janet Stanford
Artistic Director

19th November, 2003

Imagination Stage — where the arts begin



October 2, 2003

Ms. Mary Roberts
The Dora Educational Foundation
1830 Builtmore Street, NW
Apt. 603
Washington, DC 20009

Dear Ms. Roberts:

You are invited to join us for lunch and a school administrators' forum entitled, *Increasing Student Learning Through Arts Integrated Approaches*, on **Thursday, October 30 from 12:30 to 2:30 p.m.** at the Kennedy Center. Nationally recognized secondary principal, Deborah Brzoska, will be the featured presenter. Ms. Brzoska will speak about the value and success of integrating the arts on the middle and high school levels.

Ms. Brzoska, the former Director of Arts Education for the Vancouver, Washington Public Schools, is a specialist in arts assessment and arts integration in secondary schools. She is the founding principal of the Vancouver School of Arts and Academics, one of only five high schools nationally recognized by the College Board and Getty Center for its ground-breaking school wide arts-centered interdisciplinary approach. Ms. Brzoska works with teachers and artists across the country in school restructuring, interdisciplinary education, arts curriculum, and assessment.

This event is co-sponsored by the **DC Arts and Humanities Education Collaborative, the Kennedy Center, and DC VOICE**. This unique event for secondary school leaders convenes a series of community round-tables and forums in 2003 and 2004 for the Washington, DC community, sponsored by the Ford Foundation, to better understand and promote arts integrated approaches for academic programs in all public schools.

Please RSVP to Jasmine Palmer by phone, (202) 416-8817; e-mail, jopalmer@kennedy-center.org; or fax, (202) 416-8860 by October 16.

Sincerely,

Derek E. Gordon
President
DC Arts and Humanities
Education Collaborative

Barbara Shepherd
Senior Program Director
Education Department
The Kennedy Center

Carmella A. Mazzotta
Executive Director
DC VOICE

Copy: Dr. Elfreda Massie
Dr. Robert Rice



100 Charles Park Road, West Roxbury, MA 02132
617-323-9200 www.unos.com

Nicole Streater
William E. Doar Jr. Public Charter School
1839 12th Street NW
Washington DC 20009
Tax Exempt ID:

Dear Fundraiser Participant:

Congratulations on a successful fundraiser at Uno! We are pleased to present you with this check representing 20% of total receipts, excluding tax and tip, received during your recent fundraiser:

Donation Amount:	\$257.82
Fundraiser Date:	August 5, 2003

Thanks again for dining at Uno. We appreciate your business and hope you will visit us again in the near future for lunch or dinner.

Best wishes on your continued success!

Sincerely,


Lorraine Kenney
Marketing Coordinator



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Office of Federal Grants Programs

Union Square
825 North Capitol Street, N.E.
Eighth Floor
Washington, DC 20002
(202) 442-5570 • FAX (202) 442-5529

June 4, 2003

Ms. Julie Doar
Proposed Charter School: William E. Doar Jr.
301 G Street, NE #3
Washington, DC 20002

Dear Ms. Doar :

Congratulations! Your FY 2003 District of Columbia Public Charter School Program - Pre-Charter Planning Grant Application under the No Child Left Behind Act of 2001, Public Law 107-110, Title V, Part B has been approved. This is the first phase of the three phases of the Public Charter Schools Program (PCSP): (1) Pre-Charter Planning, (2) Charter School Planning, Program Design, and Implementation, and (3) Dissemination Grant Program.

Your grant award in the amount of **\$10,000** is for the budget period 6/1/03 - 9/30/03 and should be used to support the pre-charter planning activities for William E. Doar Jr. Public Charter School. Upon approval of your charter school petition, you are eligible to apply for additional funding for charter school planning, program design, and implementation under the Public Charter Schools Program (PCSP).

As indicated in the Request for Proposal, your school's eligibility for funding under the PCSP will expire in 36 months, specifically on 5/30/06. In addition to the three months of Pre-Charter Planning, you may be eligible to apply for up to \$110,000 for 12 months of program planning and design activities, and up to \$400,000, contingent upon available funding, for no more than 21 months of support for program design and implementation (\$200,000 each fiscal year). In order to receive funding under this program, you must re-apply and meet the requirements each eligible fiscal year.

As an applicant in the pre-charter planning phase, program guidelines direct the flow of funding from the grant. You are invited to a mandatory post-award conference on June 10, 2003, 11:00 a.m. - 12:30 p.m., DCPS Headquarters, 825 North Capitol Street, NE, 9th Floor, Superintendent's Renewal Room, Washington, DC. The Office of Federal Grants Programs will discuss and explain the federal grants drawdown procedures and process to access federal grant funds.

Appendix D: Forms

District of Columbia Public Charter School Board

Demographic Analysis Form 2003 Application Review Process

Name of Proposed School: William E. Don Jr PCS for the
Performing Arts

Proposed Location: 709 12th ST, SE
(Address or general location—NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2004-2005 From age/grade PK to age/grade 5 Number of students 232
b. At Full Capacity From age/grade PK to age/grade 12 Number of students 1200

1. Please provide the following information for schools that serve the same age/grades as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Enrollment	Type*	% Low Income	SAT-9 Performance SY 2001-2002
MINER Elementary School	501	DCPS	93%	MATH = 52.8 READING = 45.1
STUART HOBSON MS.	365	DCPS	36%	MATH = 53.75 READING = 56.75
SPINGARN SHS	580	DCPS	62%	MATH = 44.3 READING = 34.3
BLOW-PIERCE PCS	760	PCS	81%	MATH = 32 READING = 34

NOTES:

*Type = DCPS, public charter school, private, parochial, independent, other

2. Please check the ONE statement that best describes your recruitment strategy:

☐ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

☐ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods: _____

☐ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.) _____

☒ I will conduct a citywide recruitment effort for my school.

emnon, Randy

From: Lennon, Randy
Date: Tuesday, November 04, 2003 6:46 PM
To: 'Matthew Ward (mward@studley.com)'
Cc: Damecourt, Guy; Weaver, Tina
Subject: Counter Proposal

Attached is the owner's response to your October 27th counter proposal.

The owner is excited about your client's Charter School in the community and would like to finalize the business terms and conditions of this proposal and proceed to a lease document. Lessee needs to prepare to move her business to the Rear Building and notify her existing tenants that they have to leave, all in a relatively short period of time in order to vacate the building in time for your client to commence its construction.

Please call at your earliest convenience so that we can discuss this proposal and the owner's intentions in more detail.

Randy

E. Randall Lennon
Senior Vice President
CB Richard Ellis
555 Eleventh Street, NW
Washington, DC 20004
202.585.5595 (Direct)
202.783.1723 (Fax)
202.744.7874 (Cell)
randy.lennon@cbre.com

Suite 300
Washington, D.C. 20004
Tel: 202-783-8200
Fax: 202-783-1723
www.cbre.com

CBRE
CB RICHARD ELLIS

November 4, 2003

Mr. Marhew Ward
Managing Director
Studley
8180 Greensboro Drive
McLean, Va. 22102

VIA FACSIMILE

Re: 709 12th Street, SE

Dear Mat:

On behalf of Elisabeth S. Porter, doing business as E. S. Porter Warehouse ("Owner"), we are pleased to submit the following response to your October 27, 2003 proposal whereby William E. Doar Public Charter School ("Tenant"), would lease space and ultimately purchase the two-building complex located at 709 12th Street, S.E. (the "Property").

The following terms and arrangements are proposed:

1. **Building Description.** There are two main buildings at the property location, consisting of brick structures (1 to 3 stories above grade) which were originally constructed at the turn of the twentieth century. They shall be referred herein as the "Front Building" and the "Rear Building", which are located on Square 995, Lots 835 and 834 respectively.
2. **Square Footage.** For the purposes of this letter, the following gross square footage estimations are used and are subject to future correction

Front Building

Basement	7,518 sf
1st floor	11,263 sf
2nd floor north	5,267 sf
2nd floor south	5,922 sf
3rd floor (mezzanine)	<u>1,914 sf</u>
Front Building Total	31,884 sf

Rear Buildings:

1st floor	4,836 sf
2 nd floor	1,248 sf
Basement	1,248 sf
Garage	<u>566 sf</u>
Rear Building Total	7,898 sf

Summary:

Total above grade space	32,450 sf
Plus front building basement	<u>7,332 sf</u>
Total Square Feet	39,782 sf

3. **Lease Commencement and Purchase Timetable.** Set forth below is the proposed lease and purchase schedule. Owner envisions a Master Lease for ten (10) years, three (3) months commencing, on the earlier of June 1, 2004 or as soon as Landlord can deliver the Premises to Tenant. Prior to this time, Landlord requires six (6) months time in order to serve three (3) months notice to the existing tenants and thereafter renovate and relocate to the rear buildings which is anticipated to take an additional three (3) months. Landlord will work with Tenant to reduce this time period and if feasible, allow Tenant to perform improvements to the Premises during this process.

June 1, 2004 (or as described in Paragraph 3) Leased Space #1 - Tenant will lease the Front Building totaling approximately 31,884 sq. sf.

June 1, 2007 (exact date to be determined), Leased Space #2 - The remaining Rear Building, including garage, on the site totaling approximately 7,898 sf will be added to the lease to bring the total square footage to 39,782 sf. The Base Rent will be at the then escalated base rent for the Property contained herein.

Purchase Option (exact date to be determined) - Subject to Tenant's occupancy of the entire Front and Rear Buildings, Tenant will have a Purchase Option at the end of the fourth (4th) lease year to be at market, which must be exercised and negotiated at least twelve (12) months prior to the end of the fourth (4th) lease year anticipated to be May 31, 2008.

4. **Rent Commencement Date.** The earlier of commencement of beneficial use of the Premises by Tenant or September 1, 2004.
5. **Base Rental and Escalations.** The initial Base Rental rate will be eight dollars and fifty cents (\$8.50) NNN psf. Beginning on the first anniversary of the Rent Commencement Date, and each year thereafter, the Base Rental rate will be escalated annually by three percent (3%).
6. **Operating Expenses.** Tenant will reimburse the Owner for Tenant's proportionate share of all operating expenses and real estate taxes including but not limited to, all utilities, maintenance and repair expenses, insurance, service contracts, trash removal and profession services. Tenant shall also be responsible for the payment of interior cleaning services for their leased portion of the property.
7. **Renewal Option.** Tenant shall have two (2), five (5) year options to renew its lease under the same terms and conditions and escalations contained herein with the exception of the Base Rental Rate which will be based upon then current market terms and conditions to be further defined in the lease.
8. **Purchase Terms.** Tenant will have the option to purchase the Property at the end of the fourth (4th) lease year and within the first twelve (12) months of each renewal period, if exercised. Tenant and the Owner will negotiate in good faith a purchase agreement for the entire Property. If the parties are unable to agree on the purchase price, then the three (3) appraiser method will be used. The settlement of the purchase will take place on a mutually agreed upon date. The proposed purchase price will be on an "all cash" basis, and will be at a then market price.

9. **Security Deposits and Letter of Credit.** Subject to satisfactory review of Tenant's financial statements or if lacking, mission statement, references, funding/grants sources and a reasonable Letter of Credit, Landlord anticipates that Tenant shall deposit with Owner one (1) month's rent for the Premises as acquired, which shall be held cumulatively as a Security Deposit for all spaces leased. *Landlord requests that this information be provided immediately so that this issue can be addressed in further detail.* In addition, Tenant shall provide the first month's rent due upon lease execution. The Security Deposit will ultimately be credited against the purchase price at closing.
10. **Tenant Improvements.** Tenant shall accept all leased spaces in the Property in "as is" condition, and Tenant shall be solely responsible for all improvements in and to their occupied portions of the Property at any given time, with the following conditions:
 - All Tenant improvements will be submitted to Owner, in writing for approval, which will not be unreasonably withheld, conditioned or delayed. If Landlord does not issue consent within two weeks, consent shall be deemed given. All such improvements must be performed by licensed, bonded and insured contractors in accordance with all applicable laws. Any other items shall be addressed in the lease.
 - Owner will maintain the Property during the term of the lease at Tenant's expense which will be included as part of the operating expenses for the Premises.
12. **Vacant Lots for Parking.** Owner agrees to allow Tenant to lease and use the vacant lots identified as Square 995, Lots 034 and 830, located on the eastside of 11th Street, S.E. in the same block as the main Property. The initial intended use of these lots initially would be for outdoor play space and could later be used for parking, subject to Tenant's compliance with zoning requirements and applicable laws, including but not limited to securing approval and permits from the District Government for a curb cut to accommodate parking, will be at Tenant's sole cost and expense and will be subject to payment to Owner of additional rent in an amount to be mutually agreed upon by Owner and Tenant. The terms and conditions of such use will be negotiated in the lease agreements. The lots will be included in the market sales price at the same time the building purchase takes place.
13. **Signage.** Tenant shall have the right, at its own expense, to install its signage on the front facade of the Building upon lease execution with the exception that Landlord's existing signage shall remain in place until lease commencement. The exact location, size and character of the sign shall be mutually satisfactory to Owner and Tenant, and shall comply with all applicable governmental laws, ordinances and regulations including, without limitation, those relating to historical review.
14. **Delivery of Premises.** Please see Section 3, which outlines Landlord's timeframe to deliver the Premises. Landlord may be able to deliver the Premises earlier based upon Tenant finalizing the letter of intent and posting an earnest money deposit so that Landlord can immediately give notice to its existing tenants prior to the execution of the lease.
15. **Architectural Drawings.** Tenant, at its own cost and expense, will prepare all drawings required for the construction of the Premises. Landlord shall provide Tenant with all existing as-built drawings of the Base Building for use in preparing Tenant's plans.
16. **Restoration.** Tenant will have no obligation to restore pre-approved alterations to the Premises at the end of the Initial Term or extensions thereof. Tenant's sole obligation is to return the Premises in reasonable condition, normal wear and tear excepted.

17. **Subleasing and Assignment.** Subject to existing zoning regulations and Landlord's consent, which shall not be unreasonably withheld, conditioned or delayed, Tenant shall have the right to sublease or assign any portion of the Initial Premises, and any portion of any space subsequently leased, at any time during the Initial Term and extension periods. All net profits (to be defined in the Lease) shall be split on a 50/50 basis. Landlord shall not have the right to recapture any portion or all of the Premises sublet or assigned.
18. **Access.** Tenant shall have access to the Building and the Premises twenty-four (24) hours per day each day of the year. However the school's hours of operation, which will be defined in the lease, shall be subject to zoning regulations.
19. **Use.** The Premises shall be used as a charter school and for administrative support functions as they relate to the operation of said school. No uses outside of those uses referenced herein shall be allowed at any time, without the consent of the Owner and must be in compliance with existing zoning regulations.

If these terms and conditions are acceptable, please indicate by signing below. Upon full execution of this proposal, Owner shall prepare a lease incorporating the terms and conditions contained herein. Owner shall promptly remove the space from the general market and shall cease negotiations with any other parties for the specified space for a period of thirty (30) days from the date this proposal is signed by the Owner. Tenant shall likewise cease negotiations with all other property owners for a period of thirty (30) days from the same date of signing.

Time is of the essence and this proposal is valid through November 11, 2003. Both parties shall have thirty (30) days from the date the lease is prepared by Owner and delivered to Tenant to negotiate in good faith and with due diligence to fully execute the lease containing the terms and conditions set forth herein.

It is expressly understood and agreed by the parties hereto that the foregoing proposal does not create any contractual rights or obligations on the part of either party. Significant additional terms and conditions of the lease and purchase documents are yet to be negotiated and neither party is obligated to continue such negotiations. In no event shall any contractual rights or obligations exist until such time as a lease agreement is fully executed and delivered by both parties.

Sincerely,

CB RICHARD ELLIS

Guy d'Amecourt
First Vice President

Randy
E. Randall Lennon
Senior Vice President

Cristina V. Weaver
Vice President

AGREED AND ACCEPTED:

WILLIAM E. DOAR PUBLIC CHARTER SCHOOL

BY: _____

Title: _____

Date: _____

THE E.S. PORTER WAREHOUSE

By: _____

Owner: _____

Date: _____

November 21, 2003

Mr. E. Randall Lennon
Senior Vice President
CB Richard Ellis Real Estate Services, Inc.
555 11th St., NW
Suite 300
Washington, DC 20004

VIA FACSIMILE

Re: 709 12th Street, SE

Dear Randy:

As exclusive agents for The William E. Doar Public Charter School ("Tenant"), we have been authorized to submit this Letter of Intent, whereby Tenant agrees to lease from Elisabeth S. Porter, doing business as E.S. Porter Warehouse ("Owner"), all of the space at the two-building complex located at 709 12th St., SE, Washington, DC ("Property"). Additionally, Tenant shall, pursuant to the terms outlined in this Agreement, have the option to purchase the Property.

The following terms and conditions are those under which Tenant will lease all space at the Property:

1. **Building Description.** There are two main buildings at the property location, consisting of brick structures (1 to 3 stories above grade) which were originally constructed at the turn of the twentieth century. They shall be referred herein as the "Front Building" and the "Rear Building", which are located on Square 995, Lots 835 and 834 respectively.
2. **Square Footage.** For the purposes of this letter, the following gross square footage estimations are used and are subject to future correction. Tenant reserves the right to have the square footage of the Property measured in accordance with the BOMA standard of measurement at any time prior to the execution of a lease document.

Front Building

Basement	7,518 sf
1st floor	11,263 sf
2nd floor north	5,267 sf
2nd floor south	5,922 sf
3rd floor (mezzanine)	<u>1,914 sf</u>
Front Building Total	31,884 sf

Rear Buildings:

Rear Building

1st floor	4,836 sf
2 nd floor	1,248 sf
Basement	1,248 sf
Garage	<u>566 sf</u>
Rear Building Total	7,898 sf

Summary:

Total above grade space	32,450 sf
<u>Plus front building basement</u>	<u>7,332 sf</u>
Total Square Feet	39,782 sf

3. **Lease Term (Front Building).** The Lease shall be for ten (10) years, three (3) months commencing, on the earlier of June 1, 2004 or as soon as Owner can deliver the Premises to Tenant.

Lease Term (Rear Building). The Term shall be coterminous with the Term for the Front Building. The Term shall commence no later than June 1, 2007, so long as the Owner vacates and delivers the Rear Building no later than June 1, 2007.

Purchase Option (exact date to be determined) – Subject to Tenant's occupancy of the entire Front and Rear Buildings, Tenant will have a Purchase Option at the end of the fourth (4th) lease year to be at market, which must be exercised and negotiated at least twelve (12) months prior to the end of the fourth (4th) lease year anticipated to be May 31, 2008.

4. **Rent Commencement Date (Front Building).** The earlier of commencement of beneficial use of the Premises by Tenant or September 1, 2004, so long as Tenant is able to open for school on that date. In the event the opening of school is later than September 1, 2004, due to any actions by Owner, rent shall commence at the time Tenant designates as the first (1st) day of school.
5. **Rent Commencement Date (Rear Building).** The earlier of commencement of beneficial use of the Rear Building by Tenant or September 1, 2007.
6. **Base Rental and Escalations.** The initial Base Rental rate will be eight dollars and fifty cents (\$8.50) NNN psf. Beginning on the first anniversary of the Rent Commencement Date, and each year thereafter, the Base Rental rate will be escalated annually by three percent (3%).
7. **Operating Expenses.** Tenant will reimburse the Owner for Tenant's proportionate share of all operating expenses and real estate taxes including but not limited to, all utilities, maintenance and repair expenses (other than those base building items agreed to be maintained by Owner), insurance, service contracts, trash removal and profession services. Tenant shall also be responsible for the payment of interior cleaning services for their leased portion of the property.
8. **Renewal Option.** Tenant shall have two (2), five (5) year options to renew its lease under the same terms and conditions and escalations contained herein with the exception of the Base Rental Rate which will be based upon then current market terms and conditions to be further defined in the lease.
9. **Purchase Terms.** Tenant will have the option to purchase the Property at the end of the fourth (4th) lease year and within the first twelve (12) months of each renewal period, if exercised. Tenant and

the Owner will negotiate in good faith a purchase agreement for the entire Property. If the parties are unable to agree on the purchase price, then the three (3) appraiser method will be used. The settlement of the purchase will take place on a mutually agreed upon date. The proposed purchase price will be on an, "all cash" basis, and will be at a then market price.

- 10. Security Deposits and Letter of Credit.** Subject to satisfactory review of Tenant's financial statements, currently in possession of Owner, Owner anticipates that Tenant shall deposit with Owner one (1) month's rent for the Premises as acquired, which shall be held cumulatively as a Security Deposit for all spaces leased. In addition, Tenant shall provide the first month's rent due upon lease execution. The Security Deposit will ultimately be credited against the purchase price at closing.
- 11. Tenant Improvements.** Tenant shall accept all leased spaces in the Property in "as is" condition, and Tenant shall be solely responsible for all improvements in and to their occupied portions or the Property at any given time, with the following conditions:
 - All Tenant improvements will be submitted to Owner, in writing for approval, which will not be unreasonably withheld, conditioned or delayed. If Owner does not issue consent within two weeks, consent shall be deemed given. Tenant may, without prior consent by Owner, perform improvements within the Premises that do not exceed fifteen thousand dollars (\$15,000) in cost. All such improvements must be performed by licensed, bonded and insured contractors in accordance with all applicable laws. Any other items shall be addressed in the lease.
 - Owner will maintain the Property during the term of the lease at Tenant's expense which will be included as part of the operating expenses for the Premises. Owner will maintain the structural integrity of the Building and the roof, throughout the term and any extensions thereof of the Lease, at its sole cost and expense.
- 12. Vacant Lots for Parking.** Owner agrees to allow Tenant to lease and use the vacant lots identified as Square 995, Lots 034 and 830, located on the eastside of 11th Street, S.E. in the same block as the main Property. The initial intended use of these lots initially would be for outdoor play space and could later be used for parking, subject to Tenant's compliance with zoning requirements and applicable laws, including but not limited to securing approval and permits from the District Government for a curb cut to accommodate parking, will be at Tenant's sole cost and expense and will be subject to payment to Owner of additional rent in an amount to be mutually agreed upon by Owner and Tenant. The terms and conditions of such use will be negotiated in the lease agreements. The lots will be included in the market sales price at the same time the building purchase takes place.
- 13. Signage.** Tenant shall have the right, at its own expense, to install its signage on the front facade of the Building upon lease execution with the exception that Owner's existing signage shall remain in place until lease commencement. The exact location, size and character of the sign shall be mutually satisfactory to Owner and Tenant, and shall comply with all applicable governmental laws, ordinances and regulations including, without limitation, those relating to historical review.
- 14. Delivery of Premises.** It is intended that the Delivery of the Front Building will occur on June 1, 2004, or earlier. Prior to Delivery, Owner requires six (6) months time in order to serve three (3) months notice to the existing tenants and thereafter renovate and relocate to the rear buildings which is anticipated to take an additional three (3) months. Owner will work with Tenant to reduce this

time period and if feasible, allow Tenant to perform improvements to the Premises during this process.

- 15. Architectural Drawings.** Tenant, at its own cost and expense, will prepare all drawings required for the construction of the Premises. Owner shall provide Tenant with all existing as-built drawings of the Base Building for use in preparing Tenant's plans.
- 16. Restoration.** Tenant will have no obligation to restore pre-approved alterations to the Premises at the end of the Initial Term or extensions thereof. Tenant's sole obligation is to return the Premises in reasonable condition, normal wear and tear excepted.
- 17. Subleasing and Assignment.** Subject to existing zoning regulations and Owner's consent, which shall not be unreasonably withheld, conditioned or delayed, Tenant shall have the right to sublease or assign any portion of the Initial Premises, and any portion of any space subsequently leased, at any time during the Initial Term and extension periods. Owner shall not have the right to recapture any portion or all of the Premises sublet or assigned.
- 18. Access.** Tenant shall have access to the Building and the Premises twenty-four (24) hours per day each day of the year. However the school's hours of operation, which will be defined in the lease, shall be subject to zoning regulations.
- 19. Use.** The Premises shall be used as a charter school and for administrative support functions as they relate to the operation of said school. No uses outside of those uses referenced herein shall be allowed at any time, without the consent of the Owner and must be in compliance with existing zoning regulations.

This Letter of Intent is not a legally binding agreement. Nothing contained herein shall be relied upon by either party to subsequently demonstrate that the parties have entered into an agreement. It is the intent of parties that no such legally binding agreement shall exist unless and until a formal lease agreement has been negotiated and approved by the appropriate officers of the respective parties, and executed and delivered by such parties. Tenant reserves the right to revise or withdraw this Letter of Intent at any time without prior written notice.

Upon delivery of this Letter of Intent, Owner shall promptly remove the space from the general market and shall cease negotiations with any other parties for the specified space. Owner will proceed in having a lease document drafted upon acceptance of the terms and conditions enclosed in this Letter of Intent. Owner will, in writing, notify Tenant of acceptance of this Letter of Intent.

Very truly yours,

Matthew D. Ward
Managing Director

THE WILLIAM E. DOAR PUBLIC CHARTER SCHOOL

BY: _____

Title: _____

Date: _____

THE E.S. PORTER WAREHOUSE

By: _____

Owner: _____

Date: _____

The William E. Doar Jr. Educational Foundation, Inc.
301 G Street, NE Suite 3
Washington, DC 20002
(202) 669-4786
(202) 547-1214 -- fax
wedjschool@hotmail.com

AUTHORIZATION AGREEMENT

By way of this letter, we hereby appoint Julien J. Studley, Inc. (Studley), as our exclusive real estate agent for a period of twelve (12) months from the date hereof (the "Term") to negotiate the lease, lease restructuring, lease renewal or purchase of real property in Washington, D.C. Each party retains the right to revoke this agreement upon thirty (30) days prior written notice. This agreement will be effective throughout the Term, unless revoked in writing by either party.

As our exclusive real estate agent, for this assignment, Studley will assist in the analysis of our space requirements, identify and analyze options which present satisfactory solutions to our space needs, and negotiate with landlords, sublandlords, developers or joint venture partners regarding the terms of the transaction. Studley will, however, make no commitment on our behalf. In recognition of Studley's exclusive agency, we shall refer all space and site offerings and solicitations which have or will come to our attention from landlords, landowners, developers, brokers or others, to Studley for their evaluation and action. This exclusive agency, however, does not apply to the solicitation of Soldier's Home by Gil Blankespoor, a solicitation that came to our attention prior to execution of this agreement.

It is understood and agreed that Studley will be compensated for its work on a brokerage basis. Thereby in the event a transaction is executed, Studley shall then be entitled to a market commission which shall be payable only by the owner/developer/joint venture partner/landlord/landlord's agent or other applicable entity with whom a transaction is concluded. However, in the event a transaction is executed with Soldier's Home, Studley will not be compensated.

Please counter-sign and return one original for our files.

AGREED AND ACCEPTED:

The William E. Doar, Jr. Public Charter School
For The Performing Arts

By: *Julien J. Studley, Inc.*

Title: *Board Chair*

Date: *7/18/03*

Julien J. Studley, Inc.

By: *Julien J. Studley, Inc.*

Title: *Executive V.P.*

Date: *7/18/03*

709 12th Street, SE
Washington, DC

FOR SALE OR LEASE

FLEX PROPERTY

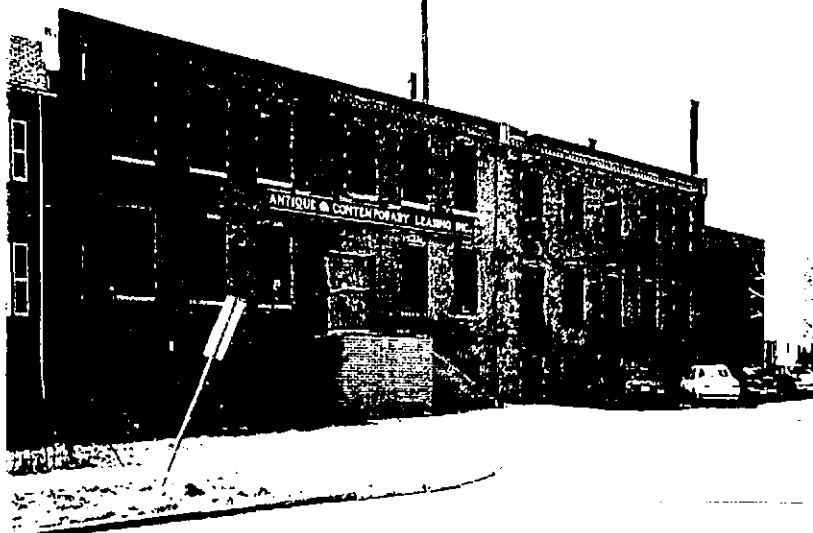
POSSESSION: 60 Days

PURCHASE: \$4.4 million

RENTAL: \$9.00 NNN

TERM: 5-10 years

SITE PLAN: See reverse side



PREMISES: Front Buildings: 24,366 Above grade
7,518 Below grade

Rear Buildings: 6,650 Below grade
1,328 Below grade

39,862 Total

For more information, contact

Tina Weaver
Vice President
202.585.5575

tina.weaver@cbre.com

E. Randall Lennon
Senior Vice President
202.585.5595

randy.lennon@cbre.com

Guy d'Amecourt
First Vice President
202.585.5582

guy.damecourt@cbre.com

CB Richard Ellis
555 11th Street, NW
Suite 300
Washington, DC 20004

main: 202.783.8200

fax: 202.783.1723

www.cbre.com

FEATURES

High ceilings

Historic site with unique doors, hardwood floors and exposed brick elements

Freight elevator

Convenient location, 2 blocks to Potomac Avenue Metro (blue/orange)

Sprinklered

2 Loading docks

Parking

Separate Lot: 2,867 GSF accessible from 11th Street, SE and rear buildings; can provide additional parking or green space

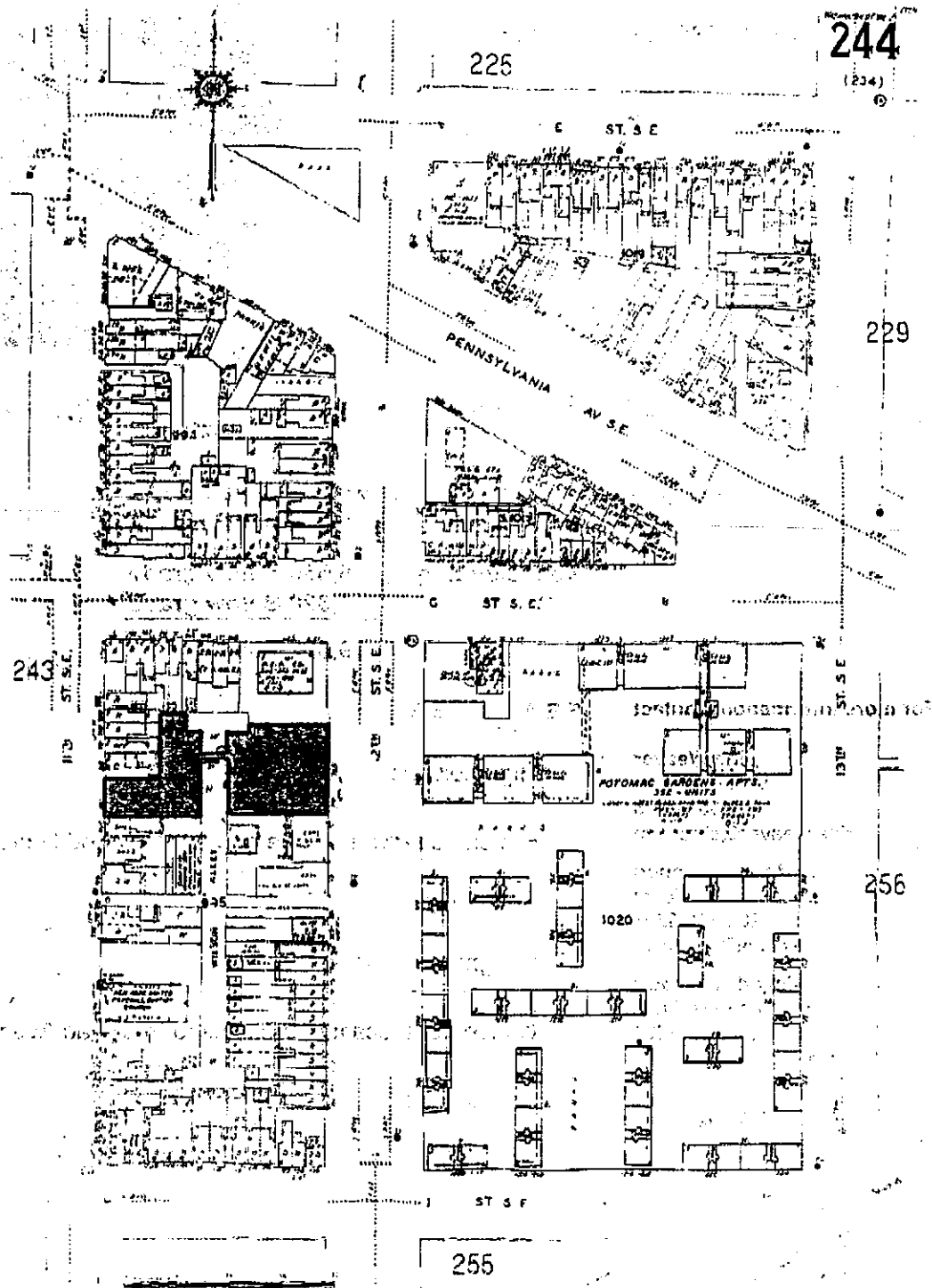


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709 12th Street, SE
Washington, DC

FOR SALE OR LEASE

LOCATION PLAT



For more information, contact

Tina Weaver
Vice President
202.585.5575

tina.weaver@cbre.com

E. Randall Lennon
Senior Vice President
202.585.5595
randy.lennon@cbre.com

Guy d'Amecourt
First Vice President
202.585.5582
guy.damecourt@cbre.com

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CBRE
CB RICHARD ELLIS

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ANTIQUE AND CONTEMPORARY LEASING AND SALES, INC.

ANTIQUE AND CONTEMPORARY LEASING AND SALES, INC. (ACL) HAS HELD a unique place in Washington's marketplace since 1974. It is the only furniture company in the metropolitan area that specializes in the selling and leasing of high-quality furniture as well as antiques. As a result, its customers have total flexibility in choosing their furniture options. These options generally suit those who move to Washington

knowing they might be moving away, as well as those who eventually decide to stay. In the latter case, customers may lease furniture with an option to buy, allowing themselves the ability to purchase some or all of the furniture at any time. On occasion, those moving overseas like what they have leased so much that they buy a few extra pieces to take with them. ACL offers total flexibility and personal service to satisfy the furnishing needs of its customers.

ACL is located on Capitol Hill in a 100-year-old red brick warehouse. Its two floors are filled with an eclectic mix of furniture, paintings, rugs, and accessories. Those who are searching for an antique armoire, dining table, or oriental rug can be assured that ACL has them. The store's selection of oil paintings and prints includes a series of Hogarth engravings, bird prints, and assorted framed vintage photographs of Washington to make the newcomer feel at home. Kilim, dhurrie, and needlepoint rugs are also included in the inventory. ACL offers antique pine furniture and a variety of Korean furniture, as well.

Furniture from Antique and Contemporary Leasing has been used by such customers as Diana, Princess of Wales; Cher; William Hurt; Jack Nicholson; Peter Jennings; Ted Koppel; and the White House. ACL has furnished everything from \$3 million houses to real estate developers to short-term rentals for actors at the Kennedy Center and the Shakespeare Theater. As for movies, set directors often lease furniture from ACL when filming movies in the Washington area.



LOCATED ON CAPITOL HILL IN A 100-YEAR-OLD RED BRICK WAREHOUSE, ANTIQUE AND CONTEMPORARY LEASING AND SALES, INC. (ACL) IS THE ONLY FURNITURE COMPANY IN THE METROPOLITAN AREA THAT SPECIALIZES IN THE SELLING AND LEASING OF HIGH-QUALITY FURNITURE AS WELL AS ANTIQUES (TOP).

If a customer needs to rent a chair, special order a sofa, or furnish a guest room, ACL can help. The company slogan is: "If you like what we have, we have a

way for you to get it!" Customers love what they find at Antique and Contemporary Leasing, and they always find free parking and a warm welcome inside.

ACL'S TWO FLOORS ARE FILLED WITH AN ECLECTIC MIX OF FURNITURE, PAINTINGS, RUGS, AND ACCESSORIES. THOSE WHO ARE SEARCHING FOR AN ANTIQUE ARMOIRE, DINING TABLE, OR ORIENTAL RUG CAN BE ASSURED OF FINDING THEM (BOTTOM).



Biography of William E. Doar, Jr.

William E. Doar, Jr. was born in Charleston, South Carolina, October 29, 1911, the third child of William E. and Edna Lawrence Doar. The family moved to Brooklyn, NY in June 1919 and he was educated in the New York City Schools, P.S. 44, Boys High School and College of the City of New York at Brooklyn College – B.S. in 1937.

He attended St. George's Episcopal Church and Sunday School beginning in June 1919 for a period of over 63 years. Having been confirmed by Bishop Stires in the mid-twenties, he was a Sunday school pupil, Boy Scout, member of the Choir, Lay Reader, member of the Brotherhood of St. Andrew, Crucifer, the Bishop's Men, Men's Club, played on St. George's Triangle Five Basketball Team, later organized the modern Sunday School as teacher under Rev. Horace E. Clute, became superintendent for 10 years, originated the weekly Church Bulletin and edited it for 10 years, became a Vestryman and in 24 years on the vestry served as Jr. Warden for 9 years and Senior Warden for 12 years. He served as Chairman of the Finance and Salary Standards Committee, the Committee on Criteria for the position of Church Secretary, on the Budget Committee and as Delegate to various Diocesan Conventions.

During his lifetime, he took steps to initiate the desegregation of facilities at St. John's Episcopal Hospital and as responsible for placing the first African-American doctor on its staff. He was a member continuously since 1945 of the United Bowling League of Brooklyn, the league most responsible for the integration of the American Bowling Congress. He helped to bring about the integration of the Nursing School at Brooklyn Jewish Hospital and was responsible for placing the first black youth in the biology laboratory of that hospital. He worked with the late Congressman Adam Powell in integrating the stores on 125th Street in Harlem. With the New York State Employment Service he brought the discrimination at Bell Telephone Laboratories and Western Electric to a halt with the cooperation of the NAACP.

On February 3, 1934, he was initiated into the Kappa Beta Sigma chapter of Phi Beta Sigma, Fraternity and was continuously a member for over 48 years. He held the following chapter officer positions: chaplain, vice-president, secretary, financial secretary, treasurer and president. He was manager of the New York City SIGMA Basketball Team, New York State Champions for 1936-1938, first seed of the Eastern Region, 1946-1947, Director, Eastern Region – 1947-1949; Associate Editor, THE CRESCENT; National Executive Secretary – for 30 years beginning in February 1949, the title was changed to National Executive Director. He retired after the 1978 convention and was elected the first National Executive Director Emeritus. He is Life Member #5, a member of the Distinguished Service Chapter since 1949, was the fourth member to contribute \$1,000 to the National Headquarters Fund. He has received many SIGMA Awards such as Social Action, Longevity, Eastern Region Service, and originated the SIGMA JOURNAL and the Metropolitan Interfraternal Bulletin. He served as the National Delegate to the National Pan Hellenic Council, Inc. from 1960 to 1978 and National Secretary for three years, 1965, 1967 and 1968. He originated and published the National Pan Hellenic Newsletter.

He was a member of the GALLIVANTERS, INC., a New York based Professional and Businessmen's Club continuously from 1936 – 1982 and Secretary from 1941 – 1982. He maintained memberships in the YMCA of Brooklyn and Queens, NAACP, Urban League, Paragon Progressive Federal Credit Union and the American Red Cross. He served as a member on the President's Committee on Government Contracts, was the Chairman of several Community Fund Drives and was on the Board of the Stuyvesant Community Center, Boy's Club and YMCA. He served with Mary McLeod Bethune as a Supervisor of the National Youth Administration for 7 years.

In 1977 he retired after 34 years with the New York State Employment Service of Manpower Division as an Employment Interviewer, Testing Technician, Supervisor and Employment Service Representative and Assistant Director of the Apprenticeship Information Center of New York City.

William E. Doar, Jr. died on July 11, 1982. He is survived by his wife, five children and their spouses and six grandchildren. On Friday, July 14, 1995 the William E. Doar, Jr. Building housing the International headquarters of Phi Beta Sigma Fraternity, Inc. was dedicated on Kennedy Street NW in Washington, DC.

Appendix F: Bio of William E. Doar, Jr.

EXHIBIT B

RANDOM SELECTION PROCESS

Exhibit B – Random Selection Process

A. Timetable for Registering and Admitting:

We will begin distributing literature and holding information sessions as soon as it is practical upon approval of the Application for a charter. We will announce and publicize a 60-day period for accepting registration packets.

We will use the registration period to accomplish a number of specific purposes as outlined below:

1. assess the level of interest in our program,
2. verify that applicants meet residency requirements for enrollment in a D.C. Public School,
3. provide baseline data to school administrator on our incoming first year population,
4. screen, for special education, the appropriateness of the placement in the school,
5. provide an additional opportunity to communicate the school's mission and philosophy to prospective applicants and increase the opportunity for applicants and their families to understand the program and share a commitment to the goals of the school.

The William E. Doar, Jr. Public Charter School for the Performing Arts is a public school and will be open to all applicants within the age ranges we serve. In accordance with charter school legislation, following Year 1, preference in registration will be first given to (1) students already enrolled in the school and (2) siblings of students already enrolled. All other student applicants will be enrolled on a first-come, first-served basis. In the event of over enrollment, all new applicants, including siblings will participate in a random selection process conducted by an independent third party.

After the initial registration period, if a particular grade level or classroom is significantly under-enrolled (resulting in a classroom with fewer than twelve students); WEDJ PCS will consider whether changes to the grade levels offered are necessary or beneficial. Changes may include combining under-enrolled classrooms into multi-age groupings or deciding not to offer a particular grade. Any decision not to offer a particular grade could only be made in the event no returning students were affected. Decisions about changes to class and grade configuration of the school will be made by the Board of Directors in consultation with the Executive Director and Director, before any families are notified.

Accepted applicants must either accept or decline an invitation to enroll within two weeks. If spaces are still available in some grades after the designated registration period ends and any reconfiguration has been decided, the school will conduct additional outreach and recruiting, and continue to accept registrations on a first-come, first-served basis until all remaining classroom spaces are filled and the projected enrollment level has been reached.

Exhibit B – Random Selection Process

determine whether our program can accommodate their needs. All Parents/Guardians will be required to sign an enrollment contract acknowledging and accepting their understanding of school day, time, uniform and discipline policies required for successful attendance and participation in the school program. All parents registering their children will be asked to sign an agreement stating their willingness to dedicate hours of volunteer time to the school over the course of the year. We hope to attract a highly diverse student body as a result of our community outreach, publicity and choice of location. Since we cannot select students with the goal of diversity in mind, we will adjust our recruitment strategy as needed to achieve the diverse student body we seek.

Selection, Admission and Enrollment policies are outlined in detail in Section A.

Attached is Enrollment Roster as of July 26, 2004. Students were admitted by two enrolment deadlines, April 30 and June 30, 2004. All students with lottery forms on file by those dates were given spaces. Students are currently being accepted for waiting list spaces only in Grades PK-1 and on a First-Come, First-Served basis in grades 2-5.

Enrollment Roster Key:

X – No application package received from family after having received a lottery form.

PR – Application Package Received

W/D – Family gave notice of withdrawing lottery form

(S#) – Indicates Sibling Groups

♪ - Indicates Application Package Received

#	PK	M/F	PR	#	K	M/F	PR
	Enrollments received by 4/30/04				Enrollments received by 4/30/04		
1	Keane Sanders (S1)	M	♫	1	Chabria Myers	F	♫
	McKayla Smith (S5)	F	X	2	Robert Brown	M	♫
	Latre Komegay (S7)	M	X		Jalen Harris	M	X
2	A'Liyah Bassett (S3)	F	♫	3	Jonathan Moody (S15)	M	♫
3	Maya Slater (S10)	F	♫	4	Lerryc Bowman (S17)	F	♫
4	Leilani Patrick	F	♫	5	Kai Tucker (S21)	F	♫
5	Jenae Reid	F	♫		Allegra Jordan Turner Hatem	F	W/D
6	Robert Dent	M	♫	6	Cameron Thomas Young	M	♫
7	Nathan Robinson (S6)	M	♫	7	Faith Acfalle (S41)	F	♫
8	Aniya DuBose	F	♫		Mikaila Jones	F	X
9	Soukanna Gueye (S14)	F	♫	8	Jeffrey Williams (S50)	M	♫
10	Mecco Johnson (S16)	F	♫		Enrollments received by 6/30/04		
11	Peace Maddox	F	♫	9	Darian Granda (S30)	M	
	Daisha Keys	F	X	10	Monique Brooks (S31)	F	
	Tatyana Curry	F	W/D	11	Anissa Boissiere	F	
12	Donnatela Douglas	F	♫	12	Ashley Stevens	F	
13	Zachary Tolliver	M	♫	13	Mariya Lewis (S34)	F	
	Arden Harwood	M	X	14	Makayla Roberts-Grose (S35)	F	
14	Daija Tucker	F	♫	15	Alexis Everett	F	♫
15	Zakirah Turnage	M	♫	16	Kaylah Mariah Bias	F	♫
16	Cassell Reed	F	♫	17	Ciara Smith (S47)	F	
17	Sydney Jackson	F	♫	18	Khalil Carroll	M	
18	Agyei Thompson-Peterkin (S18)	F	♫	19	Dylan Dukes	M	♫
19	Alphonso Walker	M	♫	20	Bamen Sanders	M	
20	Ayleah Weaver (S19)	F	♫	21	Jonathan Mafia (S52)	M	♫
	Rahsaan Langford (S22)	M	X		Waiting List Only		
	Harvey Langford (S22)	M	X	22	Kayla Holland	F	
	Nicholas Villarreal (S23)	M	W/D	23	Jasmine Johnson	F	
21	Zion van der Sanden	M	♫	24	Kenryona Davis	F	
	Devronn Graham	M	X	25	Damea Houston	F	
22	Latif Taylor	M	♫	26			
23	Charles Thompson (S27)	M	♫	27			
24	Elijah Brockington	M	♫	28			
25	Sabira Muhammad	F	♫	29			
26	Elijah Payton (S34)	M	♫	30			
27	Daimya Hicks	F	♫	31			
	Enrollments received by 6/30/04			32			
28	YahYa Robinson (S29)	M		33			
29	Adrian Granda (S30)	F		34			
30	Tonay Copeland	F		35			
31	Miya Lewis (S34)	F		36			
32	Meghan McReynolds (S41)	F		37			
33	Cierra M. Fountain	F		38			
34	Ronell Grose (S35)	M		38			
35	Cassandra Wright (S36)	F		40			
36	Kenneth Wright (S36)	M		41			
37	Andreas Wright	M		42			
38	Aniyah Boyd	F		43			
39	Jahmes Hamilton (S38)	M	♫	44			
40	Isaiah Roach	M	♫	45			
41	Cinque Couch	M		46			
42	Asya Hemsley (S39)	F		47			
43	Jihadah Arisa Medley (S40)	F	♫	48			
44	Tarvarest Hargrave (S42)	M					
45	Devon Childress (S44)	M					
46	Lytic Snowden	F					
47	Nile Cunningham	M	♫				
48	Ari Ana Shring Holly (S46)	F					
49	Eddie Gaymon	M	♫				
50	Tre'cee Greer (S49)	F					
51	Angela Mafia (S52)	F	♫				
52	Brooke Shelton-Epps (S53)	F					
53	Amani E. Miller	F					
54	Brendasia Linder	F					
	Waiting List Only						
55	Sydnee Carter	F					
56	Nyn Richards	F					

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[illegible]

EXHIBIT C

EXPULSION/SUSPENSION POLICIES

Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students:

Admission to WEDJ PCS will be open to all students that reside in the District of Columbia. Applications will be evaluated for residency verification. We will not discriminate on any basis and will not impose any eligibility requirements or give preference in admissions to any group, with the exception of already enrolled students and their siblings, as provided for under the law. All Special Education students will be asked to provide a copy of their Individual Education Plan. Students will be evaluated to determine whether our program can accommodate their needs. All Parents/Guardians will be required to sign an enrollment contract acknowledging and accepting their understanding of school day, time, uniform and discipline policies required for successful attendance and participation in the school program. All parents registering their children will be asked to sign an agreement stating their willingness to dedicate hours of volunteer time to the school over the course of the year. We hope to attract a highly diverse student body as a result of our community outreach, publicity and choice of location. Since we cannot select students with the goal of diversity in mind, we will adjust our recruitment strategy as needed to achieve the diverse student body we seek.

Selection, Admission and enrollment policies are outlined in detail in Section A.

The School Director is a member of the Founding Board so that she may have a hand in developing the full discipline policy of the school. The school Director and her designee will be responsible for day-to-day discipline in the schools up to and including suspensions and expulsions. WEDJ PCS has a zero-tolerance policy for the possession, supply and use of alcohol, tobacco and illicit drugs by students while on campus and on all school trips and functions. Students will be referred to the proper authorities or involuntarily transferred out of the school for those infractions. All other attempts at discipline will involve consultation of teachers, counselor(s), parents and the school Director. Expulsions will occur by committee decision, only after all other methods of discipline including, but not limited to, time-out, detention, in and out of school suspension, visitation/supervision by parent/guardian, are exhausted. Parents/Guardians may appeal expulsions through a formal hearing with the appeals committee of the Board of Directors only. Discipline is considered a function of the school Directorship as a normal part of day-to-day operations. Before school opening, the Board of Directors will develop an official policy governing expulsion and suspension.

Students may withdraw from WEDJ PCS at any time. The school will forward any student records to another school, upon the written request of a parent or guardian. The WEDJ PCS counselor will also follow-up to be sure the student has enrolled in another school. If the student is truant, then that shall be reported to the proper DCPS office.

Students wishing to attend WEDJ PCS who are not residents of the District of Columbia may do so only when space exists in the desired class and the full waiting list has been accommodated for such space. Non-D.C. resident students will be required to pay a fee equal to the per-pupil allocation as it is established in that year of attendance and all other fees, including lease-aid and special education as deemed necessary for their education, in accordance with D.C. Public Schools' current policies.

Code of Conduct

Exhibit C – Expulsion/Suspension Policies

WEDJ PCS has high expectations for student behavior that exemplifies good citizenship in the school community and the home community. The school community will participate in the refinement and implementation of the policies and procedures outlined in this document.

WEDJ PCS expects students to respect the rights of others, to participate actively in the process of learning, and to demonstrate care in the use of the school's educational materials and facilities.

Teachers and administrators will write classroom rules in cooperation with parents and students. Students who exemplify good citizenship will be recognized for their positive contribution to the school and community.

A Family Handbook will be published and updated as needed. The Family Handbook will be sent to every parent and discussed in the parent and teacher organization meeting so that all parents have access to and understand the information.

Dismissal Policies and Procedures

The dismissal policies and procedures will conform to applicable laws and regulations of DC Public Schools and ensure that the student right to due process is secured. These policies will be completed after notification of award of charter.

Suspension/Expulsion Policy

WEDJ PCS recognizes that suspension or expulsion from the school is the most severe disciplinary action that can be imposed on a student. Students must be given due process in all disciplinary situations but in these instances, the due process procedures must be scrupulously adhered.

"Suspension" is the temporary exclusion of a student from WEDJ PCS programs. Students may receive in-school suspensions as well as suspensions that prevent the student from entering the school for a specified period of time. Students may be suspended for up to three days by the Director. Longer periods of suspension need to be reviewed with the Board subcommittee on Student Discipline. No special needs student will be suspended until the Director has consulted with the student's special education teacher or the staff of Educational Support Services.

"Expulsion" shall be the permanent exclusion of a student from WEDJ PCS. No student below the age of sixteen (16) shall be expelled from school without provision for an alternative educational program.

Causes for Suspension or Expulsion of Students

No WEDJ PCS student shall be suspended or expelled from school unless that student has materially and substantially interfered with the maintenance of good order in WEDJ PCS or unless it is necessary to protect the students' physical or emotional safety and well-being. Causes for short or long-term suspension or expulsion include, but are not limited to, any of the following:

Short Term Suspension

Conduct that constitutes a continuing danger to the physical well-being of other students,

1. Physical assault on another person;
2. Possession or consumption of alcoholic beverages, tobacco or drugs while on school premises;

Exhibit C – Expulsion/Suspension Policies

3. Attempting to assault any student or staff member;
4. Willful causing or attempting to cause substantial damage to the school property;
5. Endangering the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
6. Engaging in conduct that disrupts school or classroom activity or endangers or threaten to endanger the health, safety, welfare, or morals of others;
7. Engaging in insubordination;
8. Failing to complete assignments, carry out directions, or comply with disciplinary sanctions;
9. Using forged notes or excuses;
10. Stealing, attempting to steal, or possessing property known by the student to be stolen;
11. Committing extortion;
12. Engaging in gambling;
13. Abusing school property or equipment;
14. Using obscene or abusive language or gestures;
15. Engaging in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments;
16. Making a false bomb threat or pull a false emergency alarm;
17. Possessing radios, "walkmans," pagers, beepers or portable/cellular telephones not being used for instructional purposes;
18. Wearing inappropriate, insufficient, or disruptive clothing or attire, or violating the student dress code, if one exists;
19. Repeatedly committing minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action;
20. Committing an act that school officials reasonably conclude warrants disciplinary response.

Long Term Suspension or Expulsion

1. Possessing using attempting to use, or transferring any firearm, knife, razor blade, explosive, mace, tear gas, or dangerous object of no reasonable use to the student at school¹;
2. Committing or attempting to commit arson on school property;
3. Possessing, selling, distributing or using any alcoholic beverage, controlled substance, imitation controlled substance, on school property or at school sponsored events;
4. Assaulting any other student or staff member;
5. Intentionally causing physical injury to another person, except when the student's actions are reasonably necessary to protect him or herself from injury;
6. Vandalizing school property causing major damage;
7. Committing any act which school officials reasonably conclude warrants a

¹ The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. School administrators, however, may modify this suspension requirement on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §892 I, and includes firearms and explosives.

long term suspension;

8. A student who commits any of the acts listed in Short Term Suspension which would ordinarily result in a short-term suspension may, instead, or in addition, be subject to a long-term suspension at the Director's or Board of Directors' discretion.

Any student who commits an assault upon a teacher, administrator, Board member, other employee of WEDJ PCS acting in performance of his/her duties and in a situation where his/her authority to so act is apparent, shall be immediately suspended from WEDJ PCS consistent with procedural due process pending expulsion proceedings before WEDJ PCS Board of Directors. These proceedings shall take place no more than twenty-one (21) calendar days following the day on which the student is suspended.

Suspension/Expulsion Procedures

No student shall be deprived of the right to an education at WEDJ PCS without notice of the charges and an opportunity to be heard in his/her own behalf before the Director or Board of Directors. Each student shall be afforded an informal hearing before the start of a short term suspension or if circumstances prohibit, as soon as possible after the suspension begins. If a suspension is to last ten (10) days or more, then a full due process hearing will be held. Such a full hearing shall take place not later than twenty-one (21) calendar days.

All parents/guardians of suspended students will be notified by telephone and certified mail at the time the suspension is instituted.

A student may be suspended by the Director, who shall report such action to the Board at its next regular meeting. The suspended student may be reinstated by the Director prior to the next regular meeting of WEDJ PCS Board after the start of the suspension or by the board at such meeting. No suspension of a student by the Director shall continue longer than the second regular meeting of WEDJ PCS Board after the beginning of such a suspension is continued by the action of the Board. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate, continue the suspension, or expel the student. The power to reinstate, continue any suspension reported to it or expel a student shall be vested in the Board.

The name of the student who has been disciplined shall not become part of the agenda or minutes of a public meeting. A code will be used instead.

If a student is suspended or expelled, the District of Columbia Public Schools will be notified by the Director of WEDJ PCS.

Disciplinary Procedures for Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. Discipline of a classified student will be in accordance with the following:

1. Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others notwithstanding adherence to those guidelines, the matter will be immediately referred to the Special Education Coordinator and the Child/Study Team (CST) for action;

Exhibit C – Expulsion/Suspension Policies

2. Students for whom the IEP does not include specific disciplinary guidelines shall be disciplined in accordance with standard school policy relating to each infraction. The Special Education Coordinator and the CST must be notified immediately of any suspension from classes and will arrange appropriate alternate instruction:

1 The CST will explore whether the infraction is a result of the disability. If a connection is found, no penalty may be imposed;

2 If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately referred to the CST for reconsideration of the student's educational placement.

3 In considering the placement of the students referred because of disciplinary problems, the CST will follow its policies with respect to parental notification and involvement.

3. The CST shall meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

.1 The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;

.2 The commission of any infraction that is a result of the student's disability;

.3 The commission, by a disabled student, of any infraction that would have involved the School Director and resulted in a suspension in excess of five days for a regular education student.

EXHIBIT D
INITIAL BUDGET

**Exhibit D - Initial Budget
WEDJ School
Assumptions
Years 1-5**

Enrollment:

SPED % of Enrollment	
Level 1	6.00%
Level 2	6.00%
Level 3	4.00%

Revenues:

FY 2004 Allocations

Pre K	8,077.00
Grade K	7,111.00
Grade 1	7,111.00
Grade 2	7,111.00
Grade 3	7,111.00
Grade 4	6,904.00
Grade 5	6,904.00

Facilities Allotment (2004 base)

Year 1	2,380.00
Year 2	2,380.00
Year 3	2,380.00
Year 4	2,380.00
Year 5	2,380.00

Lunch Reimbursement

Year 1	540.00
Year 2	545.40
Year 3	550.85
Year 4	556.36
Year 5	561.93

SPED Allotments

Level 1	3,797.00
Level 2	5,868.00
Level 3	10,355.00

Federal Entitlement

Year 1	853.00
Year 2	878.59
Year 3	904.95
Year 4	932.10
Year 5	960.06

Expenses:

Staffing

Administrators

Teachers

Office Staff

	Staff-Student		Staff-Student		Staff-Student	
	Ratio	FTE's	Ratio	FTE's	Ratio	FTE's
Year 1	1:37	8	1:14	17	1:100	2
Year 2	1:35	9	1:16	19	1:73	4
Year 3	1:31	13	1:18	22	1:73	5
Year 4	1:31	15	1:18	30	1:73	7
Year 5	1:31	16	1:16	31	1:73	7

Assistants

Maint./Sec./Food

	Staff-Student		Staff-Student	
	Ratio	FTE's	Ratio	FTE's
Year 1	1:22	-	1:73	3
Year 2	1:22	9	1:65	5
Year 3	1:22	13	1:60	6
Year 4	1:22	18	1:60	8
Year 5	1:22	18	1:60	8

Employee Benefits (% of salary)

Year 1	17%
Year 2	17%
Year 3	17%
Year 4	18%
Year 5	18%

Salaries (Average Annual)

Administrators	55,938
Teachers	48,837
Office Staff	30,000
Assistants	-
Maint./Sec./Food	25,000

Textbooks and Equipment

Unless otherwise noted, all pricing is based on enrollment assumptions for Yr 1 in each grade.

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 1								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	E-Rate Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	436,158.00	128,520.00	53,681.40	49,957.56	29,160.00	28,571.43	46,082.00	772,110.39
K	142,220.00	47,600.00	19,882.00	18,502.80	10,800.00	28,571.43	17,060.00	284,636.23
1	156,442.00	52,360.00	21,870.20	20,353.08	11,880.00	28,571.43	18,766.00	310,242.71
2	156,442.00	52,360.00	21,870.20	20,353.08	11,880.00	28,571.43	18,766.00	310,242.71
3	156,442.00	52,360.00	21,870.20	20,353.08	11,880.00	28,571.43	18,766.00	310,242.71
4	317,584.00	109,480.00	45,728.60	42,556.44	24,840.00	28,571.43	39,238.00	607,998.47
5	317,584.00	109,480.00	45,728.60	42,556.44	24,840.00	28,571.43	39,238.00	607,998.47
6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual Revenues	1,682,872.00	552,160.00	230,631.20	214,632.50	125,280.00	200,000.00	197,896.00	3,203,471.70

* These amounts have not yet been set by the federal government and are estimates only

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 2								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	E-Rate Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	290,772.00	85,680.00	35,787.60	6,000.00	19,634.40	12,750.00	31,629.24	482,253.24
K	284,440.00	95,200.00	39,764.00	6,666.67	21,816.00	12,750.00	35,143.60	495,780.27
1	156,442.00	52,360.00	21,870.20	3,666.67	11,998.80	12,750.00	19,328.98	278,416.65
2	156,442.00	52,360.00	21,870.20	3,666.67	11,998.80	12,750.00	19,328.98	278,416.65
3	312,884.00	104,720.00	43,740.40	7,333.33	23,997.60	12,750.00	38,657.96	544,083.29
4	303,776.00	104,720.00	43,740.40	7,333.33	23,997.60	12,750.00	38,657.96	534,975.29
5	317,584.00	109,480.00	45,728.60	7,666.67	25,088.40	12,750.00	40,415.14	558,712.81
6	327,106.00	109,480.00	45,728.60	7,666.67	25,088.40	12,750.00	40,415.14	568,234.81
7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual Revenues	2,149,446.00	714,000.00	298,230.00	50,000.00	163,620.00	102,000.00	263,577.00	3,740,873.00

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 3								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	E-Rate Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	290,772.00	85,680.00	35,787.60	4,627.25	19,830.74	16,666.67	32,578.12	485,942.38
K	284,440.00	95,200.00	39,764.00	5,141.39	22,034.16	16,666.67	36,197.91	499,444.12
1	312,884.00	104,720.00	43,740.40	5,655.53	24,237.58	16,666.67	39,817.70	547,721.87
2	156,442.00	52,360.00	21,870.20	2,827.76	12,118.79	16,666.67	19,908.85	282,194.27
3	312,884.00	104,720.00	43,740.40	5,655.53	24,237.58	16,666.67	39,817.70	547,721.87
4	303,776.00	104,720.00	43,740.40	5,655.53	24,237.58	16,666.67	39,817.70	538,613.87
5	303,776.00	104,720.00	43,740.40	5,655.53	24,237.58	16,666.67	39,817.70	538,613.87
6	490,659.00	164,220.00	68,592.90	8,868.89	38,008.93	16,666.67	62,441.39	849,457.78
7	327,106.00	109,480.00	45,728.60	5,912.60	25,339.28	16,666.67	41,627.59	571,860.74
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual Revenues	2,782,739.00	925,820.00	386,704.90	50,000.00	214,282.21	150,000.00	352,024.66	4,861,570.76

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 4								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	E-Rate Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	290,772.00	85,680.00	35,787.60	3,773.58	20,029.05	15,000.00	33,555.46	484,597.70
K	284,440.00	95,200.00	39,764.00	4,192.87	22,254.50	15,000.00	37,283.85	498,135.22
1	312,884.00	104,720.00	43,740.40	4,612.16	24,479.95	15,000.00	41,012.23	546,448.74
2	312,884.00	104,720.00	43,740.40	4,612.16	24,479.95	15,000.00	41,012.23	546,448.74
3	312,884.00	104,720.00	43,740.40	4,612.16	24,479.95	15,000.00	41,012.23	546,448.74
4	303,776.00	104,720.00	43,740.40	4,612.16	24,479.95	15,000.00	41,012.23	537,340.74
5	303,776.00	104,720.00	43,740.40	4,612.16	24,479.95	15,000.00	41,012.23	537,340.74
6	469,326.00	157,080.00	65,610.60	6,918.24	36,719.93	15,000.00	61,518.34	812,173.11
7	490,659.00	164,220.00	68,592.90	7,232.70	38,389.02	15,000.00	64,314.63	848,408.25
8	327,106.00	109,480.00	45,728.60	4,821.80	25,592.68	15,000.00	42,876.42	570,605.50
Annual Revenues	3,408,507.00	1,135,260.00	474,185.70	50,000.00	265,384.93	150,000.00	444,609.85	5,927,947.49

WEDJ School Annual Revenues
Projected Revenues Years 1-5

Annual Growth Rate: 0.00%

Year 5								
Grade	Per Pupil Funding	Facilities Allotment	SPED Allocation	E-Rate Funding	Lunch Reimbursement	Title V2b	Entitlement Monies	Total Revenues
PK	280,772.00	85,680.00	35,787.60	3,621.73	20,229.34	0.00	34,562.12	470,652.80
K	284,440.00	95,200.00	39,764.00	4,024.14	22,477.05	0.00	38,402.36	484,307.55
1	312,884.00	104,720.00	43,740.40	4,426.56	24,724.75	0.00	42,242.60	532,738.31
2	312,884.00	104,720.00	43,740.40	4,426.56	24,724.75	0.00	42,242.60	532,738.31
3	312,884.00	104,720.00	43,740.40	4,426.56	24,724.75	0.00	42,242.60	532,738.31
4	303,776.00	104,720.00	43,740.40	4,426.56	24,724.75	0.00	42,242.60	523,630.31
5	303,776.00	104,720.00	43,740.40	4,426.56	24,724.75	0.00	42,242.60	523,630.31
6	469,326.00	157,080.00	65,610.60	6,639.84	37,087.13	0.00	63,363.89	799,107.46
7	469,326.00	157,080.00	65,610.60	6,639.84	37,087.13	0.00	63,363.89	799,107.46
8	490,659.00	164,220.00	68,592.90	6,941.65	38,772.91	0.00	66,244.07	835,430.53
Annual Revenues	3,550,727.00	1,182,860.00	494,067.70	50,000.00	279,277.30	0.00	477,149.33	6,034,081.33

**WEDJ School Annual Revenues
Projected Expenses Years 1-5**

Annual growth rate: 0.00%

Salaries	Ratio	Year 1	Year 2	Year 3	Year 4	Year 5
Administrators	8	447,500	559,000	670,290	712,000	754,000
Teachers	17	776,156	878,194	1,012,200	1,398,328	1,454,874
Office Staff	2	69,800	123,288	159,863	198,027	204,247
Assistants		-	-	-	-	-
Maint/Sec./Food	3	79,452	115,385	162,083	198,750	207,083
Total Salaries	30	1,372,708	1,676,866	2,004,436	2,503,106	2,620,204
Other Expenses						
Employee Benefits	17.0%	233,360	284,897	340,754	450,559	471,637
Facilities Rent (including prop. Tax)		375,000	472,500	498,125	520,931	546,978
Operations & Maintenance		91,500	91,500	91,500	91,500	91,500
Food Service		187,040	216,000	280,080	343,440	357,840
Staff Development		70,000	70,000	70,000	70,000	70,000
Administrative		62,000	62,000	62,000	62,000	62,000
Instructional		340,000	272,000	275,000	275,000	275,000
Technology		255,033	75,000	75,000	75,000	75,000
Charter Board Expenses		80,000	80,000	80,000	75,000	75,000
Chartering Authority Fee		35,000	35,000	35,000	35,000	35,000
Consultant & Medical ⁽¹⁾		52,000	42,500	45,000	45,000	45,000
Total Other Expenses		1,760,933	1,701,397	1,850,459	2,043,430	2,104,955
Gross Expenses		3,133,641	3,377,263	3,854,895	4,546,536	4,725,159
Annual Revenue		3,203,472	3,740,873	4,861,571	5,927,947	6,034,081
Grants and Donations		110,000	110,000	120,000	125,000	140,000
LEP/NEP Funds		80,830	78,660	101,998	125,089	130,313
Gross Revenues		3,374,302	3,929,533	5,083,567	6,178,017	6,304,396
Less Gross Expenses		3,133,641	3,377,263	3,854,895	4,546,536	4,725,159
NET REVENUES ⁽²⁾		240,661	552,270	1,228,671	1,631,481	1,579,236

⁽¹⁾ Includes costs for consultant pre-opening and nurse Yrs 1-5

⁽²⁾ All excess revenues may be used for wrap-around student services, afterschool, programs, and repayment of draws against e

Exhibit D - Initial Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	1,682,872	2,149,446	2,782,739	3,408,507	3,550,727
Federal Entitlements	197,896	283,577	352,025	444,610	477,149
Income from Grants and Donations	110,000	110,000	120,000	125,000	140,000
Activity Fees					
Other Income ⁽¹⁾	1,322,704	1,327,850	1,726,807	2,199,900	2,136,518
TOTAL REVENUES	\$3,203,472	\$3,740,873	\$4,881,571	\$5,927,947	\$8,034,081
EXPENSES					
Personnel Salaries and Benefits	1,676,068	2,030,763	2,415,190	3,023,664	3,161,841
Direct Student Costs ⁽²⁾	595,033	347,000	350,000	350,000	350,000
Occupancy ⁽³⁾	468,500	584,000	587,625	612,431	638,478
Office Expenses ⁽⁴⁾	114,000	104,500	107,000	107,000	107,000
General Expenses ⁽⁵⁾	282,040	331,000	395,080	453,440	467,840
TOTAL EXPENSES	\$3,133,641	\$3,377,263	\$3,854,895	\$4,546,536	\$4,726,159

⁽¹⁾ "Other Income" includes: Facilities Allotments, Special Education Allocation, Lunch Reimbursements, E-Rate Funding, Title V 2(b) funding, and LEP/NEP funding. See Revenues Yr 1-5 page for breakdown of each category.

⁽²⁾ Includes Instructional and Technology Expenses. See Expenses Yr 1-5 for breakdown of each category.

⁽³⁾ Occupancy includes Facilities Rent and O&M. See Expense Yr 1-5 for breakdown of these categories.

⁽⁴⁾ Includes Administrative Expenses, Consulting and Medical. See Expenses Yr 1-5 for breakdown of each category.

⁽⁵⁾ Includes Charter Board Expenses Food Service Expenses, and Chartering Authority Fee.

See Expenses Yr 1-5 for breakdown of each category

WEDJ School Annual Revenues
Pre-Opening Budget

Revenues:

Title V(2)(b) Grant	110,000
Grants and Donations	18,000
TOTAL REVENUES	128,000

Expenses:

Personnel, Salaries and Benefits	
Academic Planning	16,776
Occupancy Expenses	
Facility Expenses	21,250
Office Expenses	
Supplies, Materials & Equipment	15,000
Legal, Accounting, Payroll	12,000
Printing and Copying	5,000
Postage and Shipping	500
Consultant Costs	12,000
General Expenses	
Insurance	7,250
Administrative Fee	150
Recruitment Expenses	1,850
TOTAL EXPENSES	91,776
TOTAL	36,224

EXHIBIT E
KEY PERSONNEL

**The William E. Doar Jr. Public Charter School for the Performing Arts,
Inc.**

4322 14th Street, NW
Washington, DC 20011

Board of Director's Roster
04-05

Robin L. Bramwell, J.D.
Finance Committee

Vice President
JPMorgan
270 Park Avenue, 48th Floor,
New York, NY 10017
Work Phone: 212-270-9800; 212-270-3622(direct)
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718-953-6336
rbramwell@msn.com

Mark S. Lerner
Facilities Committee
Development Task Force

Director of Radiology Operations
Children's National Medical Center
111 Michigan Avenue, NW
Washington, DC
202 884 3428

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Reston, Virginia 20191
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mlerner10@aol.com

Christina M. Mireles

Development Task Force
Marketing Task Force

Consultant
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Arlington, VA 22203
Cell: 571-278-9256
cm mireles@yahoo.com

Exhibit E – Key Personnel
Dianne S. Myers
Development Task Force

Program Officer for Non-Profit Services
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1725 I Street, NW Suite 200
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Stephen Percy
Vice-Chair
Marketing Task Force

Financial and Administrative Support Coordinator
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Massachusetts and Wisconsin Avenues, NW
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Fax: (202) 537-6678

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spercy@cathedral.org

Angela Screen
Secretary
Development and Marketing Task Force

Senior Associate
Caliber Associates
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309 Nicholson Street, NE
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amsouthernbelle4690@yahoo.com

Exhibit E – Key Personnel

Gerald D. Smith
Personnel Taskforce
Development Taskforce
Finance Committee

Associate Editor - The State Yellow Book
Leadership Directories, Inc.
1001 G Street, NW (Suite 200 East)
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Work Fax: (202) 628-3430
E-Mail: gsmith@leadershipdirectories.com

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Sonya A. Smith, CPA, Esq.
Development Task Force

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(301) 927-5873 (fax)

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(301) 567-6131
sonie3@hotmail.com

Nicole L. Streeter, J.D.
Board Chair

Gilbert Heintz & Randolph LLP
1100 New York Ave., N.W. Suite 700
Washington, D.C. 20005-3987
Work Phone (202) 772-1930
Work Fax (202) 772-1931

1839 12th St., N.W.
Washington, D.C. 20009
(202) 319-1132
streetern@ghrdc.com

Barbara McNeill Tucker
Treasurer
Development Task Force

Chief Executive Officer
DSS Educational Network
4002 21st Street, NE
Washington, DC 20018
Home/office: 202 269 1148
bmtucker@hotmail.com

Exhibit E -- Key Personnel

Geovette E. Washington, Esq.
Personnel Committee
Development Task Force

Partner
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fax: (202)986-0784

Stephen H. Marcus, Esquire
General Counsel (non-voting)

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Suite 1140
Washington, DC 20036

Phone: (202) 628-2699
shmarcus@att.net

**The William E. Doar Jr. Public Charter School for the Performing Arts,
Inc.**

4322 14th Street, NW
Washington, DC 20011

2004-2005

Key Leadership Roles

Executive Director	Julie S. Doar-Sinkfield, M.A.
School Director	Nadia Casseus, M.A., and E.D.D. (expected Dec. 2005)
Arts Partnership Director	Mary C. Robbins, M.A.
Business Officer	Philip T. Edmonds, B.S.
Legal Counsel	Stephen H. Marcus, Esquire
Accountant	Andrea C. Shorter, C.P.A.

EXHIBIT F

ARTICLES OF INCORPORATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS

EXHIBIT F - ARTICLES OF
INCORPORATION



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **6th** day of **July, 2004**.

David Clark
DIRECTOR

Winnie R. Huston
Acting Administrator
Business and Professional Licensing Administration


Patricia E. Grays
Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

**ARTICLES OF INCORPORATION
OF THE
WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL FOR THE PERFORMING
ARTS**

**To: Department of Consumer and Regulatory Affairs
Business Regulation
Corporations Division**

We, the undersigned natural persons of the age of eighteen years or more, acting as incorporators of the above-named corporation, adopt the following Articles of Incorporation for such corporation pursuant to the provisions of the District of Columbia Nonprofit Corporation Act.

FIRST: The name of the corporation is the WILLIAM E. DOAR, JR PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS, Incorporated

SECOND: The duration of the corporation is perpetual

THIRD: The corporation is organized for such community, religious, civic and charitable purposes as shall qualify it for exemption from federal taxation under section 501(c)3 of the Internal Revenue Code, including, but not limited to, providing career development and training; education of children and adults; music, arts and cultural programs; and receiving grants and endowments.

FOURTH: The corporation may exercise all power or authority granted to it under the District of Columbia Nonprofit Corporation Act or otherwise, including, but not limited to, the power to accept donations of money, property or any interest therein, or any other thing of value, and to own or lease property, whether real or personal. The corporation will not have members.

FIFTH: In carrying out its purpose, the corporation shall not engage directly or indirectly in any activity, that would prevent it from qualifying as a corporation described in section 501(c)3 of the Internal Revenue Code. The assets of the corporation shall at all times be dedicated to the purposes set out in Article THIRD. No part of the assets or earnings, current or accumulated, of the corporation shall at any time inure in whole or in part to the benefit of any private individual, association, or corporation within the meaning of the prohibition contained in section 501(c)3 of the Internal Revenue Code, except that the corporation shall be authorized and empowered to make payments as reasonable compensation for services rendered and/or as reasonable allowance for authorized expenditures incurred on behalf of the corporation and to make payments and distributions in furtherance of the purposes set forth in Article THIRD.

SIXTH: The corporation shall not carry on propaganda or otherwise attempt to influence legislation to any extent that would disqualify it from tax exemption under section

FILE
7/6/04

501(c)3 of the Internal Revenue Code. The corporation shall not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office.

SEVENTH: The corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

EIGHTH: The affairs of the corporation shall be managed by a Board of Directors. Qualifications for membership on the Board of Directors shall be described in the Bylaws. The number of members of the Board of Directors shall be fixed by the Bylaws and may be increased or decreased from time to time as provided therein, but in no event shall the number of directors be less than nine (9). Each member of the Board of Directors shall be elected or appointed in the manner and for the term provided in the Bylaws.

NINTH: Upon the termination, dissolution, or winding up of the corporation in any matter or for any reason, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the corporation shall be distributed to, and only to, one or more organizations described in section 501(C)3 of the Internal Revenue Code and engaged in activities similar to those of the corporation.

TENTH: The number of members of the initial Board of Directors shall be eleven (11). The names and addresses of the initial Board of Directors, who shall serve until their successors are elected or appointed and qualified, are as follows:

Robin L. Bramwell, J.D.
843 Park Place
Brooklyn, NY 11216
718-953-6336

Mark S. Lerner
2384 Hunters Square Court
Reston, Virginia 20191
Home 703 391 0296

Christina M. Mireles
850 North Randolph Street
#721
Arlington, VA 22203
Cell: 571-278-9256

Dianne S. Myers
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Wheaton, MD 20902
Home: (301) 526-3134

Stephen Percy

3213 Wisconsin Avenue, NW Apt C
Washington, DC 20016
(202) 362-3248

Angela Screen

309 Nicholson Street, NE
Washington, DC 20011
(301) 520-4076

Gerald D. Smith

5805 - 5th Street, NW
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Home & Fax: (202) 882-7893

Sonya A. Smith-Valentine, CPA, Esq.

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(301) 567-6131

Nicole L. Streeter, J.D.

1839 12th St., N.W.
Washington, D.C. 20009
(202) 319-1132

Barbara McNeill Tucker

4002 21st Street, NE
Washington, DC 20018
Home/office: 202 269 1148

Geovette E. Washington, Esq.

1425 Rhode Island Ave, NW
Apartment 52
Washington, DC 20005
phone: (202) 986-0783

ELEVENTH: The private property of the officers or directors of the corporation shall not be subject to payment of corporation debts to any extent whatsoever.

TWELFTH: Any reference herein to any provision of the Internal Revenue Code shall be deemed to mean such provision as now or hereafter existing, amended, or superseded, as the case may be.

THIRTEENTH: The address, including street number, of the initial registered office of the corporation in the District of Columbia is 4322 14th Street, NW, Washington, DC 20011. The name of the initial registered agent at such address is Julie S. Doar-Sinkfield, a resident of the District of Columbia.

FOURTEENTH: The Fiscal Year of the corporation will begin each July 1 and end each June 30.

FIFTEENTH: The names and addresses of the incorporators are as follows:

Stephen Percy

3213 Wisconsin Avenue, NW Apt. C
Washington, DC 20016
(202) 362-3248

Angela Screen

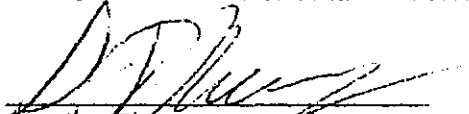
309 Nicholson Street, NW
Washington, DC 20011
(301) 520-4076


Barbara McNeill Tucker

4002 21st Street, NE
Washington, DC 20018
(202) 269-1148

IN WITNESS WHEREOF, we have signed and acknowledged these Articles of

Incorporation this 3rd day of July 2004


Stephen Percy


Angela Screen


Barbara McNeill Tucker

I, Donna A. Smith, a Notary Public, hereby certify that on this 3rd day of July, 2004, personally appeared before me, Stephen Percy, who being first duly sworn, declared that he signed the foregoing document as an incorporator and that the statements contained therein are true.

IN WITNESS THEREOF, I have hereunto set my hand and seal the day and year written above.

Donna A. Smith
Notary Public
My Commission Expires
October 23, 2005

7/3/04
Date

I, Donna A. Smith, a Notary Public, hereby certify that on this 3rd day of July, 2004, personally appeared before me, Angela Screen, who being first duly sworn, declared that she signed the foregoing document as an incorporator and that the statements contained therein are true.

IN WITNESS THEREOF, I have hereunto set my hand and seal the day and year written above.

Donna A. Smith
Notary Public
My Commission Expires
October 23, 2005

7/3/04
Date

I, Donna A. Smith, a Notary Public, hereby certify that on this 3rd day of July, 2004, personally appeared before me, Barbara McNeill Tucker, who being first duly sworn, declared that she signed the foregoing document as an incorporator and that the statements contained therein are true.

IN WITNESS THEREOF, I have hereunto set my hand and seal the day and year written above.

Donna A. Smith
Notary Public
My Commission Expires
October 23, 2005

7/3/04
Date

EXHIBIT G

BYLAWS

**THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL FOR THE
PERFORMING ARTS**

BYLAWS

ARTICLE I

Name

1. **Name.**

ARTICLE II

ARTICLE III

ARTICLE IV

Offices and Agent

1. **Principal Office.**
2. **Registered Office and Agent.**

ARTICLE V

Honorary Membership

1. **Honorary Membership.**

ARTICLE VI

Membership

1. **Membership.**

ARTICLE VII

Directors

1. **Powers.**
2. **Number and Terms.**
3. **Election of Directors.**
4. **Resignations.**
5. **Removal.**
6. **Vacancies.**
7. **Place of Meetings.**
8. **Annual Meeting.**
9. **Other Meetings.**
10. **Quorum; Majority Vote; Adjournment.**
11. **Meetings by Telephone.**

12. Action Without a Meeting.
13. Emergency Meeting.
14. Reimbursement.
15. Committees.
16. Executive Committee.
17. Indemnification and Insurance

ARTICLE VIII

Officers

1. Officers.
2. Qualification and Election.
3. Terms of Office.
4. Resignation.
5. Removal.
6. Reimbursement.

ARTICLE IX

Duties of Officers

1. Chairman.
2. Secretary.
3. Treasurer.
4. Other Officers.

ARTICLE X

Advisory Council

1. Advisory Council.

ARTICLE XI

Financial Administration

1. Documents.
2. Deposits and Accounts.
3. Corporate Records.

ARTICLE XII

Amendments

1. Amendments.

ARTICLE XIII

Corporate Seal

1. Corporate Seal

ARTICLE I

Name

1. Name. The name of the Corporation is THE WILLIAM E. DOAR JR. PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS (hereinafter "WEDJ PCS").

ARTICLE II

The WEDJ PCS is organized and shall be operated exclusively for such charitable, educational and religious purposes as may qualify the WEDJ PCS for exemption from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended (hereinafter referred to as the "Code"), and for the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code. Any reference herein to any provision of such Code shall be deemed to mean provisions as now or hereafter existing, amended, supplemented, or superseded. The purposes of the WEDJ PCS include, but are not limited to, the following:

1. Education of children and adults.
2. Music, arts and cultural programming.
3. Receiving grants and endowments.
4. Fostering enterprise and business skills.
5. To do any and all lawful acts that may be necessary, useful, suitable or proper for the furtherance or accomplishment of the purposes of the WEDJ PCS.

In furtherance of these purposes and related activities, the WEDJ PCS shall have the power to exercise all power and authority granted to it under the District of Columbia Nonprofit Corporation Act or other laws of the District of Columbia, including, but not limited to, the power to accept donations of money or property, whether real or personal, or any interest therein, wherever situated.

ARTICLE III

No part of the net earnings of the WEDJ PCS shall inure to the benefit of or be distributable to its members, directors, officers or other private persons, except that the WEDJ PCS shall be authorized and empowered to pay reasonable compensation for services rendered to

or for the WEDJ PCS and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. Except to the extent permitted by Section 501(c)(3) and (h) of the Code, no substantial part of the activities of the WEDJ PCS shall consist of carrying on propaganda, or otherwise attempting to influence legislation. The WEDJ PCS shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Bylaws, or any provision of the Articles of Incorporation or the District of Columbia Nonprofit Corporation Act governing or pertaining to the WEDJ PCS, the WEDJ PCS shall not engage in or carry on any activities not permitted to be engaged in or carried on by a corporation described in Section 501(c)(3) of the Code (or the corresponding provision of any future Federal income tax law) and exempt from taxation under Section 501(c)(3) of the Code (or the corresponding provision of any future Federal income tax law).

ARTICLE IV

Offices and Agent

1. **Principal Office.** The principal office of the WEDJ PCS shall be in the Washington, D.C. metropolitan area, and shall be located at such place as may be designated by the Board of Directors.
2. **Registered Office and Agent.** The WEDJ PCS shall continue to maintain a registered office and registered agent in the District of Columbia. The address, including street and number, of the initial registered office of the corporation in the District of Columbia is 4322 14th Street, NW Washington, DC 20011, and the name of the property owner and Executive Director is Julie S. Doar-Sinkfield, a resident of the District of Columbia.

ARTICLE V

Honorary Membership

1. **Honorary Membership.** The Board of Directors may, in its discretion and upon terms it shall decide, appoint persons to be Honorary Members of the WEDJ PCS. Honorary Members may attend the Annual Meeting and any other such meetings that the Board of Directors shall decide, but shall not exercise the right to vote.

ARTICLE VI

Membership

1. **Membership.** The WEDJ PCS shall have no members.

ARTICLE VII

Directors

1. **Powers.** The powers to govern and supervise the WEDJ PCS shall be vested in a Board of Directors. The Board of Directors shall possess, and may exercise, any and all powers granted to the WEDJ PCS under the Articles of Incorporation, the Bylaws, the District of Columbia School Reform Act and the District of Columbia Nonprofit Corporation Act.
2. **Number and Terms.** The initial Board of Directors shall consist of the eleven (11) directors that have been identified in the Articles of Incorporation for the WEDJ PCS (the "Initial Board"). The Initial Board shall be divided into three classes of directors as follows:

Class I Director(s): Sonya A. Smith-Valentine
Mark Lerner
Christina Mireles
Dianne S. Myers

Class II Director(s): Angela Screen
Gerald D. Smith
Geovette Washington

Class III Director(s): Nicole Streeter
Barbara Tucker
Stephen Percy
Robin Bramwell

The term of the Class I Director(s) shall expire at the second annual meeting of the Board of Directors (two year term). The term of the Class II Director(s) shall expire at the third annual meeting of the Board of Directors (three year term). The term of the Class III Director(s) shall expire at the fourth annual meeting of the Board of Directors (four year term).

At each annual meeting of the Board of Directors following the initial classification outlined above, directors elected to succeed those directors whose terms expire shall be elected to a term of office to expire at the third succeeding annual meeting of the Board of Directors after their election (three year term), provided that the directors electing new or replacement directors may from time to time specify a term of less than three years in order to maintain the number of directors in each class as nearly equal as possible.

Directors may serve for up to a total of three consecutive terms. At the end of the third term, the director must leave the Board of Directors for a minimum period of one term (three years).

3. **Election of Directors.** The Board of Directors shall elect a Chairman who shall lead all meetings of the Board of Directors including the Annual Meeting. In the absence of the

Chairman of the Board of Directors, the meetings will be led by any member of the Executive Committee. Except for the Initial Board, directors shall be elected by an affirmative vote of a majority of the directors in office. The Board of Directors shall determine the number of directors to be elected in the future, but this number shall not be less than nine (9), and shall always be an odd number. At the first Annual Meeting, the Board of Directors shall establish a procedure for nominations by a Nominating Committee made up of volunteers working on various committees.

4. **Resignations.** Any director may resign at any time by giving written notice of this to the Secretary or such other officer as may be designated by the Board of Directors. The resignation must be accepted before it can become effective. The resignation will take effect forty (40) days from the date of acceptance of written notification.
5. **Removal.** A director may be removed from office only for Cause at a meeting of the Board of Directors expressly called for this purpose. A vote of two-thirds (2/3) of the directors in office is necessary. Cause is to be defined at such time and in such a manner as the Board of Directors shall determine.
6. **Vacancies.** A vacancy in the Board of Directors existing between Annual Meetings may be filled by a majority vote of the Board of Directors. A director so elected shall serve the remainder of the unexpired term. A vacancy created by an increase in the number of directors shall be filled by majority vote of the directors in office.
7. **Place of Meetings.** The Board of Directors may hold meetings either at the principal office of the WEDJ PCS or elsewhere.
8. **Annual Meeting.** The Annual Meeting of the Board of Directors shall be held at the time of the scheduled annual November Board Meeting at a time and at such place as the Board of Directors shall decide.
9. **Other Meetings.** There will be a minimum of eight meetings of the Board of Directors each year, including the Annual Meeting. Additional regular or special meetings of the Board of Directors may be held at such times and places as the Board of Directors shall decide, provided that the times and places of such meetings are contained in the minutes of previous meetings of the Board of Directors or are announced by written notice signed by the Chairman, the majority of the Executive Committee or any three members of the Board of Directors and duly delivered to all directors at the earliest possible time prior to the meeting date. The written notice shall specifically set forth the day and time of the meeting, and the appropriate method of response to the notice.
10. **Quorum; Majority Vote; Adjournment.** At all meetings of the Board of Directors, the actual presence of a majority of the directors then in office shall constitute a quorum for the transaction of business, and the affirmative vote of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as may be specifically provided by law or by the Articles of Incorporation or these

Bylaws. If a quorum is not present at a meeting of the Board of Directors, the directors may adjourn the meeting until a quorum is present.

11. **Meetings by Telephone.** The Board of Directors may hold a meeting by means of a conference telephone or similar communications equipment by which all directors participating in the meetings can hear each other at the same time. Participation by directors by such means shall constitute presence in person at such meetings. These meetings shall be conducted in accordance with sections 9 and 10 hereof.
12. **Action Without a Meeting.** Any action which may be authorized or taken at a meeting of the Board of Directors may be authorized or taken without a meeting, without prior notice and without a vote, if the proposed action is specifically set forth in writing, duly delivered to all directors and consented to by signature of a majority vote of all directors within a period of no more than sixty (60) days. Any such written consent shall be filed or entered upon the records of the WEDJ PCS, and notified to all directors within ten (10) days.
13. **Emergency Meeting.** It may be necessary to hold a previously unscheduled meeting of the Board of Directors in the event of a corporate emergency. The requirements of notice of a meeting contained elsewhere in the Bylaws may be waived by an affirmative vote of a majority of the Board of Directors in Office or a unanimous vote of the Executive Committee. E-Mail, FAX, or any other such device as may be authorized by the Board of Directors may be used to inform all members of the Board of Directors of the day and time of the Emergency Meeting, the subject to be discussed and the appropriate method of response to the notice of the meeting. The meeting may be held outside of the District of Columbia.
14. **Reimbursement.** Directors shall receive no compensation for their services, but by resolution of the Board of Directors, may be reimbursed for reasonable expenses paid while acting on behalf of the WEDJ PCS.
15. **Committees.** The Board of Directors shall have the authority from time to time to designate committees of the Board of Directors. These committees shall have the powers delegated to them by the Board of Directors, and shall function under the supervision of a Committee Chair, appointed by and responsible to, the Board of Directors.
16. **Executive Committee.** The Chairman, Vice-Chairman, Secretary and Treasurer, as set forth in Article VIII below, shall form the Executive Committee of the Board of Directors, and may exercise all powers of the Board of Directors between meetings of the Board of Directors, except the power to fill vacancies in their own membership. The Executive Committee may meet at stated times or with at least ten (10) days prior written notice to all Executive Committee members by any officer of the WEDJ PCS. The attendance of three members of the Executive Committee shall constitute quorum, but the affirmative vote of a majority of the Executive Committee shall be necessary in order for the Executive Committee to act. The Executive Committee shall keep regular minutes of its proceedings and report the same to the Board of Directors. Any action which may be

authorized or taken by the Committee at a meeting may be authorized or taken without a meeting pursuant to the same requirements as set forth in Article VII, Section 12 for the Board of Directors, except that it must be consented to by signature of all members of the Committee.

17. **Indemnification and Insurance.** The Board of Directors will indemnify directors and/or officers of the WEDJ PCS from liability for actions in performance of the their duties as directors and/or officers that would not constitute negligence or misconduct in the performance of a duty. The Board of Directors will purchase insurance at such time as it decides to adopt a resolution to indemnify directors and/or officers of the WEDJ PCS.
18. **Interested Parties.** Interested parties may serve on the board if they do not constitute more than 49% of the Board of Directors. Two board positions must always be reserved for current parent board members. No employee of the WEDJ PCS may serve as a voting member of the Board of Directors.

ARTICLE VIII

OFFICERS

1. **Officers.** The officers of the WEDJ PCS shall be a Chairman, Vice-Chairman, a Secretary and a Treasurer. They shall be elected by the Board of Directors from among its members. No two offices may be held at any one time by the same person. The WEDJ PCS officers shall also function as non-voting officers of the Board of Directors. Other officers may be elected as the Board of Directors shall determine from time to time.
2. **Qualification and Election.** The officers shall be elected by and from among the members of the Board of Directors at its Annual Meeting. A vacancy among the officers existing between Annual Meetings of the Board of Directors may be filled at any time by a majority vote of the Board of Directors. Nominations of officers may be made by any member of the Board of Directors present at the Annual Meeting.
3. **Terms of Office.** The Chairman, Vice-Chairman, Secretary and Treasurer shall each serve a two (2) year term. Officers may be elected for successive terms of office.
4. **Resignation.** Any officer may resign at any time by giving written notice of this to the Secretary or such other officer as may be designated by the Board of Directors. The resignation must be accepted before it can become effective. The resignation will take effect forty (40) days from the date of acceptance of the written notification.
5. **Removal.** An officer may be removed by the Board of Directors at a meeting or by action taken without a meeting whenever in the judgment of the Board of Directors the best interests of the WEDJ PCS will be served thereby. A vote of two-thirds (2/3) of the Board of Directors in office is necessary to remove an officer.

6. **Reimbursement.** Officers shall receive no compensation for their services but, by resolution of the Board of Directors, may be reimbursed for reasonable expenses incurred while acting on behalf of the WEDJ PCS.

ARTICLE IX

Duties of Officers

1. **Chairman.** The Chairman shall be the chief executive officer of the WEDJ PCS, and shall perform the duties normally incident to the office of the Chairman of a corporation such as the WEDJ PCS.
2. **Vice-Chairman.** The Vice-Chairman shall, in the absence of the Chairman, serve as the chief executive officer of the WEDJ PCS, and shall perform the duties normally incident to the office of a corporation such as the WEDJ PCS.
3. **Secretary.** The Secretary shall perform the duties normally incident to the office of the Secretary of a corporation such as the WEDJ PCS. He or she shall: (1) see that all notices are duly given in accordance with law and these bylaws; (2) keep, or cause to be kept, in books provided for the purpose, minutes of the meetings of the WEDJ PCS, of the Board of Directors, and of each committee of the Board of Directors; (3) see that the books, reports, statements and all other documents and records required by law are properly kept and filed; (4) sign such instruments as require the signature of the Secretary; (5) compile and maintain a journal of the activities of the WEDJ PCS; (6) perform all the duties that from time to time may be assigned by the Board of Directors.
4. **Treasurer.** The Treasurer shall perform the duties normally incident to the office of the Treasurer of a corporation such as the WEDJ PCS. He or she shall: (1) sign such instruments as require the signature of the Treasurer; (2) render a financial report at the Annual Meeting of the WEDJ PCS and, if requested, a statement of the condition of the finances of the WEDJ PCS at any other meeting of the Board of Directors; (3) perform all the duties that from time to time may be assigned by the Board of Directors.
5. **Other Officers.** The duties of any other officers shall be as specified by the Board of Directors, but these duties shall not duplicate or interfere with the duties of the principal officers.

ARTICLE X

Advisory Council

1. **Advisory Council.** The Board of Directors may, in its discretion and upon terms it shall decide, appoint persons to be members of an Advisory Council for the WEDJ PCS.

Members of the Advisory Council may attend the Annual Meeting and any other such meetings that the Board of Directors shall decide, but members of the Advisory Council shall not exercise the right to vote.

ARTICLE XI

Financial Administration

1. **Documents.** All checks, drafts, orders for the payment of money, bills of lading, warehouse receipts, obligations, bills of exchange and insurance certificates shall be signed or endorsed by such officer(s) or agent(s) of the WEDJ PCS and in such manner as shall from time to time be determined by resolution of the Board of Directors.
2. **Deposits and Accounts.** All funds of the WEDJ PCS not otherwise employed shall be deposited from time to time in general or special accounts in such banks, trust companies or other depositories as the Board of Directors or any committee to which such authority has been delegated by the Board of Directors may select, or as may be selected by any officer or officers or agents of the WEDJ PCS to whom such power may from time to time be delegated by the Board of Directors. For the purpose of deposit and for the purpose of collection for the account of the WEDJ PCS, checks, drafts and other orders of the Association may be endorsed, assigned and delivered on behalf of the WEDJ PCS by any officer or agent of the WEDJ PCS.
3. **Corporate Records.** The WEDJ PCS shall keep at its principal place of business (1) the original or a duplicate record of the proceedings of the Board of Directors, (2) the original or a copy of the Articles of Incorporation and Bylaws of the WEDJ PCS, including all amendments thereof to date, certified by the Secretary, and (3) appropriate, correct and complete books and records of account.

ARTICLE XII

Amendments

1. **Amendments to the Bylaws.** The Bylaws may be amended by a two-thirds (2/3) vote of a quorum of the Board of Directors at any meeting of the Board of Directors.

ARTICLE XIII

Corporate Seal

1. **Corporate Seal.** The Official Seal of the WEDJ PCS will be in such form and contain such other words and/or figures as the Board of Directors shall determine, by any printing or process whatsoever.

CERTIFICATE OF THE SECRETARY

OF

W. E. DOAR, JR. PUBLIC CHARTER SCHOOL FOR PERFORMING ARTS

I, ANGELA SCREEN, hereby certify that I am the duly elected, qualified and acting Secretary of W. E. Doar, Jr. Public Charter School for Performing Arts, a District of Columbia non-profit corporation (the "Corporation"), and do hereby further certify that:

(a) Attached to the Charter School Agreement between the Corporation and the District of Columbia Public Charter School Board (the "Agreement") as Exhibit F thereto is a true and complete copy of the Articles of Incorporation of the Corporation, which Articles of Incorporation are in full force and effect as of the date hereof.

(b) Attached to the Agreement as Exhibit G is a true and complete copy of the bylaws of the Corporation, as in full force and effect as of the date hereof.

(c) Attached hereto as Annex A is a true and complete copy of the resolutions duly and validly adopted by the Corporation's Board of Trustees; such resolutions have not been amended, modified or rescinded in any respect and remain in full force and effect as of the date hereof; and such resolutions are the only resolutions adopted by the Corporation's Board of Trustees or by any committee thereof relating to the Agreement.

(d) Each of the persons listed below has been duly elected to and now holds the office of the Corporation below his or her name and is currently serving, and at all times since 12/18/03 has served, in such capacity, and the signature of each such person set forth opposite his or her name is his or her true and genuine signature:

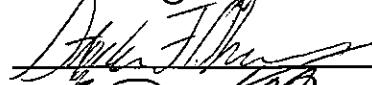
Name and Office

NICOLE STREETER
President

Stephen Pearcy
Vice-President

BARBARA MCNEILTUCKER
Treasurer

Signature



(e) Each person who, as a trustee or officer of the Corporation, signed the Agreement was, at the time or respective times of such execution and delivery of the Agreement, duly elected, qualified and acting as such trustee or officer, with authority to execute the Agreement, and the signature of each such person appearing on any such documents is his or her respective genuine signature.

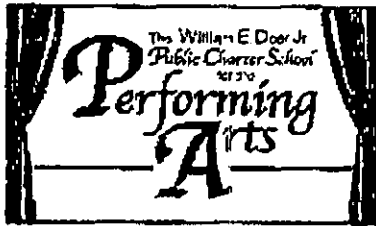
IN WITNESS WHEREOF, I have hereunto signed my name this 27th day of
July, 2004.

Angela M. Screen
Name: ANGELA M. SCREEN

I, Julie S. Doar-Sinfield, ^{EXECUTIVE}~~DIRECTOR~~ of the Corporation, do hereby certify
that Angela M. Screen is the duly elected, qualified and acting Secretary of the
Corporation, and that the signature of Angela M. Screen set forth above is his true
and genuine signature.

IN WITNESS WHEREOF, I have hereunto signed my name this 27th day of
July, 2004.

Julie S. Doar-Sinfield
Name: JULIE S. DOAR-SINFELD



THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL FOR THE PERFORMING
ARTS (WEDJ PCS)
ADMINISTRATIVE OFFICES
4322 14TH STREET, NW
WASHINGTON, DC 20011
(202) 269-4548
(202) 882-8552 FAX
WEDJSCHOOL@HOTMAIL.COM
WWW.WEDJSCHOOL.ORG

CORPORATE RESOLUTION

I HEREBY CERTIFY that a meeting, duly called, of the Board of Directors of The William E. Doar, Jr. Public Charter School for the Performing Arts, Inc., a corporation, in which said meeting a quorum was present and acting throughout, the following preamble and resolution was adopted and ever since has been and now is in full force and effect.

WHEREAS this Corporation is duly authorized and permitted by its Charter and Bylaws to:

(1) Enter into a Charter Agreement with the District of Columbia Public Charter School Board, (2) Receive on behalf of the Corporation or deliver to the Corporation or third parties charter agreements and related documents and to sign, endorse, and execute all such documents for the William E. Doar Jr. Public Charter School for the Performing Arts, Inc (3) Establish and maintain office and instructional space for the school program and signatory privileges will be limited to the following persons designated by the Corporation:

_____Julie S. Doar-Sinkfield_____

NOW THEREFORE BE IT RESOLVED that this Corporation enters a Charter Agreement with the District of Columbia Public Charter School Board and that Julie S. Doar-Sinkfield, Executive Director or her successors in office, may, on behalf of this Corporation or any one of them acting individually, are hereby authorized to (1) execute such an agreement for the provision of educational programs for students and/or provide office space to the corporation (2) deliver to and receive from the District of Columbia Public Charter School Board such documents for signing and (3) sign acknowledgements of the correctness of all statements on such paperwork (4) make, execute, and deliver under the corporate seal any and all written endorsements and documents necessary or proper to effectuate the authority hereby conferred; the within authorization to each of said officers to remain in full force and effect until written notice of the revocation thereof shall have been received by the District of Columbia Public Charter School Board.

I FURTHER CERTIFY that the following are the signatures of the officers (or others) authorized by the foregoing resolution to act for this Corporation:

Julie S. Doar-Sinkfield

IN WITNESS WHEREOF, I have hereunto set my hand to said Corporation this

_____30th day of _____ July, 2004_____

Nicole Schultz
Chair

NOTE: This certificate must be executed by an officer other than one of those authorized to act.